

Salome Ureña Middle School 322

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Student and Family Handbook 2022-2023

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Dear SULA students and families,

I welcome you to the 2022-2023 school year. The SULA community is excited to be back preparing for another great academic school year. We do not take for granted the challenges we all have endured these past few years. From these challenges, we have come together to build a stronger community, strengthened our commitment to SULA values, and focus on what matters most, the academic learning and social emotional growth of our students. I am excited to share the new initiatives that will support SULA's goals that will lead to your success in school.

At SULA, our goal is to ensure we are providing a robust school program that reflects SULA's vision and mission for our students and school community. Our first goal is to focus on student literacy through dedicated reading periods three times a week. The stronger our students are as readers, the more success they will experience in their classes and in their lives. The second goal is to provide all students with different hands-on learning experiences through electives. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations. We will continue to provide social emotional learning experiences in and outside of the classrooms, with an added support from our Student advocate leads. Below you will read more on what this team's role is and how it will benefit the student body.

Last but not least we encourage students and parents to be our partners in discussions and ideas to ensure SULA is a welcoming, nurturing, caring and safe environment. You are all instrumental in the success of these goals and the achievement of the entire student body. I am looking forward to doing this work with you, my staff, and with the support of our partner Children's Aid.

Sincerely,

Miriam Rosa
Your Principal

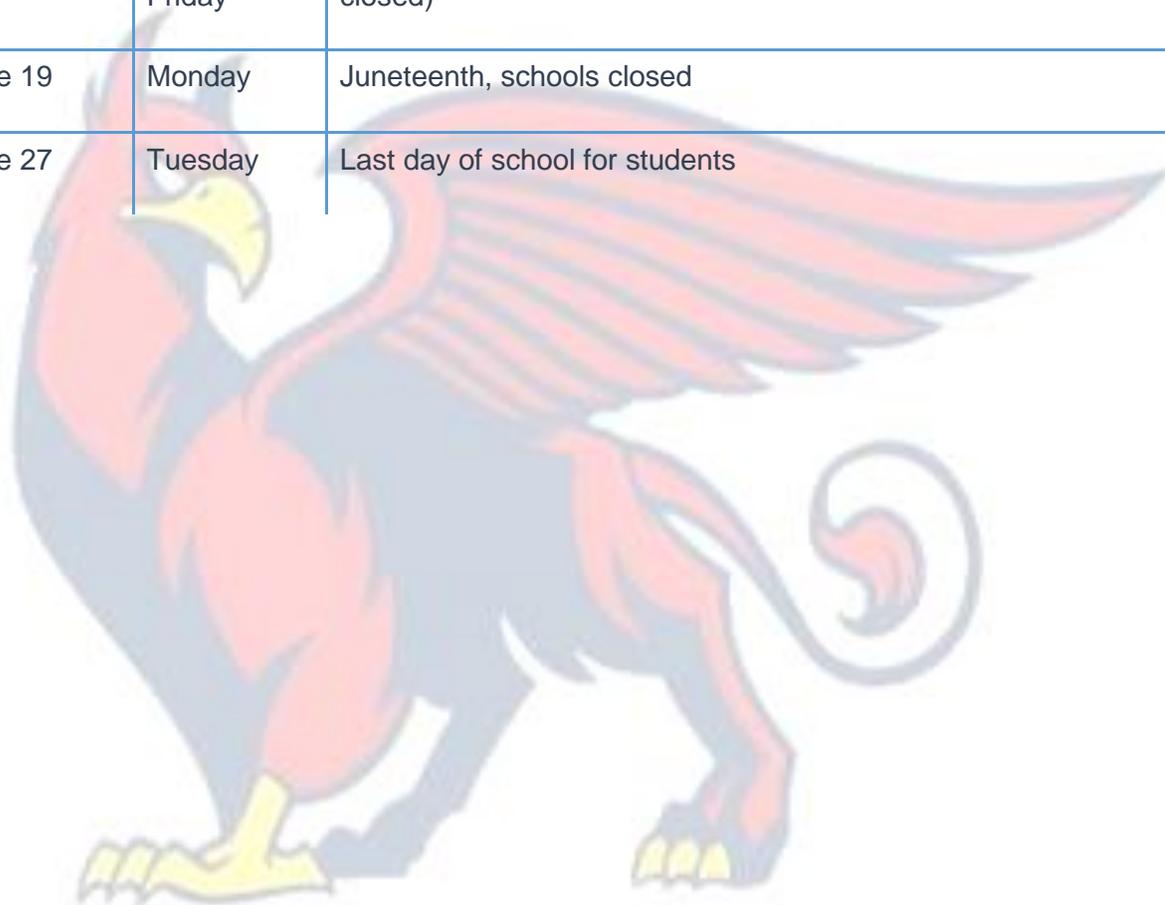


NYC Department of Education School Year Calendar 2022 - 2023

DATE	WEEKDAY	EVENT
September 8	Thursday	First day of school
September 15	Thursday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
September 22	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 26–27	Monday–Tuesday	Rosh Hashanah, schools closed
September 29	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
October 5	Wednesday	Yom Kippur, schools closed
October 10	Monday	Italian Heritage / Indigenous Peoples' Day, schools closed
November 3	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools; students in these schools dismissed three hours early.
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 17	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
November 18	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early.
November 24–25	Thursday–Friday	Thanksgiving Recess, schools closed

DATE	WEEKDAY	EVENT
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 30	Monday	Professional Development Day for high schools and 6–12 schools; students in these schools do not attend.
January 31	Tuesday	Spring Semester begins
February 20–24	Monday–Friday	Midwinter Recess, schools closed
March 9	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early.
March 16	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early.
March 23	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
March 24	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 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 4	Thursday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
May 11	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 18	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 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



SCHOOL & STAFF CONTACT INFORMATION

Address: 4600 Broadway, New York, NY 10040

Phone Number: (212) 304-0853

Website: <https://www.sulams322.org/>

Instagram: @ms322

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1. Guiding Principles

A. Values

Strong Relationships Build Success

SULA's motto is: "Strong Relationships Build Success." Here at SULA we believe that secure relationships are the key principle for establishing our classrooms as an environment conducive to learning.

We define success when students develop a growth mindset that will lead to knowledge acquisition and self-improvement.

B. Community Agreements

1. - **Respect yourself, your classmates and your teachers, and we will respect you in turn**
2. - **Be honest and treat everyone with kindness**
3. - **Make good choices even when no one is looking**
4. - **Work as a team. Help each other out**
5. - **Always ask questions**
6. - **Try your hardest everyday and never give up**
7. - **Self reflect to grow on past mistakes**

C. SULA's Mission and Vision Statements

Mission Statement

At Salomé Ureña Leadership Academy MS 322 our goals are to prepare and educate our youth to be independent thinkers, empowered to question the world around them, and emboldened to use their voice to lead and advocate for justice and equality in their community. To accomplish these goals:

- **Educators** will actively participate in continual professional development on equity, curricula with a culturally responsive lens, social-emotional learning, and advisory. Team leaders will facilitate professional development for staff members. Consultants will provide professional development and support to team members.
- **Students** will participate in a well-rounded education as independent thinkers receiving rigorous academic instruction via curricula with a culturally responsive lens with a culture of collaboration with peers, student-centered instruction, and student-led hands-on projects. Through advisory students will learn to develop voice, empowerment, and leadership skills to take ownership of their learning.
- **Parents** will be our partners in supporting their children by receiving an overview of the meaning and purpose of culturally responsive teaching and learning, equity, and social emotional learning for our community. Parents will learn about Culturally Responsive - Sustaining Education, Equity, and Social Emotional Learning through a parent lens in ongoing workshops provided by the parent coordinator in conjunction with CAS.

Vision Statement

At Salomé Ureña Leadership Academy MS 322, we pride ourselves in providing a welcoming and affirming environment for all of our students, parents, staff, and community members. Through leadership, collaboration, social awareness, and clear expectations all members of the faculty and students are led to lead by example, work as a team, be socially responsive, and sustain the mindset of being lifelong learners. To prepare our middle school students in successfully meeting the challenges and opportunities of high school and beyond, educators will actively participate in continual professional development on equity, rigorous academics, and social-emotional learning. Our purpose is to ensure students receive and engage in a well-rounded education as independent thinkers, collaborators in their learning, and empowered advocates of decisions that will impact their future. As a community school, growth and successes will be celebrated amongst the entire SULA family as we strive to be a role model in our society.

D. Discipline

SULA firmly believes in restorative justice. Restorative practices foster positive approaches when addressing inappropriate student behavior. Through dialogue, students are encouraged to address their feelings, be aware of the harm they have caused, and take accountability for it. Once the feelings are out and accountability is taken, together, both the teacher and student can come up with an agreement to correct the behavior so that it does not happen again.

SULA firmly stands against intentional harmful behavior such as harassment, discrimination, bullying and/or cyber-bullying. Schools are intended to be a safe haven for students, therefore, no matter how minor the incident may seem, disciplinary action must be taken against such behavior(s).

SULA’s disciplinary consequences listed below are designed to allow students to modify their behavior, never to shame or outcast them. Out of school suspensions are avoided unless extreme circumstances dictate otherwise.

Behavior that calls for Disciplinary Action	Consequences / Interventions
Refusal to follow class norms (Talking at inappropriate times, curses at teacher, walking out of the room without permission)	<ul style="list-style-type: none"> ● Teacher reviews classroom norms/expectations with the student (Happens 1st time) ● Restorative meeting with SAL (Student Advocate Leader) teacher during lunch or student elective period (Happens 2nd time) ● Parents will be called to communicate the incident (Happens 3rd time)
Inappropriate behavior (Talking during assemblies, running in the hallway)	<ul style="list-style-type: none"> ● Meeting with SAL (Student Advocate Leader) teacher during lunch or student elective period to remind them of school rules and protocols
Wearing hats or hoodies	<ul style="list-style-type: none"> ● Teacher will ask student to remove hat or hoodie (Happens 1st time) ● Hat/hoodie is temporarily removed from student’s possession and held by teacher (Happens 2nd time) <p style="text-align: center;">If student refuses</p> <ul style="list-style-type: none"> ● Phone call home (Happens 1st time)

	<ul style="list-style-type: none"> ● Student is picked up by parent/ guardian (Happens 2nd time)
<p>Student is out of uniform</p>	<ul style="list-style-type: none"> ● Teacher reminds the student of school norms and the student will be given a substitute article of clothing to wear to class. At the end of the day, the student should change back into his/her clothes and return the borrowed uniform items (Happens 1st time) ● The family will be contacted (Happens 2nd time) <p>Students who are out of uniform repeatedly, their family will be contacted to meet with the school social worker or administration</p> <p>***Students who come to school without their uniforms on a field trip day will not be allowed to attend the trip</p>
<p>Gets to class more than 5 minutes late or does not attend (cuts) class</p>	<ul style="list-style-type: none"> ● Teacher reviews classroom norms/expectations with the student (Happens 1st time) ● Phone call home (Happens 2nd time)
<p>Discriminatory and/or inappropriate language - name-calling and/or verbal altercation and/or bullying</p>	<ul style="list-style-type: none"> ● Restorative meeting with SAL (Student Advocate Leader) teacher during lunch or student elective period (Happens 1st time) ● Required phone call home where student must repeat language to parent/guardian (Happens 2nd time) ● Meeting with family/guardian (Happens 3rd time) <p>If this is an ongoing issue, a meeting with the school's guidance counselor is required to discuss behavior.</p> <p>***Appropriate replacement behavior must be practiced and student has to apologize</p>

<p>Theft or vandalism of community property (Other people’s personal property, classroom materials, sports equipment)</p>	<ul style="list-style-type: none"> ● Required phone call home where students will explain to their guardian what they did. Restorative meeting with SAL (Student Advocate Leader) teacher during lunch or student elective period is needed <p>***Appropriate replacement behavior must be practiced and student has to apologize</p>
<p>Inappropriate touching and/or sexual harrasment</p>	<ul style="list-style-type: none"> ● Required phone call home where student must tell their parent what they did and/or repeat language to parent/guardian. Restorative meeting with SAL (Student Advocate Leader) teacher during lunch or student elective period is needed (Happens 1st time) ● Meeting with family/guardian if it occurs the third time (Happens 2nd time) <p>If this is an ongoing issue, a meeting with the school’s guidance counselor is required to discuss behavior.</p> <p>***Appropriate replacement behavior must be practiced and student has to apologize</p>
<p>Physical altercation (Intense angry argument that may lead to fighting, aggression that may result in injury)</p>	<ul style="list-style-type: none"> ● Required phone call home (Happens a 1st time) ● Meeting with family/guardian (If it happens 2nd time) <p>Meeting with the school’s guidance counselor to discuss behavior and peer-to-peer mediation must be facilitated</p> <p>***Appropriate replacement behavior must be practiced</p>
<p>Assault/physical aggression towards a staff member (Assault is defined as intentionally attempting to cause or causing physical harm to another individual – hitting, pushing, punching, kicking, throwing objects)</p>	<p>Immediate removal from class to office</p> <p>Family is required to meet with school principal</p> <p>1-3 days of In-school suspension. Permanent</p>

	<p>documentation of the incident on the student's school record.</p> <p><i>The student may experience serious disciplinary consequences such as law enforcement becoming involved and superintendent suspension</i></p>
<p>Possession of a weapon or an illicit substance (drugs or alcohol)</p>	<p>Immediate removal from class to office</p> <p>Family is required to meet with school principal</p> <p>3 days of In-school suspension. Permanent documentation of the incident on the student's school record.</p> <p><i>The student may experience serious disciplinary consequences such as law enforcement becoming involved and superintendent suspension</i></p>

E. Incentives

Positive reinforcements motivate students to achieve their educational goals. SULA gives recognition to students who strive to do their best at all times.

Incentive	How to attain it?	Reward
Principal's list	Student must earn 95% or above in all classes	<ul style="list-style-type: none"> ● Principal's lunch and/or special trip ● Certificate
Honor roll	Student must earn 90%-95% in all classes	<ul style="list-style-type: none"> ● Personalized t-shirt with date and <i>Academic Honor Roll</i> written on it and/or special trip ● Certificate
Student of the month (Academically based)	<ul style="list-style-type: none"> ● Hardworking ● Not afraid to ask questions ● Shows leadership ● Shows motivation & Motivates 	<ul style="list-style-type: none"> ● Raffle per grade with choices of three different items to choose from

	<p>others</p> <ul style="list-style-type: none"> • Works well with peers • Completes class work and homework • Comes to school daily (IF NOT SICK) • Wears uniform everyday 	<p>(may include school-spirit related apparel, and gift certificates)</p> <ul style="list-style-type: none"> • Certificate
<p>Class citizen (Emotional Intelligence based)</p>	<ul style="list-style-type: none"> • Is respectful of other people • Is respectful of school and other people's property • Follows school rules • Displays good character (responsibility, honesty, kindness) • Helps their peers when in need 	<ul style="list-style-type: none"> • Raffle per grade with choices of three different items to choose from (may include school-spirit related apparel, and gift certificates) • Certificate

2. School Environment

A. Uniforms

All students are expected to adhere to the following standard of dress while in school or while attending any school related activities outside of school.

SULA will provide each student with the following:

- 1 Blue short-sleeve polo shirt
- 1 SULA sweater



SULA students must also wear khaki pants (not provided by the school). Khaki is defined as a light tan or beige solid color



Gym: Yellow t-shirt and gray sweatpants



SULA students may not wear/bring any of the following items:

- No bandanas, sweat bands, or hair wraps; exceptions will be made for religious attire and special events
- No crocs, sandals or flip flops
- No pants which leave undergarments or skin exposed, including ripped jeans
- No shorts or skirts above the knee

B. Hallways

- Students will minimize disruptions by walking quietly and by keeping their hands and personal belongings to themselves
- Before first period begins, students will be picked up from the cafeteria by their first period teacher and escorted to class. Students are expected to walk in an orderly fashion in the hallways and follow teacher’s directions
- All students must be escorted to and from lunch/recess
- Hallway duty staff will usher students along ensuring appropriate stairwells are used
 - Rooms 225, 227, 229, 234, 325, 327, 329, 332 - use Stairwell C
 - Rooms 223, 221, 203, 205, 323, 321, 301, 303, 305 - use Stairwell A
 - Rooms 207, 208, 209, 210, 212, 214, 307, 309, 310, 312, 314 - use Stairwell B
- Last period teachers are to escort their classes to the Broadway entrance for dismissal or the cafeteria for after school programs

C. Cell Phones & Other Electronic Devices

- Before students walk into the school building, their cell phones must be turned off and placed inside a Yondr Pouch. The student will give the pouch to a staff member to have it locked preventing the student from taking the phone out of the pouch. The pouch with the phone inside will be given to students, holding them responsible for it (pouches must be placed inside their backpacks or may be left in their locker). The students will sign that their phone has been locked and returned to them on that specific day.

Example:

Yondr Pouch Phone Lock and Unlock Signature Sheet		
Class***		
Date	Phone placed inside pouch, locked & returned to student	Phone placed inside pouch, locked & returned to student
	Student Signature (Morning)	Student Signature (Afternoon)

- At the end of the day, before leaving school, the pouch with the phone inside will be unlocked by a staff member and the student will once again sign that their phone was unlocked and returned to them



If a student decides not to turn in their cell phones and is found using it during the day, the cell phone will be removed from the student’s possession and will be returned to him/her at the end of the day. If it happens repeatedly, the student’s parent/guardian will be called to come in and retrieve the device.

If a student purposely breaks their Yondr pouch trying to open it, their guardian will be held responsible for it.

D. Storage of Coats, Bookbags, Textbooks and Other School Materials

- Students must bring their backpacks to school every day
- Coats, jackets, backpacks, hats and hoodies are not to be worn in class. They will be stored in an assigned locker which will be accessed by students 5 minutes before 1st period begins and 5 minutes before going home each day

E. Food

NYC public schools provide free and nutritious breakfast and lunch to all students

Breakfast

- Students will have the opportunity to eat breakfast between the time of 7:30am-8:30am. After that, food is not permitted in classrooms during instructional periods unless there are circumstances which would allow so.

Lunch

- Lunch is served in the cafeteria daily during 4th period (11:03am - 11:48am)

3. Academics

A. Curriculum & Daily Schedule

SULA’s first goal is to focus on student literacy through dedicated reading periods three times a week. The stronger our students are as readers, the more success they will experience in their classes and in their lives. The second goal is to provide all students with different hands-on learning experiences through electives. By engaging students in hands-on experiences and reflection, they are better able to connect theories and knowledge learned in the classroom to real-world situations. We will continue to provide social emotional learning experiences in and outside of the classrooms.

SULA’s curriculum consists of the following core subject areas:

- English Language Arts (ELA)
- Mathematic
- Science
- Social Studies
- English as a New Language (ENL)
- Physical Education/Health
- Art

**SULA Bell Schedule
2022 – 2023**

Period	Start	End
Breakfast (Optional)	7:30am	8:30am
AM Student Arrival	8:30am	8:40
1	8:42	9:27
2	9:29	10:14
3	10:16	11:01
4 - Lunch	11:03	11:48
5 – Strategic Reading (Tues,Wed,Th) Advisory (Mon & Fri)	11:50	12:35pm
6	12:37	1:22
7	1:24	2:09
8	2:11	2:56
PM Student Dismissal	2:56	3:00pm

B. Attendance

The 1st period of the day begins at 8:42am, therefore students are expected to be in the school building by 8:35am each morning.

If the student will be late or absent, the parent should notify the school by calling the main office at (212) 304-0853 to state the reason for the student’s lateness or absence. A written note by the guardian or doctor is required when the student returns to school.

If a student arrives after designated start time he/she must get a late pass from the office before going to the classroom

Excessive Absences

Excessive absences (Excused or unexcused) may put a student's promotion to the next grade in jeopardy. Special circumstances, such as student illness (medical reasons) or death in the family will receive consideration.

If a student is excessively absent, the student's guardian will be contacted, and a meeting will be held with the family worker, guidance counselor and/or administration regarding attendance.

Unexcused and/or cutting

If a student is frequently absent from a class, teachers will reach out to the student's guardian.

Lateness and leaving the classroom

- When late, students are to show a late pass to the teacher upon entry to class. Teacher will Enter class lateness/cutting in Kinvoled/DOE system with the exact time the student arrives
- Students are **not to be out** of class without a pass
- Only one student is permitted to leave the classroom at a time and an exit and return time will be logged
- Handwritten passes to leave the classroom are not permitted and students will be sent back to their classes
- Students are not allowed to leave the classroom the first 10 minutes after class begins and the last 10 minutes before class ends, unless it is an emergency

C. Grades, Report Cards, and Promotion

Students' grades are a representation of the work they have produced within a specific marking period and their progress and/or mastery of the NYS learning standards.

Evaluation criteria

- Classwork
- Homework
- Assessments

Daily attendance and grades influence student promotion to the next grade.

Students will receive a report card after each marking period has been completed.

Marking Periods

- 1st Marking Period 9/08/2022 - 11/05/2022
- 2nd Marking Period 11/02/2022 - 1/06/2023
- 3rd Marking Period 1/09/2023 - 3/10/2023
- 4th Marking Period 3/13/2023 - 5/26/2023
- 5th Final period 5/31/2023 - 6/23/2023

D. Guardian Involvement and Guardian Teacher Conferences

Parents are our partners and asset in ensuring students' success. Their involvement is key in helping us strengthen our school community whose focus is creating a welcoming, safe and nurturing environment.

Families can support their children's education by:

- Being familiar with the rules and policies of the school
- Being responsible for their child's regular attendance, punctuality, uniform, adequate sleep, proper nutrition, and cleanliness
- Reading all communications from the school, and signing and returning them promptly when required
- Cooperating with school staff in educational and disciplinary matters

Every Monday morning, teachers hold parent engagement conferences with parents from 8:10am-8:30am. If you have any questions or concerns regarding your child, you are welcome to directly email the teacher and make an appointment for a telephone conference or zoom meeting with him/her/them.

During the 2022-2023 school year, we will have 2 parent conferences led by students

- Wednesday, November 9, 2022
- Thursday, March 16, 2023

Days before the conference, students will be given time to fill out a student-led conference information sheet where they will write about their individual accomplishments and struggles based on subject area to share with their parents during the conference. Students will take time to rehearse how the conversation will go during the conference.

4. School Community Interactions

A. Assemblies

School wide assemblies will be conducted once a month by the principal and assistant principal to present diplomas for academic achievements

Grade assemblies will be conducted twice a month with SAL (Student Advocate Leader) and/or principal and assistant principal to remind students of school norms and inform them of things that are happening within our school community.

These assemblies will take place during 4th period advisory period either on a Monday or a Friday.

Teachers will make sure that the class they are with during these assemblies show appropriate conduct and adhere to school norms.

B. Extracurricular Activities

SULA offers a range of engaging after school programs that support students' academic, social, and emotional

Some of our programs include

- Homework help
- ELA/Math enrichment
- Sports (Table tennis, soccer, football, volleyball, baseball)
- Chess
- Robotics

C. Field Trips

For the 2022-23 school year, schools may take field trips across New York City and tristate area settings under the conditions that:

- Students and staff remain in stable groups
- Teachers make every effort to keep students from interacting with the general public at trip sites

SULA's Trip Guidelines

- All students are to wear complete uniform when attending trips unless supervisor has stated otherwise
- Trip Consent Forms must be signed by guardian and by student
- There has to be 1 teacher/adult per every 10 students attending a trip
- If a guardian is volunteering to chaperone a trip, they cannot bring minors along with them
- Teachers cannot bring minors on the trip

Examples of permitted trips include:

- Walks around the neighborhood
- Visits to parks, zoos, botanic gardens
- Visits to cultural institutions (e.g. theaters, concert halls, dance centers, and museums)

At this time, out-of-tristate area school trips and all overnight trips are permitted for students who are fully vaccinated. International trips continue to be prohibited. Future trip guidance is subject to COVID-19 positivity rates, variants, and continued CDC guidelines.

Trips to Indoor Locations Subject to Vaccination Mandates

The DOE does not require vaccination for participation in field trips. However, when arranging field trips for students who are of vaccine-eligible age, schools should be aware that all participants are subject to any COVID-19 restrictions and policies put in place by the venue.

Schools should check with all venues in advance to ensure all students are in compliance. If a venue requires proof of vaccination for entry, and all students who would otherwise participate are not vaccinated, the trip may not take place during school hours. However, a school may organize an after-school trip to such a venue for students participating in an extracurricular program that requires vaccination.

Transportation

- Schools are able to book yellow school busing for field trips during the school day
- Schools may use charter coach buses or public transportation for travel

<https://www.uft.org/sites/default/files/attachments/field-trip-guidance.pdf>

5. Conflict Resolution

A. Student Advocate Leads (SAL)

The role of the Student Advocate Lead team is to provide guidance and support to students in developing student voice and advocacy. SAL's will model and teach students skills to address issues they may encounter with their peers or staff in a positive and professional manner. When needed, SALs will collaborate and/or refer students to Dr. Richie, our Community Coordinator and/or Ms. Martinez for students in need of additional social emotional support. The SAL team will hold grade band assemblies twice a month with the Principal and Assistant principal to remind students of school norms and inform them of things that are happening within our school community. SAL availability schedules will be posted by their classroom doors for students and staff.

B. Complaint Process

In the event of an incident and/or frequent infractions with a student, the following protocol is

established:

1. The Student Advocate Leader (SAL) that is available will be contacted. He/she will speak to the student to help resolve the issue
2. If the incident needs further assistance, SALs will contact Dr. Richie for further student intervention.
3. If the incident dictates an OORS report to be filed by Mr. Segovia or Mr. Healy. An OOR report is an official document that records the incident or disciplinary issue of a student. This is a record that follows a student's record.

*** In the event a student is causing physical harm to him/herself or to another member of the class community Mr. Budde, Dr. Richie, Ms. Martinez, and Mr. Segovia should be contacted immediately.

6. Health and Safety

A. School Nurse

All New York City schools offer many health services to support student health. School physicians and nurses conduct physical exams and help manage the health of students with health issues like asthma, allergies and diabetes.

Our school nurses:

- Give prescribed medicine to students with a medication administration form (MAF) on file
- Provide prescribed nursing services to students with a medically prescribed treatment (non-medication) form on file
- Monitor students with chronic health problems, and inform parents if health problems are getting worse
- Teach classes on asthma management (Open Airways) and diabetes prevention (HOP)

B. Medications

Students with disabilities and health issues such as asthma, allergies or diabetes can receive prescribed medicine. All students with a diagnosis should submit a Medication Administration Form to their school as this enables the school nurse to treat the student in case of a medical emergency.

Even if your child can take his/her own medicine, it is important for the school clinical team to be aware of the student's medical needs in case of an emergency

<https://www.schools.nyc.gov/school-life/health-and-wellness/health-services>

C. Fire & Emergency Drills

In accordance with the NYC Department of Education’s Code of Conduct and District – wide Safety Plan for the 2022-2023 school year *“A minimum of 12 emergency drills must be conducted each school year, eight of which must be held by December 31. The eight drills must include evacuation and lockdown drills. At least four of the 12 drills must be lockdown drills, one of which must be conducted by October 31, and another must be conducted between February 1 - March 14. The final two can be conducted at the school’s discretion. Drills shall be conducted under varying circumstances at varying hours, including lunch periods and at unannounced times to simulate actual emergency conditions.”* <https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/district-safety-plan-2022-2023.pdf>

Fire, shelter-in drills, and soft lockdowns are conducted to prepare everyone to be able to respond to emergency situations safely and calmly.

- Fire drills ensure that everyone knows how to exit safely as quickly as possible if an emergency occurs. In the event of a fire and/or emergency evacuation, teachers are instructed to evacuate students to the nearest exit via the nearest staircase
- Shelter-in drills prepare us for when there is danger outside of the school building such as dangerous weather conditions or police activity in the immediate vicinity. During a shelter-in drill classes will continue as usual, but students will be secured inside the building. Once the exit doors are locked, no one will be allowed to enter or leave the building until it is announced that the shelter-in has ended. Teachers with classes on a trip must be contacted and given directions if a school is placed on a shelter in at the time they return to the building
- Soft lockdowns, prepare everyone to achieve maximum safety in the event of an internal threat such as a hostile or armed intruder in the school building. Students are trained to move out of sight and keep silent. If a student is not in the classroom, the teacher must check the hallway outside of the classroom for the student. The teacher locks all doors, closes all windows, and turns off the lights. Everyone must remain in place until the hold is lifted.

D. Emergency Closing Information

If there is severe weather or an emergency, the NYCDOE may:

- Close school buildings
- Open buildings late or dismiss students early
- Cancel field trips or after school activities
- Move to all-remote learning

If there are going to be closures or changes to the schedule, the Department of Education will make an announcement as early as possible before 5 AM on the affected day.

You can check school status on:

Call 311
NYC311 Online homepage
DOE Website

E. Covid19

Vaccination Requirements

- All visitors must show proof of at least one dose of the COVID-19 vaccination to enter a DOE school building. Visitors do not include students attending school or school related activities in a DOE school building.
- Vaccination is still required for all DOE employees
- Vaccination is still required for other individuals who work in DOE buildings
- Vaccination is no longer required to participate in high-risk extracurricular activities including high-risk PSAL sports

Daily Health Screener:

No longer required to enter school buildings

Stay home if sick: Students and staff should stay home if they show any symptoms of COVID-19 or other illnesses and get tested for COVID-19.

Isolate if COVID-19 positive:

Students and staff who test positive for COVID-19 must isolate for 5 days and can return to school on day 6 if they have no symptoms or symptoms are improving. They must wear a mask until day 10 after symptom onset or date of positive test, whichever is earlier.

These cases should be reported to their school so they can be report into the sit room for exposure notifications.

Get tested if exposed to COVID-19: Students and staff who are exposed to COVID-19 should get tested.

School Closure

Schools will be closed only when it is determined by the New York City Department of Health and Mental Hygiene (DOHMH) that there is widespread transmission in the school.

<https://www.schools.nyc.gov/school-life/health-and-wellness/covid-information/health-and-safety-in-our-schools>



Salome Ureña Middle School 322

Address: 4600 Broadway, New York, NY 10040

Phone Number: (212) 304-0853

Website: <https://www.sulams322.org/>

Instagram: @ms322

By signing this document, I acknowledge and confirm that I have read and agree to all the norms set forth by SULA MS322 for the 2022-2023 school year.

Student name _____

Student Class _____ Date _____

Parent name _____

Phone number _____

Parent Signature _____

Date _____