



Ms. Bridget and Ms. Rosa

PS 372 HANDBOOK

The Children's School Handbook is designed to provide our families with information about school policies, introduce the school's teachers, administrators, and other staff, and encourage involvement in school-based parent organizations.

PS 372 is a unique collaborative effort between District 15 and the citywide District 75, which oversees special education programs. Currently, PS 372 serves a diverse group of more than 500 children at The Children's School ICT (Inclusion) Site in Park Slope and our Autism Spectrum Disorder, or ASD, site at MS 113 in Fort Greene.

Rosa Amato (Ms. Rosa) is the Principal of PS 372, The Children's School. She is responsible for the staff and students at PS 372. General Ed. Assistant Principal TBD and Special Ed. Assistant Principal Ms. Bridget Nash work closely with Ms. Rosa to meet the instructional needs of our students.

Mission Statement

- To build a diverse learning community, in which all differences — in ability, gender, race, ethnicity, socioeconomic status, sexual orientation, and religion are celebrated, and in which our common humanity is honored.
- To provide and promote an inclusive environment for general education students and students with special needs, to meet their diverse abilities and maximize their growth and potential.
- To provide an environment for the Autism Spectrum Disorders students that promotes learning, social interaction, and independence, with individualized goals for each student.
- To provide a curriculum that challenges all students to perform to their best capability.
- To provide rigorous professional development for staff so that their knowledge and skills will allow them to meet the needs of students, with their varied abilities and levels of functioning.
- To provide every student with a literacy-based education, with an emphasis on integrating the arts and technology into the learning process across the curriculum.
- To support students in developing a positive self-image and well-rounded interests and abilities, in becoming socially and physically competent, and in embracing individuality and differences in their peers.
- To develop a strong partnership between home and school to ensure success for all students.
- To provide curriculum for our program that builds basic life skills (social, communication, and behavioral) that are especially important for children on the autism spectrum.

How Does the Integrated Co-Teaching Model Work?

The Children's School, founded in 1992, continues to be a pioneer in educational philosophy and practice. It is the only elementary school in New York City where all children, from pre-k through fifth grade, work side-by-side throughout the school day with classmates who have a range of abilities and disabilities. This innovative model is called Integrated Co-Teaching, or ICT.

The Children's School was founded on the belief that children have different ways of learning and different ways of interacting socially. Over twenty years of experience have proven that all children benefit from this unique educational and social learning environment.

ICT is not mainstreaming. Mainstreaming is an educational practice wherein children learn in regular classrooms for part of the day and are placed in special education (segregated) classrooms when they require modified instruction in particular subject areas. At The Children's School, any child, special education or general education, in need of services such as speech therapy, occupational therapy, physical therapy, or counseling, will often receive those services both in and out of the classroom. Children are successful because staff modify their teaching plans to meet the needs of each child in the classroom, addressing individual abilities and disabilities.

The ICT model entails having a general education and a special education teacher in every class — enabling staff to individualize their teaching and tailor their learning programs. The enriched staffing also includes at least one educational assistant per classroom.

An essential part of the integrated co-teaching philosophy is to instill in all children an appreciation of differences. Teachers are able to accomplish this ambitious goal because the school community reflects the outside world and exposes children to peers who are different from one another. Integrating children educationally and socially promotes acceptance of differences and fosters individual responsibility for the group. Students learn to recognize where their classmates excel and where they need help and how they can support each other to become better learners. To avoid fostering an environment where children are bullied or ostracized, children are not separated according to abilities.

PS 372's ASD Site

This site, under the jurisdiction of District 75, consists of self-contained classes serving children with autism spectrum disorder and related disabilities (grades K-8). Each class has a special education teacher and at least one educational assistant. The goal is to prepare students for transfer to an inclusion setting. The Children's School continually supports all students who are able to join its ICT community.

General Rules of Conduct

Our school was founded on principles of respect for and acceptance of all members of the school community. Students must comply with the following:

- Be mindful and respectful of differences in all your interactions. This will ensure the successful education of all of our school's children.
- Dress appropriately for classroom activities.
- Respect all school property, including books and folders.
- Do not bring toys, music devices, telephones, beepers, large amounts of money, or other articles of value to school as they may distract you and your peers from learning.

Attendance

School attendance is critical for our children to learn. Please make every effort to ensure that your child attends school regularly. If your child must be absent from school, please refer to the following guidelines:

- Please provide advance notice to the school when the absence is anticipated.
- Please send a note explaining your child's absence when he/she returns to school. This includes notes from middle schools that a student has toured.
- If an absence lasts two or more days, please call the school office.
- If an absence lasts three or more days, please send a doctor's note indicating the reason for the extended absence and permission for the child to return to school.

Frequent absences and persistent failure to document them will be considered educational neglect, and school personnel will be required to investigate. Students are expected to make up any work they miss when absent.

School Hours

Site	Arrival	Dismissal
PS 372 main site students - PreK	8:20 am	2:40 pm
PS 372 main site students - K-5	8:20 am	2:40 pm
PS 372 ASD site students	8:10 am	2:30 pm

Morning Arrival Procedures

Arriving on time is extremely important to avoid disrupting the class and missing valuable instruction time. As with absences, chronic lateness may be considered educational neglect and will be reported to the attendance teacher.

School Hours at ICT site 8:20am - 2:40pm

Responsive Classrooms begins at 8:25am

Students arriving after 8:25am will be considered late

Walkers (Under Parent Supervision until 8:20am)

- Students enter the school yard at the Whitwell Place gate entrance.
- Gate opens at 8:05am; closes at 8:22am.
- Classroom line up begins at 8:15am. Students should find their respective line up positions and remain until a teacher has arrived to escort the class to their room.
- During this time we ask that parents continue to supervise their children until the class teachers have arrived.
- Students who arrive to their classroom after 8:25am are considered late. Students who arrive between 8:26am and 8:45am are to go directly to their classrooms.
- Teachers will begin to deliver attendance to Ms. Dhalma and/or Ms. Nancy in the cafeteria between 8:46am and 9:00am. Students arriving after 8:46am are to report to the cafeteria for attendance.
- In the event that a student is late due to an MTA transit delay, the parent must inform Ms. Dhalma and/or Ms. Nancy on the day of the lateness by either emailing Dhalma at dhalma.dejesus@ps372.net and/or Nancy at nancy.badali@ps372.net. The lateness will be coded as excused.

Bus (Recreation Building/Gym)

- Recreation Building doors, on 1st Street, open to **bus students only** at 8:05am.
- Bus students in PreK, K, 1st and 2nd grades will play in the small school yard under the supervision of school staff.
- Bus students in 3rd, 4th and 5th grades will play in the gym under the supervision of school staff.
- Bus students who arrive on the school bus after 8:25am will not be considered late.
- Students who have missed the bus are considered walkers on that day and should enter at the Whitwell Place school yard entrance between 8:05am and 8:22am.

Inclement Weather

Including: rain, snow, sleet, or temps too low to remain outside comfortably

- Walkers will enter at the Whitwell Place school yard entrance and be permitted into the gymnasium at 8:15am for line up.
- **Parents are to remain with their child until teachers have arrived to pick up their class.**
- Teachers will pick up students at 8:20am in the gymnasium.

Line Up

Line up begins at 8:15am in the school yard except for PreK students.

- Parents of PreK children will walk their child to the classroom at 8:20am.
- Kindergarten will line up in the gym at 8:15am and remain in line until a teacher has arrived.
- Grades 1st thru 5th line up in the school yard. Students find their classmates and remain in line until a teacher has arrived. **Parents should remain with their child(ren) until the classroom teachers have arrived.**

Parent Attendance and Participation

- Friday Parents as Learning Partners will continue.
- All parents are welcome to join the line and accompany their child to the classroom in order to participate in Responsive Classroom Morning Meeting which will begin at 8:25 am.
- We ask that all parents leave the classroom when Responsive Classroom Morning Meeting has ended and that all conversation be taken outside of the school building to minimize any hallway noise.
- We remind parents that this is not a time to engage teachers in conversation about individual needs.

Breakfast

- Starts at 8:00am in the cafeteria.
- All students are eligible for free breakfast.
- Entrance and sign in for breakfast will take place at the Carroll Street doors to the left of the main entrance.
- Breakfast door will be open from **8:00am to 8:15am.**
- **Only students eating breakfast** will be permitted to be in the cafeteria at this time.

Dismissal Procedures

During dismissal, teachers will escort children traveling by school bus to their respective buses. All other children, with the exception of pre-k students, will be released to a parent or guardian at their class' designated dismissal location. Parents of pre-k children should pick up their children directly from their classrooms. With written parental permission, fifth graders may leave school without an adult escort.

Parents must notify classroom teachers **in writing of any changes in dismissal arrangements.** Teachers will not release your child to anyone other than people you have designated on school forms.

If a student needs to leave school before dismissal time, he/she must be accompanied by a parent or adult guardian and sign out at the school office security area. If, for some reason, your child cannot be picked up from school by dismissal time, you must notify the school office as soon as possible. Please be aware that the school may not be able to arrange supervision for your child after dismissal. Children will go to After School at 2:50pm.

Dismissal Locations for Walkers by Grades for K-5 (See the map below with school and surrounding streets):

- Kindergarten at Denton Place at the Recreation Center Building

- 1st Grade at the Carroll Street Entrance (closest to the church)
- 2nd and 3rd Grades Whitwell Place North Entrance (closest to Carroll Street)
- 4th and 5th Grades Whitwell Place South Entrance (closest to the big yard)



Busing

Information on busing for all students may be obtained from the school office in September, when bus schedules, stops, and sign-ups become available. You may also get bus and transportation information from Maura O'Grady, Dean of Students. Ms. Maura can be reached at maura.ogrady@ps372.net or in her office in the cafeteria. **If your child will not be riding the bus on a specific day, you must send his/her classroom teachers a written note.** A student may lose bus privileges for three or more school days if contributing to discipline problems during school bus travel.

In addition, there is now a google group specifically for Bus Families to communicate: <https://groups.google.com/a/ps372pta.org/d/forum/busfamilies> - At the URL, click on "Join Group" to join.

General Education Students - School buses are available for general education students from kindergarten through second grade who live **within** a one-mile radius of our school and beyond, and for students from third through fifth grades who live outside a one-mile radius from our school. Busing is not available to and/or from afterschool programs. If you choose to use the school bus, students must be at the designated site on time for both pick-up and drop-off, and only one bus stop may be designated. Bus drivers will not wait. There are no matrons on the bus.

Special Education Students - All students with special needs are provided with bus service and are picked up at their homes. Special education students may request a different drop-off by completing a specific bus form, which will then be forwarded to the Office of Pupil Transportation Services for approval. You may request the form from our school office or from the Office of Pupil Transportation

(718) 384-3313. Parents should obtain bus information from the driver on the first day of school and should first call the bus company when an issue arises.

Emergencies

In the event of an emergency, the school will make every attempt to reach a parent or legal guardian. To this end, **it is imperative that we have an updated and complete blue emergency card.** Emergency cards must detail custodial arrangements and phone numbers where someone can be reached in person at all times. Please inform your child's teacher in writing of any changes to your address and home and work phone numbers.

If your child becomes ill, the licensed nurse on staff will notify you if he/she recommends that your child be sent home. In the event of a medical emergency, your child will be transported to the nearest hospital by ambulance.

Students leaving from the nurse's office must be signed out by the nurse's office before leaving the building.

School Safety

There is a school safety committee that meets once a month to discuss and plan regarding any safety concerns at school such as usage of insecure entrances/exits, making the entire school staff aware of any safety issues such as children who need extra attention, and parking in an unsafe manner that endangers our children. The committee includes the PTA presidents, the Parent Coordinator, the Principal and Assistant Principal, the Dean of Students, one School Safety Officer and the UFT Representative. Below are some school safety reminders:

Bus Lane: There is no standing, stopping and/or parking in the bus lane on 1st Street during school hours. Please do not pull up for drop-off or pick-up in this lane between 7:00 am and 4:00 pm, as stated on the DOT sign.

Parking: Please make every attempt to find legal parking when dropping off and picking up children. Double parking is illegal at all times, and poses a threat to the safety of our children. Please do not double park around the school. Parking on sidewalks is illegal at all times. Please do not pull up onto any sidewalk (including across 1st St outside of the ConEd lot). NYC also has an anti-idling law. The law is 3 minutes in general, and 1 minute in a school zone.

School Entrances/Exits: All students, staff and families may use the main door on Carroll Street at all times. See Morning Arrival Procedures for entrance between 8:00am - 8:22am.

Alarms: Per DOE regulations and for everyone's safety, outside of arrival and dismissal times, all doors are alarmed except for the main door at 512 Carroll Streets. Please only use the main entrance to enter and exit the building at that time.

Strollers/Scooters: There is no indoor parking for strollers/scooters due to fire regulations. Please don't leave these items in the vestibule of the 1st Street gym entrance or in any other indoor area. You may leave these items inside the fenced in areas surrounding the school during school hours. Locks may be used. Make sure they are kept clear of all exits.

Cell Phone Policy

Students may bring cell phones, computing devices, and portable music and entertainment systems to school, but they may not be turned on or used at school

Students who use cell phones, computing devices and/or portable music and entertainment systems in violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413, and/or the DOE's Internet Acceptable Use and Safety Policy ("IAUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

If a school confiscates a cell phone, computing device, or portable music or entertainment system for violation of the DOE's Discipline Code, the school's policy, Chancellor's Regulation A-413 and/or the DOE's IAUSP, the principal/designee must contact the student's parent. Confiscation, storage and return of such items must be handled in accordance with the school's policy.

If you have any questions, please feel free to contact the Parent Coordinator, Yvette Agas-Bautz at 718-624-5271 ext. 1011.

School Nurse

Our school nurse is Ms. Asantaa Cummings. Her office is off of the cafeteria in the main building. Her e-mail is asantaa.cummings@ps372.net or schoolnurse@ps372.net. Her phone number is 718-624-5271 ext. 5100. The school nurse at the ASD site is Kathleen Wilkensen. Her phone number is 718-858-6291, ext. 1220.

Medication

Medication (including over-the-counter medication) may not be administered in school unless a DOE Medication Administration Form (MAF) for the current year is completed by your child's doctor and signed on the back by a parent. Medication must be brought to school in its original container. Medication should never be given to a student to be carried to school.

Field Trips

Field trips take place throughout the school year to enrich the class curriculum. Students are required to attend. Small fees are often required, and permission slips must be signed and returned before each trip. Neighborhood walking trips are covered by a single permission slip executed at the beginning of the year.

Lunch

Students eat together one grade at a time.

Each school day, New York City students are able to enjoy FREE breakfast and affordable lunch meals. Students who do not return an application and/or are not eligible for a free or reduced-price meal will pay \$1.75 for lunch. Students who qualify for a reduced-price (or free) meal will now receive lunch for FREE. Please note that all District 75 students in the 5 boroughs are eligible for free lunch. In District 15, some students qualify for free lunch. Status is determined at the start of the school year, when each family fills out the lunch form. PreK students have lunch delivered to their classrooms. Free breakfast is available for all students arriving between 8:00am and 8:15am.

There are no microwave ovens or other appliances to heat food sent from home and no refrigeration available. There is no water available other than that from the water fountains. However, milk is available in the cafeteria for children who have not brought a drink from home.

*Don't forget to pay your lunch/milk bill! When parents don't pay, it comes out of the school's budget. You can apply on-line at: <https://www.applyforlunch.com/Application>

Inclement Weather / Storm Day Procedures

In the event of inclement weather, please listen to local radio stations for a list of school closings and/or late openings. WINS (1010 AM radio), NY1 (cable TV), and other stations will usually have such information starting at about 6:30 am.

Birthday Parties

Classroom teachers set the class policy for when and how to celebrate students' birthdays (e.g. all birthdays in that month may be celebrated on the same day or on separate days). If your child is having a party outside the school, please mail the invitations rather than distribute them in class unless all the children are invited.

Parent Coordinator

The Parent Coordinator is a parent's first stop in the search for information about our school, the school system in general, and any issues and concerns that should be addressed at the school. Our Parent Coordinator, Yvette Agas-Bautz, engages and involves parents in the school community by working with school administration and staff, the School Leadership Team, the PTA, and community groups. The goal is to support students in the broadest sense and create the strongest possible base of parent services for all our families. Yvette may be reached at 718-624-5271 ext:1011 or via e-mail at yvette.agasbautz@ps372.net or in room 1011.

Home-School Communication

We encourage parent communication with the school whenever necessary. If you need to speak with your child's teachers, please request an appointment with them as it is difficult for them to engage in conversation with parents at arrival and dismissal times. To schedule an appointment, please send a note in your child's backpack, email, or call the school office and leave a message for the teachers. Teacher-to-parent communications are done mainly through memos sent home via your child's backpack. Please check your child's backpack daily and respond promptly to memos when indicated.

Parent-Teacher Conferences

The Parent-Teacher Conferences at The Children's School are scheduled twice during the school year, in November and March, in the afternoon and evening. Your classroom teachers will contact you to set up an appointment time to speak with them during those two days.

Family Engagement Time

Tuesdays immediately after school are dedicated to family engagement time. This is a time for parents to meet with their child(ren)'s teachers to discuss how things are going in the classroom. Please contact the teachers directly to set up a conference time.

Staff Development / Chancellor's Days

Throughout the school year, on Mondays and Tuesdays, teachers participate in professional development workshops to strengthen their teaching skills and communicate with parents. Chancellor's Conference Days are for staff development related to the high learning standards and assessments. School is closed to students and staff report to work as required by their collective bargaining agreement.

Report Cards

In grades 1 through 5, report cards are distributed three times a year. At the ICT site, progress reports are sent approximately one month before report cards go out.

In kindergarten, report cards are sent out twice a year. No report cards are distributed for PreK. All of PS 372's Alternate Assessment students, at both the ICT and ASD sites, receive Alternate Assessment report cards/progress reports three times a year.

New York State Assessments

- Grade 3** - New York State ELA and Math
- Grade 4** - New York State ELA, Math, and Science
- Grade 5** - New York State ELA and Math
- NYSAA** - New York State Alternate Assessment

NYC Schools (ARIS Replacement)

NYC Schools is an online tool that helps you get the information you need about your child's academic progress. Sign into your NYC Schools account from a computer, phone, or tablet by visiting: <http://schools.nyc.gov/myaccount>

All information on setting up an NYC Schools Account is available at the following URL:

<http://schools.nyc.gov/RulesPolicies/StudentRecords/NYCSchools>

If you have additional questions about NYC Schools you may contact:

Yvette Agas-Bautz

Parent Coordinator in Room 101 or via e-mail yvette.agasbautz@ps372.net or phone (718-624-5271 ext:1011)

Barbara Clark Test/IEP Coordinator in Room 101 or via e-mail barbara.clark@ps372.net or phone (718-624-5271 ext:1015)

Summer School

Children with special needs who have an IEP which states 12 month school year on the IEP are eligible to attend summer school. If a general education student in grades 3-5 does not meet the criteria on the NYS ELA and/or math assessments, the school will advise the child's family that the child needs to attend summer school.

Summer School Hours: 8:10am - 2:40pm

Summer School for ASD at Main Building

Homework Policy

Our teachers share a clear philosophy about homework. Homework is assigned as a follow-up to activities conducted in the classroom. It is used for practice, reinforcement, and enrichment of concepts taught in class. Teachers adapt homework to the individual needs of our students and therefore it is possible that not all children in a class will receive the same homework.

Homework is a valuable tool to be used as a bridge between home and school, giving families an opportunity to discuss with their children what they are learning. The Children's School places a strong emphasis on literacy, and every homework assignment involves reading and writing.

Please use this homework policy as a guide to help you become more involved in your child's learning experience. The following are The Children's School's expectations of children and parents when it comes to doing homework:

Child's Role - Children should be able to do their homework independently. If children require assistance with their homework, they should seek guidance from their parents rather than choose not to do the homework. Children who do not complete homework are expected to make it up. Each class has its own homework make-up policy.

Parent's Role - Teachers ask that parents provide a quiet work area free of distractions. Parents should read the letters that are occasionally sent home describing math concepts that your child is learning. Parents should look over their child's homework to ensure that it has been done neatly and completely. If there is an assignment that your child cannot do, please send your child's teachers a note informing them of the difficulty.

Upper Grade Science Homework

Upper grade science teachers give homework assignments throughout the year based on the topics being studied. The time required to complete each assignment varies according to students' individual needs and grade level. Third, fourth, and fifth graders are expected to do a science project individually or in small groups. Third and fourth-graders will do a long-term research project.

Each class in a grade (e.g. 2-1, 2-2, 2-3) provides a comparable amount of homework. In many classes, teachers require that a parent sign the child's homework. A parent's signature indicates that the parent has reviewed the homework to make sure it has been completed. A signature does not mean that the parent has corrected the homework.

Homework is modified to meet individual students' needs. Special circumstances (e.g., illness, religious holiday) will be taken into consideration.

Grade	Reading	Math	Other Content Areas (e.g., writing, social studies, science, word study, grammar, the arts)
K	Beginning in November, students will take home one book twice a week. A family member should read this book aloud with their child.	Available, not required.	N/A
1	Book reading: "book baggy" books strongly encouraged. (This doesn't replace other reading/ language development activities.) No reading logs.	Available, not required.	Occasional assignments that can be completed only at home and/or with a family member. High-frequency spelling words available (not required).

2	Read 15–20 minutes every night (Mon–Thurs) with logging. Suggested reading and logging over weekend.	1 Assignment daily. No weekend math.	One or more assignments from the above areas may be assigned Mon–Thurs.
3	Read 20–30 minutes every night (Mon–Thurs) with logging. Suggested reading and logging over weekend.	1 Assignment daily. Occasional weekend math.	Two or more assignments from the above areas may be assigned Mon–Thurs.
4	Read 30 minutes every night (Mon–Thurs) with logging. Weekend reading and logging required.	1 Assignment daily. Occasional weekend math.	One or more assignments from the above areas may be assigned daily Mon–Thurs. Occasional weekend homework.
5	Read at least 30 minutes (Mon–Thurs) Read 60 minutes over the weekend (Fri–Sun) with logging.	1 Assignment daily. Occasional weekend math.	One or more assignments from the above areas may be assigned daily Mon–Thurs. Occasional weekend homework Longer projects/assignments will require time management.

After School + Enrichment

The PS 372 After School Program is available for all children who attend the school. It provides supervised homework help and play between the hours of 2:40pm and 6:00pm. It is run by our principal, Ms. Rosa, and staffed by Children’s School teachers, para-professionals, and when necessary, outside resources. This year, due to the change in the school day schedule, Kids in the Game will be running the Monday and Tuesday After School program. Registration and sign up are still done through the school.

Enrichment: There are 3 sessions per year (Fall, Winter, Spring). Classes have a tuition fee and often a materials fee. The classes are listed in a brochure that is sent home tri-annually and can also be found on the inclusions website. Offerings range from art, music, dance, robotics, sports, languages and other diverse opportunities. Enrollment is on a first-come, first-served basis. Pickup is at 4:10pm unless otherwise specified.

In regular after school, children are divided into 3 groups: A) Early Childhood (PreK and K), B) Grades 1-2, and C) Grades 3-5.

All children meet in the cafeteria with their respective groups and are given a snack. Parents may provide additional snacks; fresh fruit or vegetables are recommended. They are then escorted to either classrooms, the cafeteria, the gym, or the yard for supervised homework help (support, not tutoring) and play. Parents should check that their child's homework has been completed.

After School begins on the student's first full day of school. There is no After School on half-days, school holidays, or snow days.

REGISTRATION

All students participating in the After School Program, Drop-In Program AND/OR the Enrichment Program must submit the After School Registration Form along with the annual \$30 registration fee. Registration and Financial Aid Forms are available in the PTA Center in the cafeteria and online on inclusions.org. Registration for the After School Program is ongoing.

DROP-IN AFTER SCHOOL

This is designed for parents who wish to use the After School Program on an as-needed basis. Please email requests to Janine DiLorenzo with the subject line "Drop-In". For requests after 2pm, please call the school to ensure your request is received and your child's teachers are made aware. Requests after 2pm may not be granted if our staff-to-student ratio has reached its maximum.

FEES

After School - Fee is \$30/day, 1st sibling rate is \$25/day, 2nd sibling rate is \$20/day.
Credit is not given for days your child is absent as staff has already been hired.

Billing is done on a monthly basis, prior to the month of services. Prompt payment is expected. A late fee of \$15 will apply if your tuition is not received by the 10th of that month. If your bill is more than 30 days past due, your child will not be allowed to attend AS until full payment is made. Payment may be made by check, credit card or cash. Any concerns please contact Janine DiLorenzo.

Financial Aid is available for demonstrated financial need. Please fill out the form if requesting.

Drop-in - Fee is \$35/day. Payment is due the day of service. If your tuition bill for drop-in is unpaid, your child will not be eligible for the next requested drop-in.

Late Pick Up - Pick up is at 6:00pm sharp. The late fee is \$25 from 6:00-6:15pm and \$30 from 6:15-6:30pm. If you are going to be late, please call the after school contact number below. Late fees still apply. You will sign a late pickup form and the late fee will appear on your next bill. Late fees are per family, not per child. 3 late pick-ups will result in suspension from the program for the next 5 scheduled days.

CHANGES, WITHDRAWALS and REFUNDS

Any changes to your child's After School schedule must be sent to the Registrar in writing or by email with at least one week's notice. Please review dates when you receive your monthly tuition bills to ensure your

schedule is correct. Accounts cannot be credited if your child misses or will miss a scheduled day. Refunds for cancellation of program attendance will be prorated.

STUDENT CONDUCT

While the Children's School is a Collaborative Team Inclusion School for daytime instruction, the After School Program is not run as a Collaborative Team Teaching model. We do not have the same staff and space resources that are available during the school day, and unfortunately may not be able to adequately serve children who repeatedly require one-to-one supervision. If your child has any special needs, it is important that you contact Janine DiLorenzo and Beth Huff so they can prepare for and support your child's specific needs to the best of the program's ability.

To ensure that the experience is enjoyable for everyone, we have adopted the following policies. Please ensure that you are familiar with them. To be fair to all of the other parents and children, as well as our staff, we cannot modify these policies for individual cases.

Behavior Policy:

- We promote the teaching of personal and social skills emphasizing caring, respect, responsibility, communication, and reflection. Staff will work with children to help them adjust to the program.
- Parents will be informed of their child's behavior should it be continuously disruptive to the program atmosphere. If the child's behavior becomes disruptive or continues to seriously disrupt the program, temporary or permanent removal from the class or program will be considered.
- In the case of physical or verbal violence, parents will be notified to take the child home. A decision to remove a child from the program is taken on a case-by-case basis.
- We reserve the right to drop students for disruptive behavior of either the child or parent, for non-payment of tuition and for repeated tardiness.

Student Contact Information:

It is the responsibility of the parent/guardian who has enrolled the child to keep all contact information up to date, including, but not limited to: phone numbers, email addresses, home addresses, information regarding any change of guardianship, and information regarding alternate contacts or additional persons picking up your child. We are not responsible for failure to contact parents for any reason if such failure to contact parents is due to outdated or erroneous contact information.

General Inquiries / Registration / Billing / Same Day Drop-In Requests:

Janine DiLorenzo, After School Registrar - asregistrar@gmail.com 718-624-5271 ext.5101

After School Contact Number: 917-716-5649 Between the hours of 2:40pm-6:00pm. No texts.

DOE Staffing Coordinator: Beth Huff - Beth.Huff@ps372.net

After School Committee: Rose Amato (Principal) - Director, Bridget Nash (Assistant Principal), Beth Huff (DOE Coordinator /Student Affairs), Michael O'Neill (DOE Teacher) - Teachers Union Representative, Janine DiLorenzo - AS Registrar, Nina Crews & Stephen Eustace (PTA Presidents), Radha Korman (PTA Treasurer).

Application to Middle School

Fifth-graders begin the middle school application process in October when Middle School directories become available. The Children's School is in district 15 which has no zoned middle schools. It is a "middle school choice" district. Citywide and borough-wide middle school options such as Mark Twain, ICE, and NEST+M are also available and may have additional testing criteria. In addition, there are charter schools which students can apply to such as BUGS (Brooklyn Urban Garden School) and Brooklyn Prospect Charter School.

Parents are encouraged to call schools or register via email or online sign-ups in late September and October to schedule their tours as the process is competitive and time-consuming.

The District 15 Middle School Directory

A comprehensive guide to middle school admissions, can be accessed at the following link:

<http://schools.nyc.gov/NR/rdonlyres/6A30143C-F476-406E-97FE-4D1255ABB11A/0/2016NYCMSDirectoryDistrict15.pdf>

Important Dates in Middle School Application Process

- You will receive Middle School Applications in **November** (exact date TBD)
- The Applications are due on (exact date TBD) (for EXISTING SCHOOLS)
- New School Applications (schools that are NEW for this year) are due in **MARCH 2016**. (exact date TBD)

For the entire schedule, please see the District 15 [Middle School Directory](#).

Fifth-grade teachers will complete application forms for schools that require them. Due to volume, please submit all paperwork a few weeks prior to due date.

Our parent coordinator, Yvette Agas-Bautz, sends regular e-mails with admissions news and maintains a Middle School Resources page on inclusions where she posts important information about middle school admissions: <http://inclusions.org/category/middle-school-resources/>

Other Sources of Information about Middle Schools

The main website to get updated middle school information is:

<http://schools.nyc.gov/ChoicesEnrollment/Middle/default.htm>

For resources, visit: <http://schools.nyc.gov/ChoicesEnrollment/Middle/Resources/default.htm>

Inside Schools - how to apply to middle school: <http://insideschools.org/middle/how-to-apply>

Special Education at The Children's School

More than one third of our school community became knowledgeable about special education by advocating for their own children with special needs. To truly understand and embrace our inclusion program, we believe that general education students and their parents also need to be informed about special education.

If parents have questions about special education services, evaluations, or other issues, please discuss them first with your child's teachers and/or the IEP Team, led by Ann Dolan ann.dolan@ps372.net.

Who Are Our Children with Special Needs?

Our special needs students have a range of learning, emotional, and behavioral disabilities. Some have physical challenges such as hearing impairments or speech or language difficulties. Some struggle with attention deficits, and others have autism spectrum disorders or serious intellectual disabilities. Some face multiple challenges.

Other students have problems interacting with others or behaving in conventional ways. These children may not be able to make good eye contact, read social cues, or join conversations. These social skills, which are automatic for some, need to be learned, practiced, and reinforced by others. Children who are depressed or hyperactive may also have difficulty responding to others in typical ways.

The Children's School serves all of these children.

What Is an IEP and What Are Related Services?

If your child needs related services, the IEP team (comprising a psychologist and a social worker) will write an individualized education plan for him/her. IEPs are mandated by the federal Individuals with Disabilities Education Act (IDEA). An IEP is a contract between parents and the local Department of Education that spells out what services the Department will provide to address your child's particular needs and ensure success in school. These services may include: occupational therapy, speech therapy, physical therapy, counseling, and academic accommodations and/or modifications. The IEP also specifies a ratio of teachers to students. At the Education Planning Conference, the team will determine whether your child should be classified as a special education student, a general education student requiring related services, or a student not in need of related services.

Mandated related services, as laid out in a student's IEP, are provided during the school day, and the classroom teachers work with the therapists and counselors to support the student's goals. Therapists and counselors provide services to children in two ways: outside of the classroom (pull-out) and in the classroom in conjunction with the classroom lesson (push-in).

In the event that a school does not have a full complement of related service providers, they must arrange for NON-DOE (contracted) providers. There are three tiers of agencies in the cascade to assist The Children's School. The cascade of primary, secondary and tertiary agencies must be used first, in the specified order, to fill related services needs. Once the cascade has been followed, if the school has un-served mandates, Related Service Authorizations (RSA) will be issued to allow the school to arrange services through independent providers. This can take some time for the school to arrange as there is a very specific process which needs to be followed.

The classroom teachers and service providers meet with parents to revise each student's IEP annually. The IEP team also reviews a child's IEP every three years (a "triennial") to evaluate a student's progress in meeting educational goals. Parents may request a review of the IEP at any time if they feel a change is necessary.

If a child is progressing, he/she may be decertified as a special education child. Nevertheless, the child may continue to have an IEP, if he/she still needs certain services.

How Do We Meet All Our Children's Educational Needs?

Our school is committed to responding to each child's special needs. Teachers are trained in different strategies to help our children learn and reach their educational potential. For example, teachers often use increased repetition and draw on a child's strengths to improve weaker areas.

The New York City Department of Education's New Continuum guide specifies the range of special education settings for the city. These include "special class in a special school", "special class in a general school", resource rooms, and team teaching (ICT). The Children's School offers integrated co-teaching (ICT) with related services. PS 372's ASD site is made up of "special classes in a special school".

Integrated co-teaching entails having a special education teacher and a general education teacher working together in each classroom along with an educational assistant. Unlike in settings at other schools, both classroom teachers at The Children's School are responsible for the entire class and are equal partners. Special education assistants may modify the curriculum to fit the needs of a particular child.

What Do You Do If You Suspect Your Child Has Special Needs?

If you or a teacher are concerned that your child is developing or learning in an atypical way, you should first rule out physical problems. Express your concerns to a doctor or pediatrician and have your child's eyes and ears checked.

Once your pediatrician has determined that your child is physically healthy, you should speak to your child's teacher. The teacher will schedule a meeting with the school's Response to Intervention (RTI) Team. This team is charged with reviewing the resources, strategies, and interventions that may be implemented to support your child at the school level. You will receive a letter reviewing the team's recommendations. With your approval, these interventions will be implemented by the team over a six-to-eight-week period and then reviewed. If your child continues to experience difficulties, the team will follow up with the parents about getting an educational evaluation to obtain special education services.

Outside Resources for Special Education

Advocating for your child is a complicated process, and navigating the bureaucracy can be daunting. You may seek guidance from our teachers, administrators, and therapists. Refer to the Department of Education's publication *The Parents Guide for Special Education*, available at the district office. In addition, the following resources may be helpful.

Portal for all special education resources on the NYC DOE website:

<http://schools.nyc.gov/Academics/SpecialEducation/default.htm>

Advocates for Children: Free legal and educational advocacy services. (866) 427-6033,

<http://www.advocatesforchildren.org>

United Federation of Teachers Parent and Community Liaison: Betty Zohar, (718) 852-4900,

bzohar@uft.org, <http://www.uft.org/parents/uft-parent-support>

Center for Autism & Related Disabilities (CARD): (212) 772-4822, hcard@hunter.cuny.edu,

<http://www.centerforautism.com>

Citywide Council for Special Education: Sharifa Riley, (718) 391-8354, ccse@schools.nyc.gov,

<http://www.ccsenyc.org/contact>

Dept. of Education: Chancellor Carmen Farina, (212) 374-6000, <http://www.schools.nyc.gov>

District Family Advocate (DFA): (718) 935-4263,

<http://schoolsstg.nycenet.edu/Offices/OFEA/SupportforFamilies/DistrictFamilyAdvocatesandBoroughDirectors/default.htm>

Inside Schools: <http://www.insideschools.org>

Learning Disabilities Association: (212) 645-6730, <http://ldanyc.org>

NY Branch of the Int'l. Dyslexia Assn. (NYBDA): (212) 691-1930, <http://www.nybida.org>

NY Families for Autistic Children: (718) 641-3441, <http://nyfac.org/>

NYC Resources for Children with Special Needs: (212) 677-4650, <http://www.resourcesnyc.org>

Parent to Parent for New York State: (800) 405-8818, <http://www.parenttoparentnys.org>

Special Education District 75 Citywide Programs: (212) 802-1500,
<http://schools.nyc.gov/Offices/District75/default.htm>

Special Education Family Office Hours and a P311 Hotline: (718) 935-2007

YAI Network: 1 (866) 2-YAI-LINK, (212) 273-6182 or TDD: (212) 290-2787, <http://www.yai.org/>

Highlights from the DOE Special Education Glossary

Full glossary is found at:

<http://schools.nyc.gov/Academics/SpecialEducation/ContactsResources/glossary/default.htm>

Autism - A developmental disability, significantly affecting verbal and nonverbal communication and social interaction, generally evident before age 3, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines and unusual responses to sensory experiences. The term does not apply if a student's educational performance is adversely affected primarily because the student has an emotional disturbance. A student who manifests the characteristics of autism after age 3 could be diagnosed as having autism if the above criteria are otherwise satisfied.

<http://www.vesid.nysed.gov/specialed/publications/autism/autismbrochure.htm>

Continuum - The range of education services in the Department of Education to support educating children with disabilities in the least restrictive environment.

Counseling - These services are designed to improve social and emotional functioning in the areas of appropriate school behavior, discipline, self-control, conflict resolution if your child is experiencing difficulty interacting appropriately with adults or peers, withdrawal or acting out, low self-esteem or poor coping skills that significantly interfere with learning. If your child requires services from a particular provider (e.g., guidance counselor, school psychologist or social worker), it must be outlined in the IEP.

Educational Disability - A term used for the classification of a student when he/she is found to be in need of special education services. These include: autistic, deaf, deaf-blind, emotionally disturbed, hard of hearing, learning-disabled, mentally retarded, multiply disabled, orthopedically impaired, other health-impaired, speech-impaired, traumatic-brain-injured, and visually impaired.

Emotionally Disturbed - A student with an inability to learn that cannot be explained by intellectual, sensory, or health factors and who exhibits one or more of the following characteristics over a long period of time and to a marked degree: an inability to build on or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; and a generally pervasive mood of unhappiness or depression or a tendency to develop physical symptoms or fears associated with personal or school problems. The term does not include socially maladjusted students unless it is determined that they are emotionally disturbed.

Individualized Education Program (IEP) - A plan written by the IEP team, the child's teacher, his/her parents, and other people involved in the student's education. The IEP describes the student's level of functioning and learning style and the special education services and goals necessary to address his/her specific academic, social, emotional, physical, and management needs.

Integrated Co-Teaching (ICT) Class - Classrooms include students with and without disabilities and have two teachers, a general education teacher and a special education teacher. The teachers work together throughout the day to adapt and modify instruction for your child and make sure the entire class has access to the general education curriculum. Students may be in an ICT classroom all day or for a portion of the day. Children receiving ICT may also receive related services, assistive technology, paraprofessional services or other supplementary aids and services if needed.

Learning-Disabled - A student with a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which manifests itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. The term includes such conditions as perceptual disability, brain injury, neurological impairment, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems that are primarily the result of visual, hearing, or motor disabilities, mental retardation, or emotional disturbance or of environmental, cultural, or economic disadvantage.

Least Restrictive Environment (LRE) - Means that placement of students with disabilities in special classes, separate schools or other removal from the regular educational environment occurs only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved.

Occupational Therapy (OT) - A related service provided to develop, improve, or maintain a student's physical, perceptual, and/or cognitive skills in educationally related activities.

Paraprofessional - A person who provides assistance (e.g., behavior management, health services, transportation or toileting, awaiting placement services, alternate placement services, or sign-language interpretation) either to the entire class or an individual or group of students.

Physical Therapy (PT) - A related service provided to develop, improve, or maintain a student's physical functioning in educationally related activities.

Related Services - Services that may be provided to general or special education students to help support and assist with their participation in school programs. These services must be recommended on a child's IEP and are provided either individually or in groups of no more than five. Services include counseling, health services, hearing and vision education services, occupational therapy, physical therapy, and speech/language therapy.

School-Based Support Team (SBST) - A multidisciplinary evaluation team, coordinated by a psychologist, that evaluates a student who has been referred for special education placement and related services.

Self-Contained Class - A special education class that functions together throughout the day and consists of special education students with one teacher and, in some programs, a paraprofessional.

Parent Teacher Association of PS 372

One of the greatest strengths of The Children's School is the collaboration among teachers, administrators, and families through the Parent Teacher Association, the PTA of PS 372.

The PTA's principal responsibilities are to facilitate this collaboration, build community, and to raise funds to support our school and programs in our classrooms. The PTA has provided money to wire the school for internet access, purchase new sports and occupational therapy equipment, enhance the art and music programs, establish a chess curriculum, and support teachers' participation in professional development programs. The PTA also raises enough money to award grants to every classroom, and to specialists and cluster teachers, for books and other educational materials.

The PTA organizes family events throughout the year, including the Book Fair, Arts Day, and the Valentine's Day Dance, as well as school events like Pizza Friday. The PTA also solicits direct contributions from families, which are 100% tax-deductible.

The PTA meets monthly in the cafeteria to provide a forum for all members of our community to ask questions and express ideas and concerns. The PTA tries to accommodate the diverse and busy schedules of its parent and teacher community by alternating the times of the meetings. We encourage attendance at meetings and volunteering for one of the many PTA activities.

Participation at any level — big or small — is welcome.

2016-2017 Executive Board

Below is a listing of the 2016-2017 Executive Board. Please feel free to contact the Executive Board via the following group e-mail: executiveboard@ps372pta.org

Officer Roles

Presidents: Nina Crews & Stephen Eustace president@ps372pta.org
Vice Presidents: Merideth Finn-Beers & Jessica Miksis vicepresident@ps372pta.org
Treasurer: Radha Korman treasurer@ps372pta.org
Secretary: Cindy Day secretary@ps372pta.org

Non-Officer Roles

Member-at-Large: Raphael Luna Gomez
Teacher Representative: Amy Vagelatos
New Parent Representative: Layale Hamdan
Ex Officio: Lucia Burns

PTA Committees

PTA committees plan/oversee PTA community-building and fundraising events/programs. All events and activities need parent volunteers to happen and run successfully. If you have an interest or talent in getting involved in PTA events and/or activities, please check our committee link <http://inclusions.org/pta-committees/> or send an email to volunteer@ps372pta.org. There is also a committee and event sign up list in the PTA office in the cafeteria.

Want to help out on the day of the event? Event committees will send out sign-up sheets closer to the date of events and activities. Please also go to Inclusions and the PTA weekly newsletter for updates and smaller events and activities.

If you want to bring another event or activity to the school, send an email to president@ps372pta.org or executiveboard@ps372pta.org and we will help you make it happen.

PTA Events

The PTA hosts community building and fundraising events throughout the school year. Below is the list of events for the 2016-2017 school year. More events may be added as the year progresses. Please check the school calendar on inclusions.org and be on the look out for emails and flyers in your child's backpack.

Calendar of Events - 2016-2017

September:

9/08	Th	First Day of School
9/13	Tu	Orientation
9/14	W	Orientation
9/17	Sa	New Family Picnic
9/21	W	General PTA Meeting
9/23	Fri	Lice Day 1

October:

10/14	F	Pizza Friday Session 1 Begins
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TBD	Sa	Roots & Community
10/19	W	General PTA Meeting
November:		
11/1 - 11/3		Book Fair: Week of 11/1
11/16	W	General PTA Meeting
December:		
12/21	W	Winter Festival
January:		
1/06	F	Lice Day 2
1/18	W	General PTA Meeting
February:		
2/03	F	Pizza Friday Session 1 Ends
2/10	F	Pizza Friday Session 2 Begins
2/11	Sa	Valentine's Day Dance
March:		
3/01	W	General PTA Meeting
3/25	Sa	Gala & Silent Auction
April:		
4/21	F	Lice Day 3
4/26	W	General PTA Meeting
May:		
5/13	F	Arts & Science Day
5/17	W	General PTA Meeting
5/26	F	Session 2 Pizza Friday Ends
June:		
6/08	Th	Staff Appreciation Lunch
6/14	W	Last General PTA Meeting: Voting
TBD		Carnival

Please consider volunteering for one of the ongoing programs below as well:

Be A Class Parent Liaison

The class parent liaisons are lead by Michelle Dobson and Johanna Medina. They can be reached at classparentcoordinators@ps372pta.org.

What is a Class Parent Liaison?

The primary goal of the Class Parent Liaison is to help make sure that every family at The Children's School feels connected to our community. The role of the Class Parent Liaison is to serve as a

communication liaison between the classroom families, the classroom teacher(s), and the Parent Teacher Association (PTA).

Class parent liaisons also coordinate the collection of donations for teachers and staff at holiday time and at the end of the year, help organize the Arts Day classroom projects, and the Staff Appreciation Day card and/or artwork.

Serving as a class parent is an excellent opportunity to connect to your child's class and to be involved in both the classroom and student/family community. Ideally, every class will have 3-5 class parents so that they may share in the duties.

Please visit the below google drive folder for all important information and documents regarding the class parent liaison role.

<https://drive.google.com/a/ps372pta.org/folderview?id=0BzPYubx3HnJodIVDeTJpREZaNU0&usp=sharing>

Raise Money for the School by Shopping Online

Check the school website, <http://inclusions.org> for opportunities to earn money to support programs at The Children's School by shopping online. Here are some existing programs:

Amazon - On inclusions.org, click on the [Amazon link](#) before shopping and a percent of what you spend will automatically go to the school!

Box Tops for Education - Cut out those [box tops](#) from fruit rolls up, cereal boxes, Ziploc products, Betty Crocker, paper and other home products. There is a box in the Family Office to drop them off. The school code is: **586267**.

Good Shop - Click on the [Good Search](#) link on inclusions.org. If you shop through [Good Shop](#), a percentage of the purchase goes to our school. If you search using [Good Search](#), the school will get 1 cent per search.

Mighty Nest - Shop better goods for home and family. MightyNest will donate 15% of every purchase to our school. schools.mightynest.com/schools/ny/brooklyn/ps-372-the-childrens-school

Help Out On Pizza Fridays

Pizza Friday has been one of our school's top fundraisers, and its success depends upon your participation.

To volunteer to help serve pizza, you can:

- Sign up online beginning in September.
- Contact the volunteer coordinator at pizza@ps372pta.org.

There are two shifts that you may choose from: 10:30AM-12:00PM or 12:00PM-1:30PM.

Please serve the pizza in strict accordance with the class lists.

Hygiene: Kindly use the kitchen sink to wash your hands and use gloves as necessary to minimize the spread of germs between adults and children.

Cafeteria Volunteers For Kindergarten and First Grade Lunch

Kindergarten and 1st grade parents are encouraged to volunteer to assist at lunch.

Time: 10:50AM -11:40AM (kindergarten and first grade lunch periods)

Location: Cafeteria (Nancy and Annette are the staff in charge)

10 Simple Rules For All Lunch Volunteers

1. Our role is to support the cafeteria staff by assisting ALL of the children (please resist the urge to just stay with your child and his/her class). Please be mindful that the school staff is in charge.
2. Volunteer duties include helping children hang up coats, sit safely, open packages, get school lunch, clean up when called by cafeteria staff and line up when called by class.
3. They also really need our help keeping all students in their seats, including your own child!
4. Do NOT give the children any additional food or drink without first checking with Ms. Annette or Ms. Nancy with regard to food allergies.
5. Line up is usually when you'll find straggling lunch boxes and jackets – please try to make sure the kids leave with these items.
6. It is a school rule that adults are not to accompany children into the bathrooms. This is a rule of safety that must be followed WITHOUT exception.
7. Please don't give children permission to leave the cafeteria to go to the bathroom or nurse – ONLY the cafeteria staff should be doing this. If a child informs you that they need to go to the bathroom or nurse, inform Ms. Annette or Ms. Nancy.
8. If you find that your child is not okay with letting you be there helping others, then think about just volunteering for the other grade as not to cause any stress for your child.
9. Please do not bring any younger siblings along while you are helping.

10. Finally, please resist the urge to follow the children out into the playground.

The School Leadership Team (SLT)

Responsible for working with the administration to determine the school's annual goals and to develop the school's Comprehensive Educational Plan for the year. The team is made up of seven staff members (elected by the staff) and seven parents (elected by the parents), who are elected for two-year terms.

Parents' membership on the School Leadership Team helps ensure that parents' voice is represented in important decisions that affect teaching and learning in our school. The team provides an excellent forum for committed parents to make a valuable contribution to our school. Participation requires time, dedication, creativity, and hard work. In addition to the SLT mandate, over the years, our team has also chosen to work on issues such as student diversity, school safety, and fostering parent-teacher communication.

Parents:

Angela Ferrante, Chair
Nina Crews, PTA Co-President/Lucia Burns PTA Ex Officio
Cheri Anderson
Ro Astarita
David Ho
Paula Szuchman
David Tipson

Faculty:

Rosa Amato, Principal
Michael O'Neill, UFT, Music/Drama
Sharon Barone, Teacher
Unyque Rencher, Teacher
Kianah Smith, Unit Coordinator ASD
ToniAnn Tepedino, School Secretary
Shari Zisman, Teacher

Meetings

The School Leadership Team meets one morning a month, with additional committee (see the next page) meetings at other times. All members of the school community are encouraged to join any of these committees, and all committee and SLT meetings are open to everyone. For more information or for meeting dates and times, check <http://inclusions.org> or contact slt@ps372pta.org.

The SLT Standing Committees:

The Diversity Committee leads initiatives to increase the diversity of The Children’s School and to create a more racially, ethnically, and economically inclusive environment, as reflected in the school’s original mission and vision. Among the issues the committee has addressed are strategies for increasing the diversity of our entering classes and antiracist education.

The Social-Emotional Development/Community Building Committee works to strengthen relationships and address social concerns within our school community, at both the main site and the ASD site. Among the issues the committee has addressed are easing the transition from the ASD to the main site; improving parent-school communications through needs assessments; helping teachers obtain training for continuing education on social-emotional development issues; bringing interactive role-plays to the classroom to encourage dialogue about teasing, bullying and cooperation; and discussing issues of inclusion with parents, staff, and children.

The Middle School Committee works to effectively gather and disseminate information to parents going through the middle school transition process regarding available options in the district, highlighting the unique character of each of the middle schools within the district which might be most appropriate for families of PS 372. The committee will also be responsible for making sure communication regarding the middle school process, admissions processes and admission deadlines, etc. are effectively communicated to the community. Finally, the committee would liaise with elected officials as necessary to represent the current and future needs of our students as it relates to available middle schools and the middle school admission process.