

2022-2023

STUDENT & FAMILY SCHOOL HANDBOOK

MIDDLE SCHOOL 390

STUDENT & FAMILY HANDBOOK 2022-2023

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PRINCIPAL WELCOME LETTER



Dear Students and Parents/Guardians,

Welcome to Middle School 390! At MS 390, we have a strong commitment to equity, diversity, student learning, and teaching the “whole child” while providing learning experiences that are culturally responsive and relevant to all students. We believe that it is the responsibility of every adult in MS 390 to ensure that students are equipped with the necessary skills to thrive, as stated in the school's vision and mission statements. Our school community works hard for what matters the most, the development and success of all students.

MS 390 students are provided with the space and time to become leaders of their own learning. They develop leadership skills allowing them to be college, career, and life ready. Students learn and apply the 7 Habits of Highly Effective People in their daily lives coupled with the Principles and Paradigms of Effectiveness recognizing that “Everyone can be a leader and everyone has genius.” Students explore their interests, passion, and talents while demonstrating academic and social-emotional growth in their middle school years.

In addition, we embrace parents as partners in education. We understand that it is through collaboration, a home-school connection, clear expectations, and an open line of communication with parents/guardians that we can provide students with relevant and rich learning experiences. The door of our school is always open for parents/guardians to join us in conversations about their child's academic and social-emotional development. Active parent participation in student learning has a direct impact on student achievement.

As we embark on this educational journey together, please allow me to share with you my priorities for 2022-2023:

Principal's Priorities:

1. Prioritize Student Wellness
2. Accelerate Learning Through Differentiated Instruction to Sustain What Works
3. Parents as partners in education

I encourage you to please take time to read with your child the MS 390 Student and Family Handbook. Should you have any questions regarding the handbook, please feel free to reach out. Let's continue “Inspiring Greatness” in ourselves and others.

Your Partner in Education,

Andrea Varona
Principal I. A.



SCHOOL VISION AND MISSION

Vision Statement

Our vision as a middle school is to educate all students by meeting their individual and social emotional needs in a technological integrated school environment. The goal is to instill the intellectual values necessary for each child to achieve his/her maximum potential as a productive citizen of the world.

CONTACT INFORMATION

Middle School 390





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Superintendent

Mission Statement

The mission of Middle School 390 is to provide a structured, safe, and supportive learning environment where students, parents, and staff focus on "*Inspiring Greatness*" through:

-  **Academic achievement:** A rigorous learning experience empowers students to succeed.
-  **Diversity:** Respect each person's unique background and beliefs; embrace the rich perspectives different backgrounds bring and use their collective power to make a difference in the virtual and physical classroom and beyond.
-  **Discovery/Inquiry:** Recognize that students' talents, interests and passions outside the virtual and physical classroom complement the overall learning experience.
-  **Integrity:** Operate with honesty, fairness, and dignity.



NYC DOE - MS 390

HEALTH AND SAFETY IN OUR SCHOOL

Middle School 390 continues to take important steps to enhance health and safety measures that help keep the school community healthy and safe. The following guidelines have been extracted from the NYCDOE Homecoming Health and Safety Guide.

Vaccination

We strongly encourage vaccination for all students 12 and over. Visit vaccinefinder.nyc.gov for more information.

Health Screening

- ☞ Anyone entering the building must confirm they are not experiencing any symptoms of COVID-19, have not recently tested positive, and are not currently required to quarantine based on close contact with an infected person.
- ☞ If you need a thermometer to check for a fever, you can request one from your school.
- ☞ If a student is feeling ill, he/she must stay home and get tested, which is an effective way of protecting the whole school community.
- ☞ Every school will have a nurse on staff to whom students can report if they are feeling ill.

Face Coverings and Personal Protective Equipment (PPE)

- ☞ (Optional) Students can wear a face covering when riding on school buses and anywhere on school property, indoors and outdoors, regardless of vaccination status, unless they have a medical exemption.
- ☞ If a student forgets the mask, the school will have a supply on hand for the student.
- ☞ Hand sanitizer will also be available in every classroom.

Physical Distancing in School

Physical distancing is an additional strategy to keep our school community safe.

- ☞ The Centers for Disease Control and Prevention (CDC) “recommends schools maintain **at least 3 feet of physical distance** between students within classrooms to reduce transmission risk.
- ☞ When it is not possible to maintain a physical distance of at least 3 feet, such as when schools cannot fully reopen while maintaining these distances, it is especially important to layer multiple other prevention strategies, such as screening testing.”
- ☞ CDC emphasizes that schools should not exclude students from in-person learning to keep a minimum distance requirement.
- ☞ During meal service, schools will use outdoor spaces and additional spaces in school buildings where possible to support physical distancing. Meals may be served in multiple locations and during multiple time periods.



SCHOOL YEAR CALENDAR 2022-2023

DATE	WEEKDAY	EVENT
September 8	Thursday	First day of school
September 22	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 26-27	Monday – Tuesday	Rosh Hashanah, schools closed
October 5	Wednesday	Yom Kippur, schools closed
October 10	Monday	Italian Heritage / Indigenous Peoples' Day, schools closed
November 8	Tuesday	Election Day, students do not attend school
November 9	Wednesday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early.
November 11	Friday	Veterans Day, schools closed
November 24-25	Thursday– Friday	Thanksgiving Recess, schools closed
December 26–January 2	Monday – Monday	Winter Recess, schools closed
January 16	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 24–27	Tuesday – Friday	Regents Administration
January 31	Tuesday	Spring Semester begins

SCHOOL YEAR CALENDAR 2022-2023 CONTINUES ON THE NEXT PAGE



SCHOOL YEAR CALENDAR 2022-2023

DATE	WEEKDAY	EVENT
February 20–24	Monday – Friday	Midwinter Recess, schools closed
March 16	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early.
April 6	Thursday	First Day of Passover, schools closed
April 7	Friday	Second Day of Passover / Good Friday, schools closed
April 10–14	Monday– Friday	Spring Recess, schools closed
April 21	Friday	Eid al-Fitr, schools closed
May 11	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 29	Monday	Memorial Day, schools closed
June 8	Thursday	Anniversary Day / Chancellor's Conference Day for staff development; students do not attend.
June 9	Friday	Clerical Day for elementary schools, middle schools, K–12 schools, and standalone D75 programs; students in these schools do not attend.
June 14–23	Wednesday– Friday	Regents Administration (excluding June 19, when schools are closed)
June 19	Monday	Juneteenth, schools closed
June 27	Tuesday	Last day of school for students

END OF THE SCHOOL YEAR CALENDAR 2022-2023
For updates visit [NYC DOE Calendar](#)



SCHOOL DAILY PROGRAM

Middle School 390 school hours are from **8:20 a.m. to 2:40 p.m. Monday through Friday.** Supervision WILL NOT be provided for students who arrive at school before 8:20 a.m. or remain after 2:40 p.m. Children should not enter the main building earlier than 8:20 a.m. or remain in school later than 2:40 p.m. unless they are participating in a supervised after school activity. All students are expected to report to their first period class by 8:20 a.m. promptly. These procedures are designed for the safety and wellbeing of our students. **Doors open for breakfast at 7:40 a.m. to 8:15 a.m.**

Student Attendance and Punctuality

School attendance is not just required by law, it is critical to students' success in school and life. All students are expected to be in their first class by 8:20 am promptly. Students who come to school after their first period class will be instructed to sign their names in the "Late Log" held by the attendance personnel and receive a late pass. Students who routinely come to school late by more than five minutes will receive a warning and shortly thereafter, parents will be notified by the school messenger system, the attendance office and/or ultimately in writing. If lateness and/or absenteeism become a pattern, phone calls will be made, an attendance officer will be sent to visit your home, and school will request a conference. When 10 or more consecutive days of absence is reported and a parent is unresponsive to school's interventions it will result in further action including notification to ACS. We believe that regular school attendance, accompanied by good study habits, and participation in extracurricular activities are the platform for school success. Once a student arrives at school, he/she is expected to remain and attend each class throughout the day. To learn more about the importance of student attendance, visit [NYC DOE Attendance](#).

Bell Schedules

Period	Start Time	End Time
Morning Huddle	8:20 a.m.	8:40 a.m.
1	8:42 a.m.	9:25 a.m.
2	9:27 a.m.	10:10 a.m.
3	10:12 a.m.	10:55 a.m.
4	10:57 a.m.	11:40 a.m.
5	11:42 a.m.	12:25 p.m.
6	12:27 p.m.	1:10 p.m.
7	1:12 p.m.	1:55 p.m.
8	1:57 p.m.	2:40 p.m.



SCHOOL DAILY PROGRAM

School Breakfast and Lunch

Breakfast is available from 7:40 a.m. to 8:15 a.m. Free and reduced price breakfast and lunch are available to students who qualify. School lunch form MUST be completed and submitted to the main office by the due date..

Early Dismissal Guidelines

- ☞ Any student being released early should report to the main office.
- ☞ No one but a parent or authorized adult (i.e. older sibling, grandmother, aunt, uncle, etc.) may sign a child out from school, as indicated on the emergency/blue card.
- ☞ Proper identification must always be shown to main office personnel releasing students to the authorized adult.
- ☞ No student shall be released to an adult from the classroom. If someone should come to the classroom for a child they should be sent to the main office to sign the student out.

Inclement Weather

When severe weather creates hazardous conditions, the regular school schedule may be suspended or delayed to ensure students' safety. It is the parent'/ guardian's responsibility to monitor news reports via television, radio stations, DOE website www.schools.nyc.gov, telephone contact #311 call, school website, and school messenger sent. Announcements are normally broadcast between 6:00 A.M. and 8:00 A.M. The following radio stations announce school closures, 1010 AM; 880 AM, and 98.7 FM. You may also listen to the TV for information concerning the closing of schools. Those stations contacted include: CBS 2, NBC 4, ABC 7, NY 1 and News 12.

Be advised that in the event of inclement weather the school may deliver learning instruction remotely. Students are expected to log into class and complete assignments following guided instruction virtually.



MS 390: A LEADER IN ME LIGHTHOUSE SCHOOL



Leader In Me is an evidenced-based, whole-school improvement model that teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader, providing opportunities for students to develop their full potential. LIM is based on the theory of change known as See-Do-Get Cycle. The Leader in Me framework integrates highly effective practices such as The 7 Habits and Principles and Paradigms of Effectiveness.

FOCUS

Foundations for Leadership: Paradigms, Principles of Effectiveness, Private Victory to Public Victory

Habit 1: Be Proactive: You are in charge

Principles of effectiveness: Responsibility, Choice, Accountability, Initiative and Resourcefulness

Habit 2: Begin with the End in Mind: Have a plan

Principles of effectiveness: Vision, Commitment, and Purpose

Habit 3: First Things First: Work first, then plan

Principles of effectiveness: Focus, Integrity, Discipline, Prioritization

Habit 4: Think Win-Win: Everyone can win

Principles of effectiveness: Mutual benefit, Fairness, Abundance

Habit 5: Seek First to Understand, Then to Be Understood: Listen before you talk

Principles of effectiveness: Respect, Mutual understanding, Empathy, Courage

Habit 6: Synergize: Together is better

Principles of effectiveness: Creativity, Cooperation, Diversity, Humility

Habit 7: Sharpen the Saw: Balance feels best

Principles of effectiveness: Renewal, Continuous improvement, Balance



INSTRUCTIONAL MODELS

Our school offers a variety of educational programs aimed to accelerate student's learning through the implementation of a variety of instructional strategies and learning styles. Our Regents Track/ Honors program provides students with the opportunity to engage in a rigorous curriculum in ELA, Math and Science to prepare them for high school courses in the 8th grade and the Specialized High School Test. In the 8th grade, students in both tracks take the Living Environment and Algebra 1.

Our primary focus is to expose our students to an expanded rigorous curriculum to maximize their academic potential, thus increasing their opportunities to graduate from high school and pursue higher education.

Bilingual Transitional Program, Bilingual Academy

Bilingual Transitional is an educational program in which two languages are used to provide content instruction. Over time, the use of the native language is decreased and the use of English is increased until only English is used. Students in our Bilingual Academy who participate in our Bilingual Transitional program receive the same rigorous instruction and curriculum as in our general education setting. Classes are taught in English and Spanish. The goal is to develop academic skills in English as their native language (Spanish) continues to be improved and refined. Classes are instructed by middle school teachers certified to teach ESL and Bilingual Education.

Dual Language Program, Bilingual Academy

Dual Language is a form of bilingual education. Students in our Bilingual Academy who participate in our Dual Language program are taught literacy and content in two languages: English and Spanish. We offer the type of dual language program known as Two-Way (bilingual) immersion and follow a 50/50 model of instruction. In this model, English and Spanish are used equally throughout the program. Students in Dual Language receive the same rigorous instruction and curriculum as in our general education setting. The course of study is designed to develop English and Spanish fluency, content knowledge, and academic language. The goal of our Dual Language program is to foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity as well as high levels of academic achievement through instruction in the two languages. Classes are instructed by middle school teachers certified to teach ESL and Bilingual Education.



INSTRUCTIONAL MODELS

Special Education Program

Students with disabilities receive the support and services indicated on their Individualized Educational Plan – known as IEP.

Integrated Collaborative Teaching – ICT

Integrated Co-Teaching, formally known as Collaborative Team Teaching or CTT ensures that students with disabilities are educated alongside age-appropriate peers in a general education setting. Students in ICT classes receive the same rigorous instruction and curriculum learning as in a general education classroom. An ICT class consists of one general education teacher and one licensed special education teacher, providing a reduced student/teacher ratio. Co-teachers provide individual attention to students and together they plan and prepare lessons, activities, and projects that take into account the learning differences among all students in the class.



INSTRUCTIONAL GUIDE

ENGLISH LANGUAGE ARTS DESCRIPTION & COURSEWORK

Grade 6 ELA

Our 6th Grade English Language Arts course provides middle school readers and writers with rigorous instructional experiences that prepare them to demonstrate social, emotional and academic competency for the next grade and beyond. Aligned to the New York State and the Common Core Curriculum Standards for Grade 6, the English Language Arts course curriculum includes rich literature with complex grade-leveled texts, high-interest engaging topics, collaborative discussions, and evidence-based writing that support students to grow their literacy skills - expand vocabulary, deepen comprehension and criticality, build real-world knowledge, strengthen speaking and listening, and refine writing. In addition, students develop responsibility for their learning growth by using self-reflection tools, assessment results, and peer and teacher feedback.

Course Requirements: practice, tests, quizzes, unit assessments, performance tasks (projects), and digital portfolio.



TOPIC	FOCUS
Module 1: Greek Mythology	<ul style="list-style-type: none">➡ Reading, Writing, and Speaking Grounded in Evidence➡ Main reading selection: <i>The Lightning Thief</i> by Rick Riordan (680L)
Module 2: Critical Problems and Design Solutions	<ul style="list-style-type: none">➡ Researching to Build and Present Knowledge (Science)➡ Main reading selection: <i>The Boy Who Harnessed the Wind</i> by William Kamkwamba (850L)
Module 3: American Indian Boarding Schools	<ul style="list-style-type: none">➡ Analyzing, Interpreting, and Evaluating Text➡ Main reading selection: <i>Two Roads</i> by Joseph Bruchac (740L)
Module 4: Remarkable Accomplishments in Space and Science	<ul style="list-style-type: none">➡ Researching to Write and Present Arguments➡ Main reading selection: <i>Hidden Figures</i> (Young Readers' Edition) by Margot Lee Shetterly (1120L)



MS 390 INSTRUCTIONAL GUIDE

ENGLISH LANGUAGE ARTS DESCRIPTION & COURSEWORK

Grade 7 ELA

Our middle school 7th grade English Language Arts aligns the New York State and the Common Core Standards with the English Language Arts Curriculum for grade 7. The course focuses on the four fundamental literacy skills: listening, speaking, reading and writing. The primary goal is ensuring that all students are provided with an in-depth understanding of English Language Arts. Though the emphasis shifts from learning to read to reading to learn through a variety of genres using a common core of books that span a range of reading levels and cover all types of literature. In addition, students will continue to refine, advance, and apply their reading, writing, listening, and speaking skills to build knowledge about new subject matter so they can be college ready, and lead productive successful lives.

Course Requirements: practice, tests, quizzes, unit assessments, performance tasks (projects), and digital portfolio.



TOPIC	FOCUS
Module 1: The Lost Children of Sudan	<ul style="list-style-type: none">➡ Reading, Writing, and Speaking Grounded in Evidence➡ Main reading selection: <i>A Long Walk to Water</i> by Linda Sue Park (720L)
Module 2: Epidemics	<ul style="list-style-type: none">➡ Researching to Build and Present Knowledge➡ Main reading selection: <i>Patient Zero</i> by Marilee Peters (1010L)
Module 3: The Harlem Renaissance	<ul style="list-style-type: none">➡ Analyzing, Interpreting, and Evaluating Text➡ Main reading selection: <i>One Last Word</i> by Nikki Grimes (NP)
Module 4: Plastic Pollution	<ul style="list-style-type: none">➡ Researching to Write and Present Arguments➡ Main reading selection: <i>Trash Vortex</i> by Danielle Smith-Llera (1120L)



INSTRUCTIONAL GUIDE

ENGLISH LANGUAGE ARTS DESCRIPTION & COURSEWORK

Grade 8 ELA

Reading, writing, listening, and speaking are essential life skills. The middle school 8th grade English Language Arts Curriculum focuses on developing these skills to build a foundation for student success in high school and the activities of everyday life. During the process of improving these essential skills, students will study various literary genres using a common core of books that span a range of reading levels and cover all types of literature. Similarly, there is an emphasis to practice grammar, usage, and mechanics, learn new vocabulary, and engage in writing workshop. Students are expected to learn to view the English language as a tool for communication and reflection.

Course Requirements: practice, tests, quizzes, unit assessments, performance tasks (projects), and digital portfolio.



TOPIC	FOCUS
Module 1: Folklore of Latin America	<ul style="list-style-type: none">➡ Reading, Writing, and Speaking Grounded in Evidence➡ Main reading selection: <i>Summer of the Mariposas</i> by Guadalupe Garcia McCall (840L)
Module 2: Food Choices	<ul style="list-style-type: none">➡ Researching to Build and Present Knowledge (Science)➡ Main reading selection: <i>The Omnivore's Dilemma</i> (Young Readers Edition) by Michael Pollan (930L)
Module 3: Voices of the Holocaust	<ul style="list-style-type: none">➡ Analyzing, Interpreting, and Evaluating Text➡ Main reading selection: <i>Maus I</i> by Art Spiegelman (NP)
Module 4: Lessons from Japanese American Internment	<ul style="list-style-type: none">➡ Researching to Write and Present Arguments➡ Main reading selection: <i>Farewell to Manzanar</i> by Jeanne Wakatsuki Houston and James D. Houston (1040L)



INSTRUCTIONAL GUIDE

MATHEMATICS DESCRIPTION & COURSEWORK

Our 6th, 7th, and 8th grade Mathematics courses follow an integration of curricula stemming from the New York State syllabus, the common core standards, the Expeditionary Learning, EngageNY and the CMP (Connected Mathematics Projects) a problem-centered approach. Within each course, students integrate the use of computers and calculators. Students are recommended for placement into math courses at each grade level. The major strands include problem solving, number concepts, ratio, proportion and percent, probability and statistics, algebra and geometry, and measurement and computer/technology awareness. Our math instruction will allow students to develop their reasoning skills, construct logical arguments, model and understand real world mathematical applications of what they learned. All with the goal of making sure students are competitive and transition successfully to any high school Algebra I course. All students take periodic assessments and the New York State Math Assessment.

Course Requirements: practice, tests, quizzes, unit assessments, performance tasks (projects), and digital portfolio.



	TOPIC	FOCUS
GRADE 6	Module 1: Ratios and Unit Rates	☞ Understand ratio concepts and use ratio reasoning to solve problems.
	Module 2: Arithmetic Operations Including Dividing by a Fraction	☞ Apply and extend previous understandings of multiplication and division to divide fractions by fractions. Compute fluently with multi-digit numbers and find common factors and multiples.
	Module 3: Rational Numbers	☞ Apply and extend previous understandings of numbers to the system of rational numbers
	Module 4: Expressions and Equations	☞ Apply and extend previous understandings of arithmetic to algebraic expressions, and understanding the reason about and solve one-variable equations and inequalities.
	Module 5: Area, Surface Area, and Volume Problems	☞ Apply and extend previous understandings of arithmetic to algebraic expressions. It investigates reason about and solving one-variable equations and inequalities. It explores solving real-world and mathematical problems involving area, surface area, and volume.
	Module 6: Statistics	☞ Develop understanding of statistical variability, and summarize and describe distributions.



INSTRUCTIONAL GUIDE

MATHEMATICS DESCRIPTION AND COURSEWORK



	TOPIC	FOCUS
GRADE 7	Module 1: Ratios and Unit Rates	Analyze proportional relationships and how to use them to solve real-world and mathematical problems, which is demonstrated by learning to solve real-life and mathematical problems using numerical and algebraic expressions and equations; and drawing, constructing, and describing geometrical figures and describing the relationships between them.
	Module 2: Arithmetic Operations Including Dividing by a Fraction	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers. Use properties of operations to generate equivalent expressions. Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
	Module 3: Rational Numbers	Use properties of operations to generate equivalent expressions. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations, and solve real-life and mathematical problems involving angle measure, area, surface area, and volume.
	Module 4: Expressions and Equations	Analyze proportional relationships and use them to solve real-world and mathematical problems. Students learn how to solve real-life and mathematical problems using numerical and algebraic expressions and equations. Draw, construct, and describe geometrical figures and describe the relationships between them.
	Module 5: Area, Surface Area, and Volume Problems	Use random sampling to draw inferences about a population, draw informal comparative inferences about two populations, and investigate chance processes and develop, use, and evaluate probability models.
	Module 6: Statistics	Draw, construct, and describe geometrical figures and describe the relationships between them. They also learn to solve real-life and mathematical problems involving angle measure, area, surface area, and volume.



INSTRUCTIONAL GUIDE

MATHEMATICS DESCRIPTION AND COURSEWORK



GRADE 8	TOPIC	FOCUS
	Module 1: Integer Exponents and Scientific Notation	✎ Work with radicals and integer exponents.
	Module 2: The Concept of Congruence	✎ Understand congruence and similarity using physical models, transparencies, or geometry software, and work to understand and apply the Pythagorean Theorem.
	Module 3: Similarity	✎ Learn to understand congruence and similarity using physical models, transparencies, or geometry software, as well as to understand and apply the Pythagorean Theorem.
	Module 4: Linear Equations	✎ Learn to understand the connections between proportional relationships, lines, and linear equations and analyze and solve linear equations and pairs of simultaneous linear equations.
	Module 5: Examples of Functions from Geometry	✎ Learn to define, evaluate, and compare functions, while solving real-world and mathematical problems involving volume of cylinders, cones, and spheres.
	Module 6: Linear Functions	✎ Learn to use functions to model relationships between quantities and investigate patterns of association in bivariate data.
	Module 7: Introduction to Irrational Numbers Using Geometry	✎ Learn to know that there are numbers that are not rational, and approximate them by rational numbers; work with radicals and integer exponents and learn to understand and apply the Pythagorean Theorem; learn to solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.



INSTRUCTIONAL GUIDE

SOCIAL STUDIES DESCRIPTION AND COURSEWORK

Grade 6

The units of study in the sixth grade focus on the Eastern Hemisphere with a concentration in ancient civilizations. Students will also draw on information from the five fields of learning which include: geography, history, economics, government and culture. Students will apply this knowledge to the following regions of the world: the United States, Europe, Russia and the Independent Republics, North Africa, Southwest Asia, Africa south of the Sahara, South Asia, East Asia, Australia, Oceania and Antarctica. The following skills will be addressed: map skills, document based questions (DBQ) and current events.

Grade 7

The scope and sequence of the 7th grade Social Studies Curriculum is covering the Native Americans up until the Civil War. This content is learned by using the 7th grade textbook, analyzing document based questions (DBQ) and strengthening our reading and writing techniques by developing our vocabulary, writing essays and research papers. When we read about different time periods in history we will use specific comprehension strategies to help us recall the information we are studying. These strategies include: monitoring for meaning, determining what is important, text to self connections, text to text connections, and text to world connections. We will also focus on how geography affects the way people live today and in the past. If you ever asked yourself, “why are we studying Social Studies?” The answer is so we understand the world we live in. These skills will help you in the business world, marketing, journalism (newspaper reporting), politics and government, and any job or career you might hold in the commercial world. Social Studies is the study of society.

Grade 8

Eighth grade Social Studies surveys American History from the Industrial Revolution (1800) to the post World War II era and the year 2006. A variety of enriching experiences, including simulations, research and writing activities, debating and dramatizations will be offered to students. The year begins with a review and expansion of geography and map skills, followed by a study of the Civil War, Reconstruction, westward expansion, industrialization, immigration, and the emergence of the United States as a world power. Our twentieth century study examines the political, social and economic aspects of World War I, the Roaring Twenties, the Great Depression and World War II. Enrichment using multimedia techniques and current events examine the Cold War and Post-Cold War eras as the century draws to a close. Particular emphasis is placed on the study of the contributions made by ethnic groups to the development of the United States. Reading, listening, writing and reasoning skills are stressed.

Course Requirements: practice, tests, quizzes, unit assessments, performance tasks (projects), and digital portfolio. These requirements apply to all grades.



INSTRUCTIONAL GUIDE

SCIENCE DESCRIPTION AND COURSEWORK

Grade 6

This course will cover the following topics this school year: metric measurement, adaptations, introduction to cells, ecosystems and biomes, heat and matter, weather and technology, astronomy and light and sound. These topics are all in conjunction with the New York State Learning Standards.

Grade 7

At this level, science is an area of study that is easily intertwined with the other disciplines (literacy, math, social studies, technology, art, etc). Students are expected to study science terms and concepts before utilizing the tools and skills learned in the other disciplines for complete investigation in each unit. This class will also look at the significance and importance of our current topics to our everyday lives using the question, "Why is this important for me to know NOW?"

This 7th grade class spirals through the major branches of science (Earth science, Physics, Chemistry, and Biology) by touching on one central concept from each branch. Students can expect to cover 4 major topics throughout the school year:

1. Geology - How do we as scientists gather and interpret evidence that Earth is continually changing?
2. Physics/Chemistry - How do properties and interaction of matter and energy explain physical and chemical change?
3. Biology - How do human body systems function to maintain homeostasis?
4. Biology - How is homeostasis maintained in other organisms?

All students are expected to come to class with all necessary materials for each day. Students will need to study vocabulary and major ideas each day as the following day will build upon those basics for a thorough understanding of the unit objective.

Grade 8

The 8 grade Physical Science includes the study of basic concepts of chemistry and physics. The emphasis is on acquiring an understanding of the non-living aspects of the natural world. Areas of study include: atomic theory and structure; the Periodic Table; characteristics of elements; chemical bonding and reactions; motion; force; energy; electricity; magnetism; sound and light; scientific theory and method; and the International System (IS) system of measurement. Laboratory experiences allow the students to acquire research and documentation skills. Eighth graders are encouraged to participate in the annual Science Fair, conducting their own research and experimentation through the implementation of STEM – Science, Technology, Engineering and Mathematics.

Course Requirements: practice, tests, quizzes, labs, unit assessments, performance tasks (projects), and digital portfolio. These requirements apply to all grades.



INSTRUCTIONAL GUIDE

ADDITIONAL COURSES

Physical Education/Health

In Physical Education/Health, students will develop physical skills related to locomotor movements as well as object manipulation such as throwing, catching, kicking or shooting a ball. Students will also develop cognitive and social emotional skills by learning strategies related to sport and by working together in teams to achieve an objective. It is our goal to make each class fun, interesting, challenging, social, and most importantly engaging for all students. The P.E./Health curriculum also aims to raise student awareness on some of the major health and fitness issues facing our population. To meet this goal, students will learn lifestyle practices in exercise, nutrition, as well as mindfulness to help them cope with the stress and overstimulation that exist in the 21st century. Students come prepared to participate in physical education with appropriate exercise clothing and sneakers.

Visual Arts

The visual arts students will create works of art that explore a range of topics and themes, using a variety of art materials, processes and techniques. They will become aware of community resources such as museums and art galleries and understand the range of careers that are possible through the study of the visual arts. Students will reflect on, interpret and evaluate works of art using the language of art criticism, and understanding the social, cultural and historical significance of art. The basic course of study should lay a foundation for life-long appreciation and enjoyment of the visual arts.

Regents

Our Regents Program for Integrated Algebra, Living Environment and US History are offered to recommended 8th grade students based on their 6th and 7th grade academic performance. This program is designed for students who desire and are ready for high school level academic-challenge. The program prepares students for the regents exams in Integrated Algebra, Living Environment and US History yielding high school course credits, and readiness to take honors and AP classes in high school. These courses required extended hours of study.

Honors

Our honors program is designed to academically enrich self motivated 6th and 7th grade students who are open to take on a more rigorous, advanced and fast pacing instructional plan.



INSTRUCTIONAL GUIDE

Testing

Every year upon completion of coursework and readiness, students in middle school are required to take the various NY State and local exams that were introduced in elementary school, in addition to some additional tests that reflect their increased skills and opportunities. These assessments continue to support their instruction, to determine eligibility for certain programs, and to provide information on progress toward mastering grade-level learning standards. The list below shows tests that students take in middle school.

- 👉 NY State English Language Arts Test
- 👉 NY State Math Test
- 👉 NY State Science Test
- 👉 NY State Alternate Assessment

- 👉 Tests for English Language Learners
- 👉 World Languages
- 👉 Specialized High School Admissions Test
- 👉 Periodic Assessments

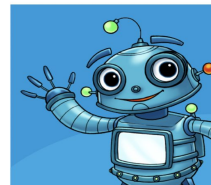
Educational Field Trip Policy

Properly supervised and planned educational field trips are an important part of the instructional program. All students are encouraged to participate in classroom trips to various N.Y.C. sites, and in some instances to out-of-state college visits. However a signed permission slip is needed to indicate parental consent. Permission slips and parental consent are provided prior to the trip date. Students will not be allowed to attend a trip, unless a signed permission slip is given to the teacher in charge of the trip. Verbal consent is not sufficient and will not be honored. Students have the right to participate in all school trips. However, if a student's behavior presents a danger to the health and well-being of self or others, school personnel reserves the right to withhold any student from participating in the field trip. Due to COVID-19, educational field trips are subject to approval.



LEARNING DIGITAL PLATFORMS

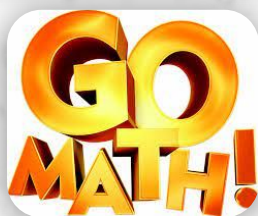
Parents and students can learn more about learning digital platforms used at MS 390 by pressing the icons below.



Imagine Language & Literacy



AmplifyScience



ACADEMIC: EXTENDED LEARNING PROGRAM

Regents Track Program

Regents Track Program begins in the sixth grade and its goal is to provide students with the opportunity to participate in an accelerated curriculum through the 8th grade. These aim to reinforce academic skills development needed for test readiness, such as the state exams for middle school, the high school level regents exams in Integrated Algebra I and Living Environment.

Specialized High School

MS 390's Specialized High School program provides students with skills necessary to prepare for the SHST, NYC specialized high school test. The SHST is the admission method to apply for any NYC Specialized High School. Our program begins preparing students for the NYC Specialized High School test in the 6th grade.

Academic Enrichment and Intervention

MS 390 Academic Enrichment program is designed to provide students with opportunity to access the curriculum. We focus on providing Multi Tier Interventions Services and Support for students with IEP's, students who are performing low academically, and English Language Learners. Through the Multi Tier Intervention and Support approach we utilize a variety of research based interventions to address students' unique academic and linguistics learning needs.

ENRICHMENT AND EXTRACURRICULAR PROGRAMS

MS 390 believes in balancing academics and extracurricular activities to provide a well-rounded education for students. Enrichment opportunities are held all year-round through trips and field days to Club Gateway, Broadway Shows, Museums and the Planetarium visits, Ice Skating, Bowling, Washington DC Visit, Bronx Zoo, the Botanical Garden, Wave Hill, Yankee Stadium Games, Lake Compounce, Six Flags and more.

After School Program

MS 390 believes in balancing academics and extracurricular activities to provide a well-rounded education for students. Enrichment opportunities are held all year-round through trips and field days to Club Gateway, Broadway Shows, Museums and the Planetarium visits, Ice Skating, Bowling, Washington DC Visit, Bronx Zoo, the Botanical Garden, Wave Hill, Yankee Stadium Games, Lake Compounce, Six Flags and more.



ENRICHMENT AND EXTRACURRICULAR PROGRAMS

CHAMPS

The CHAMPS Middle School Sport and Fitness League is an initiative of the New York City Department of Education that promotes physical activity among children going through the critical years of middle school. The name CHAMPS derives from the initials of the five values that define our participants: Cooperative, Healthy, Active, Motivated, and Positive Students. Through this program students are encouraged to apply to one or all three of its seasons (Fall, Winter and Spring), parental sign up is required. Attendance is mandatory in order to maintain a placement in the program. Sessions meet after school, twice per week. The sports offered depend on the season are but not limited to: Softball, Soccer, Basketball and Track and Field.

Chess Club

MS 390 Chess Team known as MS 390 Knights is open to all students - amateurs and/or any student who wants to learn how to play chess. Our chess program instruction includes chess in the classroom, a component that infuses Chess techniques with mathematical, analytical, team building and decision making skills development. Chess lessons are integrated in our weekly instructional program. Lessons are delivered by Chess coaches from the Chess in Schools, a national organization affiliated with the US Chess Federation. Our chess program has enabled our students to compete city-wide and at the national level every year. Since our membership MS 390 became an official tournament site hosting city-wide yearly competitions.

STEAM/ Robotics

STEAM is an educational method. MS 390 believes in preparing students for the future. We use science, technology, engineering, art, and mathematics to guide student learning. Through our collaboration with [Vision Media Education/Robofun](#) our students experience hand-ons activities.

Music Room/ Program

Our music room is a lively learning space where students learn to play an instrument and strengthen their musical skills. It is equipped with an array of orchestra and band instruments.

Music Club

We offer music classes. Students learn basic, intermediate, and advanced string; cello, viola, violin, key board, base, and any other string instrument of their choice. Music club is open to students wishing to refine their music skills

DreamYard

DreamYard is a community organization that an after school program that supports our students with extracurricular activities. The program runs from 2:45 p.m. to 5:30 p.m. Monday through Friday. DreamYard artists lead students through an in-depth exploration of the art form through a social justice lens and collaborative, project-based arts learning. The program culminates with students getting to showcase their polished talents in an end of year Variety Show.

High School, College & Career Readiness Series

The [High School, College & Career Readiness Series](#) is an initiative promoted by MS 390 Guidance Department. A series of workshops are facilitated by the counselors and guests to engage students in learning about the high school admission process and college and career awareness and readiness. High School exploration is an essential component of the 7th and 8th grade high school readiness curriculum. Through webinars, in-person and virtual fairs, and industry expert interviews, students learn about researching schools that match their interests and aptitudes. To learn more visit [MySchools.nyc](#), [NYSCareerZone](#) and [Socrategy and CareerVisionModel](#).



Juntos

Juntos is a program sponsored by the [Cornell University Cooperative Extension](#); it is part of [4-H](#), the nation's largest positive youth development and youth mentoring organization. Their mission is to help students achieve high school graduation and access higher education. Juntos works to unite community partners to provide youth (in particular Latino youth) grades 8-12th and their parents with knowledge, skills, and resources to prevent youth from dropping out and to encourage families to work together to gain access to college. The 4-H Juntos Program works by bringing together cohorts of 8th grade youth to support each other for 3-5 years as they enter high school and prepare together for higher education.

PARTNERSHIPS

MS 390 continuously works in developing partnerships with community, citywide and state organizations such as Columbia University, Cornell University, CUNY Colleges, Mercy College and New York University. Partnerships aim to foster learning and provide safe opportunities for our students to engage in enrichment, extracurricular activities and high school-college and career readiness options. Below are some of our current partners:

- 👉 Liberty, Upward Bound and Trio Programs at Bronx Community College
- 👉 My Brother's Keeper
- 👉 NASA & National Science Foundation Geospatial Technology at Bronx Community College
- 👉 The Bronx Institute at Herbert Lehman College
- 👉 Enlace & Alpha Project/ Gear Up
- 👉 M.S. 390 X HORACE MANN SCHOOL - Students Tutoring and Mentoring amidst the Pandemic Successfully - S.T.A.M.P.S

- 👉 Breakthrough New York Program
- 👉 Seeds to Trees Program
- 👉 Morris Heights Health Center/ School Based Clinic
- 👉 Astor child and family Services
- 👉 Mercy College
- 👉 New York University
- 👉 Cornell University
- 👉 Hunter College

Peer Mediation

The MS 390 Peer Mediation program provides our students an alternative to punitive disciplinary practices, helping the school to become a safer place. The goal of peer mediation is to reduce conflict and provide children with an opportunity to develop problem – solving skills. Trained peer mediators will create an environment of respect and trust by allowing peers that are experiencing conflict to have a voice and express their point of view without being judged or experiencing fear of punishment. Peer mediators will assist students in working out differences and reach a mutually agreed agreement. Peer mediation is voluntary. Students involved in the program will learn communication skills, how to control impulses and regulate their emotions, problem solving skills, leadership skills and gain self-confidence.

The Yearbook Project

A new yearbook committee is formed at the beginning of the school year. All students interested are encouraged to apply. Being a member of the yearbook project committee requires a great deal of commitment and seriousness. Committee members meet weekly with a chief editor/advisor. In addition to weekly meetings members are expected to put in additional hours of work throughout the week to ensure collection data and photographs are accurate and appropriate for the final project. Interested candidates must possess strong art, technology and writing skills, be responsible, be committed and have the ability to meet deadlines.



FACILITIES AND RESOURCES

Auditorium

Our school hosts a state of the art auditorium fully equipped with Air Conditioning, auto-visual system, integrated sound and screen projector, and lighting to host an array of school-wide performance events.

Gymnasium

Our gymnasium space provides our students the physical setting to practice physical and mental wellness. Our gym provides spaces for physical education classes such as volleyball, basketball, soccer, fitness, and dance.

Morris Heights Health Center - On Site Clinic

MHHC School Based Health Center network has been in existence since 1982. This is a partnership with a variety of schools in the community to improve the well being of children and families by providing onsite access to healthcare, including mental health and health education services. Currently, the program operates in ten schools in the Bronx serving over 10,000 children from kindergarten to the 12th grade. In addition to onsite healthcare, the MHHC health team educates parents about obtaining health insurance for their children and the entire family. To receive services parental consent is required. Please ensure to complete an application at the time of school enrollment/registration.

Music Room

Our music room is a lively learning space where students learn to play an instrument and strengthen their musical skills. It is equipped with an array of orchestra and band instruments.

Science Lab

Our science lab serves two core experiential applications: One, the lab is equipped with tools to provide hands-on experience to prepare students for the Living Environment regents level high school course and two, a **hydroponic** system that has been designed to enhance and increase students' Science and Technology (STEM) skills and knowledge in an inquiry-based, project-based, experiential (hands-on), and science-based education in a multidisciplinary learning environment.

Technology

MS 390 hosts a state of the art Apple/Mac computer lab. Our facility counts on a school wide wireless system that sustains the interactive usage of iPad, Mac Notebooks, Dell Laptops and Smartboards. Every classroom is equipped with up-to-date computers and Promethean boards with Apple TV. Our technological devices are used for research, daily interactive hands-on activities and as a tool to assess student learning. Students are required to treat computer equipment with care and respect. Inappropriate behavior or mischief of any kind is subject to standard disciplinary procedures. Repeat occurrences may result in restricted use of school equipment or in students being held responsible for repairs to, or replacement of, or payment of damaged items.

Textbooks/ Calculators/Ipads And Laptop Computers

Textbooks, books, calculators, ipads and laptop computers are provided to your child by the school system on a loan basis and should be treated as borrowed property. Students must pay for the loss or damage of textbooks and/or devices before clearing records to go to the next grade or transfer to another school.



PUPIL PERSONNEL SERVICES

Middle school years are full of excitement, frustration, disappointment, growth and hope. It is now that students begin to discover what the future holds. Students are experiencing internal changes, coupled with the challenges of the outside world. MS 390 counselors assist students to grow through this difficult stage of life while they experience three areas of development: Academic, Career and Socio-emotional; with a comprehensive guidance program, students receive information, support, and experiences to help them become productive and contributing members of society. Our support staff is proactive in establishing and maintaining professional relationships with students, parents, and the community to provide the most effective support for young people.

It is the goal of our counselors to make each student's school experience a positive one so their potential can be realized. Our Developmental Guidance Program offers:

Conflict Resolution and Mediation

Students experiencing conflicts with peers are offered a platform to engage in healthy dialogue that leads to resolution and satisfaction. Our staff of counselors are trained conflict resolution mediators. Conflict resolution is the first approach to attempt resolving peer conflict in the school place.

Individual Planning

Individual planning consists in assisting students in monitoring and understanding their own development in their educational, career, and personal-social arenas.

School Guidance Program

MS 390 Guidance Program is a comprehensive solution-focused approach designed to educate the whole child as we work in collaboration to meet the child's needs and nurture his healthy development. Our holistic approach infuses best guidance and counseling practices that aims to empower the self esteem of the child by building on and strengthening the child's socio-emotional development and skills. We provide student, parental and teacher contact in a proactive manner. We offer our students the information and tools needed to be School Ready. We provide students with High School Articulation and Readiness hands on experiences and Career Exploration. Our incoming 6 graders are provided with daily approaches to navigate the Middle School Transition. Our staff engages in ongoing daily Academic Advising. Our counseling and internship department offers personalized, individual and group mandated counseling. Our program relies on resources from curriculums such as The Guide, Realizing the College Dream, The Circle, the ASCA Model (American School Counselor Association) among other available resources.



PROMOTION GUIDELINES

Grades provide insight on a student's learning performance and growth. Grades will be based primarily on academic progress. Our school will share with parents/guardians Student Progress Reports to communicate their child's academic and/or behavior progress and performance. **Student Progress Reports** will be shared with families via email and at parent-teacher conferences. For this reason, it is important that you provide the school with a current active email. We strongly advise parents/guardians to periodically request an appointment with your child's teacher to discuss any concerns in regards to your child's academic progress.

Parents/Guardians may choose to replace any passing final grade with a "P" indicating passing or "CR" indicating course credit for any students registered for a regents course.

Parents can access report cards via their [MyStudent NYC](#) portal. In addition to report cards, families can view schedules, test scores, transportation, attendance and more! To access the portal parents need to create a unique account guided by the school parent coordinator, jduran@ms390.com. To learn more on how to create visit [MyStudent NYC](#).

Progress Report and Report Card Schedule

MARKING PERIOD	DATE	PROGRESS REPORT DISTRIBUTION	REPORT CARD DISTRIBUTION
1	Sept. 8, 2022 to Dec. 9, 2022	Nov. 9, 2022 PTC	Dec. 23, 2022
2	Dec. 12, 2022 to March 10, 2023	Mar 16, 2022 PTC	Mar. 24, 2023
3	March 13, 2023 to Jun. 2, 2023	May 11, 2023 PTC	Jun. 27, 2023

GRADING SCALE	PERFORMANCE GRADE LEVEL	SCALE SCORE VALUE
95 - 100	Exceeding	4
86 - 94	Meeting	3
80 - 85		
71 - 79	Approaching	2
65 - 70	Below	
64 - Below	Far Below	1



PROMOTION GUIDELINES

Practice

Practice or *homework*, is assigned daily to all students in grades 6-8 and it represents 20% of each class overall grade. Students must make every effort to submit their Practice to their teacher on time. We strongly recommend students to get an agenda book to record their Practice and help better manage their workload. Practice is essential as it provides students with opportunities to practice strategies, build capacity and extend knowledge of content as well as demonstrate the levels of mastery of material covered. Practice assigned over the holiday, vacation periods and days of religious observance will be due the day the students return to school.

Practice While Absent

Although students may be absent for a valid reason, they must continue to be responsible for their Practice. Students must check their *iLearn* to access their Practice assignment and consult with their teachers. Every student has an *iLearn* account. Students will receive partial credit for any assignment that is turned in late. In the event of an emergency, or if students know in advance that they will be absent, they should request a Practice log with future assignments from their teachers, if not posted on *iLearn*. Remember, each Practice counts toward your overall grade.

Digital Leadership Portfolio

Student Digital Leadership Portfolios are a powerful tool to empower students to capture their social and academic growth. Throughout the academic year, students reflect on their individual accomplishments, skills, activities, programs and other related experiences that contribute to their personal leadership development. Student Digital Portfolio completion is a requirement for all your courses.

Promotion

Promotion decisions are made based on multiple measures of student readiness for the next grade level in English, math, science, social studies, attendance and socio-emotional growth. Teachers review student work holistically to identify students' readiness for academic performance for the next grade. If a student's work indicates the student is not ready for the next grade level he/she may be mandated to attend summer school. Summer school provides an educational opportunity for students to master required content and skills needed for promotion from one grade level to the next. Promotion in Doubt (PID) letters will be issued and distributed by the first week in February.

GRADING CATEGORY	WEIGHT OF YOUR GRADE
Classwork Assignments	50%
Assessments: Tests, quizzes, projects, performance tasks	35%
Participation/Uniform	5%
Homework Practice	10%
Total	100%



ADMISSIONS AND STUDENT RECORDS

Student Enrollment

Basic requirements for student enrollment:

- 👉 Copy of birth certificate
- 👉 Original immunization record
- 👉 Proof of address
(Con Edison bill and Lease or letter from landlord)

The registration packet for students contains:

- 👉 Cumulative folder
- 👉 Copy or link of Student & Family School Handbook
- 👉 Lunch application form
- 👉 Emergency contact form (Blue Card)
- 👉 Permission slip for school trips
- 👉 Media Consent form
- 👉 Astor Child Counseling - Screening form
- 👉 Morris Heights School Based Clinic Application
- 👉 DreamYard after school Program Application

Change in Student Information

It is imperative that the school office be notified immediately in the event you have a change of address, home or job telephone number and/or email address or if there is an emergency contact information change during the academic year. Responsibility rests on parents and students to inform the school of any changes in residence and/or telephone number and/or email address during the year.

Health Requirements

IMMUNIZATIONS: "NO SHOTS, NO SCHOOL." All students entering for the first time are required to have proof of immunization against diphtheria, pertussis, tetanus, polio, mumps, measles, and rubella. STATE LAW PERMITS NO EXCEPTIONS. Visit [NYC DOE Immunizations](#) to learn more about immunization requirements.

Medication

MS 390's school staff are prohibited from providing or administering any medication, including aspirin and cough syrup, to any student. Students needing occasional medications, such as penicillin, etc., for colds, earaches and sore throats, are to take these medications at home if possible. Medication that is to be taken three (3) times a day can be given before the student comes to school, after school, and again at bedtime. However, if medication must be given at school, the parent/guardian and a certified doctor must complete a 504 form, which can be obtained from your child's guidance counselor or school nurse. The completed form will be processed and given to the school nurse who will then administer the medication as prescribed.



SCHOOL VISITOR GUIDANCE AND OTHER POLICIES

MS 390 continues to ensure that daily operations are conducted safely and smoothly. To do so, we provide guidance and policies to support the best experience you can have on the school building.

School Visitors

All visitors upon arrival into the school building must bring a valid/updated form of identification. Due to COVID-19, all visitors (age 12 and older) must show proof of at least one dose of the COVID-19 vaccination to enter the school building. Visitors do not include students attending school in a DOE building. To learn about acceptable proof of vaccination visit [NYC DOE Health and Safety in Our School](#). All visitors will be directed to the main office. Parents are always welcome to MS 390 and may visit at any time; however, an appointment should always be made with the teacher or guidance counselor before visiting.

School Volunteers

Adult volunteers often work at each school in various capacities during the school year. Parents, senior citizens, education majors in college, and retired teachers enjoy volunteering. Please contact the school parent coordinator, if you are interested. All parents are encouraged to get involved in our school. There are many areas in which your help is needed. If you are interested in becoming a parent volunteer, please contact your child's teacher, the parent coordinator or the secretary.

Parent Association

The P.A. is a vital component of our school community. We encourage parents to support the Parents' Association by becoming active members. A successful school needs the participation and support of all parents and members of the P.A. Meetings are scheduled monthly for approximately one to two hours, depending on the agenda. Being part of the P.A. has tremendous value to both the school community and parents volunteers.

School Leadership Team

MS 390 hosts a diverse and inclusive leadership team consisting of administrative staff, support staff, parents, students and teachers. The SLT supports the school principal in developing school goals that are rolled out during the school year. To learn more visit [NYC DOE School Leadership Team](#).

Parent Coordinator

The Parent Coordinator is responsible for promoting the participation and involvement of parents in the school community. The parent coordinator is the liaison between the parents/families and school. Parent coordinators are trained to help parents find answers to their questions and concerns. Every parent should take the time to introduce themselves to the Parent Coordinator in their school. Be sure to get their direct phone number and email address. As the school year unfolds, our Parent Coordinator will offer many opportunities for parents to learn more about supporting their children's education. The ultimate goal of the Parent Coordinator is to create a partnership between family, students and the school community.



SCHOOL VISITOR GUIDANCE AND OTHER POLICIES

PARENT TEACHER CONFERENCES

Parent Teacher Conferences

Our parent-teacher conferences known as Parent PREP engage families as partners in their children's education and academic success. Families will participate in virtual conferences where teachers share performance data, teach parents grade-level foundational skills, demonstrate concrete activities for home for students to master target concepts, and set academic goals. Families practice skills with other families and network.

It is important for you and your child to be part of your child's academic experience. Please mark your calendars and save the following dates for our virtual conferences:

👉 November 9, 2022
(1:00pm - 3:00pm)
(5:00pm - 8:00pm)

👉 March 16, 2023
(1:00pm - 3:00pm)
(5:00pm - 8:00pm)

👉 May 11, 2023
(1:00pm - 3:00pm)
(5:00pm - 8:00pm)

To assist you in conducting a productive conference, the following guide is available for your use:

- 👉 Before the conference, decide what you want to ask the teacher.
- 👉 Discuss the upcoming conference with your child.
- 👉 Involve your child in the conference.
- 👉 Obtain all pertaining information prior to the conference. It will be helpful to have an understanding before the meeting.
- 👉 The teacher may have other appointments after yours; therefore, we urged you to join on time and be concise. It is in everyone's interest to manage time sessions wisely.
- 👉 After the conference, discuss the outcome with your child. We recommend that you talk about your child's strengths before discussing areas in need of improvement.



CODE OF CONDUCT

Respect for All: Fostering Anti-Bullying Practices

The NYC Department of Education (DOE) is committed to maintaining a safe and supportive learning environment that is free from harassment, intimidation and/or bullying and from discrimination based on actual or perceived race, color, citizenship/immigration status, religion, creed, national origin, disability, ethnicity, gender, gender identity, gender expression, sexual orientation, or weight. The DOE launched the citywide Respect For All program in 2007 to build the capacity of staff and students to actively promote a community of inclusion in each of our schools. The seeds of Respect For All (RFA) were sown in the aftermath of 9/11, when the NYC DOE began a concerted citywide effort to promote respect for diversity and combat harassment, discrimination and bullying. This initiative provided professional development for K-12 school staff, as well as direct services to students. The goal of this work is to ensure that every NYC school provides a learning environment where all children feel safe, valued and respected. Respect for all is a Law. For more information please visit the website below. Also available in the Spanish language. To learn more visit [NYC DOE Respect for All](#) and [Citywide Behavior Expectations for Grades 6-12](#).

Non-Discrimination Policy

It is the policy of the New York City Department of Education, CSD 10 and Middle School 390 not to discriminate on the basis of age, religion, national origin, sex, sex orientation, or handicap in its educational programs, activities or employment practices. Furthermore, discriminatory behavior such as bullying, including cyber bullying, sexual harassment, prejudicial insults or threats are unacceptable and will be met with disciplinary or legal actions. To learn more visit [NYC DOE Non-Discrimination Policy](#).

Discipline Policy

Disciplinary and Intervention Measures: Each infraction carries one or more levels of seriousness. Each level contains minimum and maximum disciplinary intervention that can be imposed. A non-exhaustive list of measures including non-punitive, e.g., counseling and conflict resolution, which may be used when appropriate. Please refer to the [NYC DOE Student Intervention and Discipline Code and Bill of Student Rights and Responsibilities](#).



CODE OF CONDUCT

Uniform Policy/ School Dress Code

MS 390 is a UNIFORM school. Therefore, we expect family support to reinforce our uniform policy. Uniform apparel with the school logo is available for purchase at MS 390. See our office staff or parent coordinator for further information. Parents have the option of purchasing uniform apparel without the school logo as long as it meets our [Uniform Color Guidance](#):

- ☞ Solid navy blue color pants (except jeans) or skirt (length right above the knee)
- ☞ Solid gray color polo shirt, t-shirt (short or long sleeve), or crewneck (sweatshirt with a hoodie)
- ☞ Closed-toe shoes including sneakers

Non-compliance to follow the student dress code may lead to exclusion from school-sponsored activities. Uniforms must be visible at all times (school sweater, T-shirt or polo shirt); no hooded sweaters covering.

Uniform/Dress Code Violation

The following articles of clothing are considered inappropriate for school and must not be worn:

- | | |
|---|--|
| ☞ Clothing that does not provide coverage of torso, undergarments and private parts, including see-through clothing | ☞ Jewelry may not be worn if it presents a safety hazard to self and/or others; including but not limited to body piercing jewelry, other than earring |
| ☞ Clothing that is above the knee - above fingertip length when standing | ☞ No hats, caps, bandannas, du-rags, items with visible price tags, or colors associated with gang-related apparel are permitted |
| ☞ Clothing with obscene language or symbols, symbols of drugs, sex, or alcohol are prohibited | ☞ Profane, offensive, or defamatory writing or pictures on clothing or jewelry is not acceptable |
| ☞ Pants worn below one's waist line (sagging) | ☞ Pajamas |
| ☞ Biker shorts, short shorts, or leggings | ☞ Ripped jeans |
| ☞ Oversized clothing (shirts/pants/baggy, bell-bottoms) | ☞ Sunglasses inside the building (unless there is a medical excuse) |
| ☞ Wearing clothes inside out | ☞ Sliders, sandals, or crocs |



CODE OF CONDUCT

Cell Phone Policy and Other Electronic Devices

MS 390 adheres to the Chancellor's Regulation A-413 regarding cell phones and other electronic devices in schools. *During the school day: Cell phones may not be turned on or used while on school property.*

Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices: The use of cell phones, computing devices and portable music at school is subject to the restrictions below:

- 👉 **Cell phones are to be submitted in the morning to staff for securing and returned to students at the end of the instructional day. Students are expected to follow the cell phone collection expectations.** (The attached is the notification that has been provided and signed by students) [Middle School 390 Cell Phone Policy](#)
- 👉 Cell phones **may not** be turned on or used during instructional time.
- 👉 Cell phones and portable music may not be turned on or used during the administration of any school quiz, test or examination.
- 👉 Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan
- 👉 Use of cell phones, computing devices, and portable music during the administration of state standardized examinations is governed by State Education Department Rules.
- 👉 Cell phones, computing devices and portable music may not be turned on or used during school fire drills or other emergency preparedness exercises.
- 👉 Cell phones, computing devices, and portable music may not be used in bathrooms.
- 👉 Middle School 390 takes no responsibility for the loss or theft of cell phones or any other electronic devices.
- 👉 Confiscation and return of electronic items
- 👉 Middle School 390 will institute the following procedures should it become necessary to confiscate a student's cell phone or other electronic device in the following sequence:
 - 👉 A single Warning.
 - 👉 Confiscation of item and will be returned if parent comes by end of school day, otherwise it will be secured until the parent comes.
 - 👉 If multiple violations, confiscation of the item occur it will be held for a duration of time to be determined by the school.
 - 👉 Confiscation and return of any item will be followed by the student entering into a behavioral contract that will remain in effect for the school calendar year.
 - 👉 Revocation of the privilege to bring item to school.

To learn more visit [NYC DOE Regulation A-413](#).

Disciplinary Action

Students who use cell phones, computing devices, and/or portable music are in violation of the policies of Middle School 390, Chancellor Regulation A-413, NYC DOE Discipline Code and NYC DOE Internet Acceptable Use and Safety Policy ("ISUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the [Discipline Code](#).



CODE OF CONDUCT

Respect For School Personnel And Property

MS 390 school community accepts responsibility for maintaining a safe school environment by promoting the wellbeing of all our students and fostering a nurturing learning environment. Student's behavior should conform to acceptable standards of conduct as established by the school discipline code and the chancellor's regulations.

According to the NYC Department of Education policy and the rules of our school, detention and/or suspendable offenses include: fighting, cutting class, lying, cheating, stealing, writing on walls and other school property, graffiti, vandalism, disrespecting teachers and other school staff, using profane language, littering, violent threats and constantly disrupting the learning environment of the class and school, etc. Students who misbehave may be required to attend in-house detention or suspension; students are isolated from the class for a specified period of time during the school day. If this proves ineffective, the student may be subject to suspension outside school.

The MS 390 school community requests parental support in helping maintain a safe and orderly environment and respect for the rights, feelings and property of your child and others.

Prohibited Items

Students are prohibited from bringing the following items and/or electronic devices to school. MS 390 will not be responsible for items lost or stolen. Weapons and illegal substances are a direct violation of the Chancellor's Safe and Orderly Environment Initiative and will be confiscated and turned over to the police. School personnel will confiscate other prohibited items: To get a full list of prohibited items, refer to [NYC DOE Citywide Behavioral Expectations to Support Student Learning Grades 6–12](#).

Hall Norms and Expectations

Students are expected to attend every class on their program and arrive at class on time. Our automated report card system will track and report cutting in the 2021-22 school year. Only the teacher, guidance counselor, school nurse, and assistant principal/principal can excuse students from a class.

- 👉 Students will travel the halls with respect for self and others learning in the building.
- 👉 Students will remain in MS 390 premises and avoid trespassing areas designated to P.S. 396 and P10.
- 👉 Students will maintain an appropriate voice volume and tone, appropriate walking pace, and be mindful of others around them.
- 👉 Students will bare right when walking the hallways and using the stairs (follow the up and down arrows indicated staircase area).
- 👉 Students will carry a pass when leaving a class or meeting. It is the student's responsibility to request a pass.
- 👉 Students will have respect for the school environment and not litter or deface property in any way.
- 👉 Students will show respect for the hard work of others and will care for bulletin boards, displays and artwork.











Students, who are in the hallways, going to their counselor or to see other teachers without a pass, are officially cutting class. Such an infraction may require contacting parents and include cutting reports into the student permanent record. Such information will be forwarded to high schools.



CODE OF CONDUCT

Lunchroom Rules

Students are expected to do the following:

-  Report to lunch on time. Failure to report is cutting and a violation with consequences.
-  Present a written pass when requesting to leave the lunchroom, signed by school personnel.
-  Enter safely and quietly from the appropriate door.
-  Keep conversations at a respectful volume so that others will not need to shout to be heard.
-  Remain seated until you are asked to line up and/or are eating lunch.
-  Show respect to all staff members and peers.
-  Empty trays carefully after eating.
-  Ensure that the lunchroom is clean for others to use by picking up all trash.
-  Exit for class in a quiet and orderly fashion using the appropriate door.
-  Eat inside the lunchroom. (One cannot remove a food tray from the lunchroom).

Bio-Breaks

Students are required to have a pass and/or be escorted by school personnel for biological breaks including use of restroom, drinking water, counselor check-ins, and facemask breaks.

No student may go to the bathroom during periods 1, and periods after lunch – for 6th graders period 5 and for 7th period 6 and 8th graders period 7 - including period 8 unless the teacher concludes it is a bona-fide crisis. Bathroom passes will not be given during the first five minutes or the last five minutes of the period. Only one student from each class may be out of the classroom, at a time, using the bathroom pass. Students must use the closest bathroom to their classroom. All bathrooms will be locked between classes. Restrooms will not be open during transition to classes. STUDENTS MUST NOT USE BATHROOM PASSES for other purposes, such as, visiting a teacher or friend, going to their guidance counselor, the nurse, drinking water, etc. In such instances, the student will be considered to be cutting class.



CODE OF CONDUCT

NON-NEGOTIABLE #1: BEHAVIOR

- 👉 Students will adhere to the policy of zero-tolerance to bullying.
- 👉 Students will conduct themselves respectfully with others and avoid inappropriate physical contact such pushing, play fighting, touching, grabbing, or poking other students.
- 👉 Students will use electronic devices properly.
- 👉 Students will keep their cellphones off and out of sight

NON-NEGOTIABLE #2: LANGUAGE

- 👉 Students will use appropriate language toward self and others and avoid profanity, put downs, derogatory language/remarks, abusive language/remarks, threats, sexual comments or racial/ethnic slurs.

NON-NEGOTIABLE #3: PREMISES

- 👉 Students will consume foods and liquids in the school designated available space for eating and drinking and not in the hallways and staircases.
- 👉 Students will follow hallway and staircase walking guidance and behavioral expectations (refer to the [Prohibited Items](#) section).
- 👉 Students will respect hallway displays (refer to the [Hall Norms and Expectations](#) section).
- 👉 Students will avoid being unsupervised in halls and staircase areas.

NON-NEGOTIABLE #4: DRESS CODE/ATTIRE

- 👉 Students will dress appropriately to school (refer to the School Dress Code section).

Fire Drills and Soft Lockdowns

Every precaution is taken to ensure the safety of your child during school hours. Periodic Fire Drills and Soft Lockdowns are scheduled and executed within the school day so that students learn proper safety procedures and adhere to all safety guidelines. In compliance with State mandates a series of Fire Safety Drills and Soft Lockdowns are conducted throughout the school year. To learn more, visit [NYC DOE Emergency Readiness](#).



FACULTY AND STAFF DIRECTORY

Administration

Andrea Varona, Principal, I.A.
Cinnamon Harris, Assistant Principal
Selva Mason, Assistant Principal

Pupil Personnel Services

Susan Carr, School Counselor
Virginia Pou, Bil. School Counselor
Guillermina Ceballos, Social Worker
Ana Rosa, Social Worker
Iliana Baez, Social Worker
Dilenia Ramirez, Attendance Teacher

English Language Arts Faculty

C. Baer, 6th Grade Sp. Ed.
A. Bello, 6th Grade
A. Betances, 6th Grade
S. Pineda, 6th Grade Sp.Ed. ICT
H. Amaya, 7th Grade Bil.
D. Caperon, 7th Grade Sp. Ed. ICT
T. Mets, 7th Grade
N. Varughese, 7th Grade
G. Cassese, 8th Grade
A. Cruz, 8th Grade Sp. Ed.
N. Dipre, 8th Grade Sp. Ed
J. Tavarez, 8th Grade Bil. & Dual Lang.
C. Scarpa. 8th Grade Sp. Ed.
V. Green Thomas, Instructional Coach

Administrative Staff

Evelyn Villegas, Payroll Secretary
Fiordaliza Ceballos, Pupil Accounting Secretary
Jose Duran, Parent Coordinator

School-Based Support Team

Angelique Cruz, Special Education Clerical Aide
Raphael Ortiz, IT Specialist
Sheila Romero, Bil. School Psychologist
M. Levine, Speech Pathologist

Mathematics Faculty

M. Cerritos, 6th Grade Bil.
A. Dreeben, 6th Grade ICT
J. Oladeji, 6th Grade Sp. Ed.
J. Pacchiana, 6th Grade/Instructional Coach
D. Acosta, 7th Grade Bil.
M. Jimenez, 7th Grade
D. Collado, 7th Grade Sp. Ed
T. Robinson, 7th Grade ICT
A. Miller, 7th Grade Sp. Ed. ICT
D. Mateo, 8th Grade Bil. & Dual Lang.
J. Smith, 8th Grade
A. Paller, 8th Grade ICT
V. Vargas, 8th Grade ICT



FACULTY AND STAFF DIRECTORY

Cluster

L. Donza, ENL
C. McCauley, ENL
M. Adorno, NLA
K. Gonzalez, Social Studies
J. Mendoza, Social Studies Bil.
S. Reid, Physical Ed
M. Coritsidis, Physical Ed
R. Soriano, Digital Art
J. Hernandez, Science
E. Alvarez, IEP

Educational Assistants

D. Baez
R. Carrasquillo
V. Duarte
B. Feliciano
S. Namis
A. Perez
M. Ramos

School Aides

N. Solivan
R. Willis
K. Astudillo
C. Tamayo
D. Bueno

Family Worker

P. Perez

Morris Heights School-Based Clinic

Sandra Rosendo, Health Practitioner
Yadira Deleon, Nurse Assistant
Hannah Velez, Social Worker

Security Officers

N. Branch
W. Rivera
I. Alvaranga

School Cafeteria

M. Meriku, Food Service Manager

Dreamyard Program

E. Duran, Director
A. Heck, Assistant Director

Juntos – Cornell University 4-H Program

Lucinda Randolph-Benjamin, Director
Coordinator/Academic Advisor





2022-2023

STUDENT & FAMILY SCHOOL HANDBOOK

Middle School 390

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