

UNISON FAMILY GUIDE 2021 - 2022

WHAT IS THIS GUIDE?

This guide will answer many of the questions you might have for the 2021 - 2022 school year. If you can't find your answer below, please refer to the end of this document for our email addresses!

HOW DO YOU USE THIS GUIDE?

Check out all the headings and sections under each heading, and you can either go to the page number for your questions - OR - you can click right on the section, and you will be redirected there.

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Section 1: FAQ and Tools for Families

What is an OSIS?

- NYC DOE OSIS number is a nine-digit number that is issued to all students who attend a New York City public school. This serves as the student's ID number from K-12th grade. The number can be found on your report card. If you do not know the number, your advisor can help you find it!

What online sites do I need to be aware of that student's use?

- We are a G-Suite School- Students use their Unison email address (firstname.lastname@UAUnisonschool.org) to access everything! We put a lot of our assignments in Google Classroom. Students will use google docs to write, Gmail to contact teachers, and more! All other websites are available through NYCDOE TeachHub. Your student's advisor will provide you information regarding which apps that we use.

What do I do if my student's device isn't working properly or is broken?

- If you have technology issues, please reach out to your child's advisor. We have a fantastic Tech Team at Unison ready to help; just inform your child's advisor of the issue, and we will take the next steps.

Where can I see my student's grades?

- Jupiter! (login.jupitered.com)
 - Students and parents may log in anytime to check grades and homework. Logging into Jupiter shows grades on all assignments, report cards, attendance, individual comments, missing assignments, and messages. All data is updated continuously.
 - If you have not yet logged in to Jupiter, please contact your Advisor or Ms. Mazo at jessica.mazo@uaunisonschool.org to walk you through the process!

How does entry and screening work when my student arrives at school?

- **Before your child leaves home,**
 - Make sure they have a mask (and if they forget, not to worry, we have surgical masks to distribute as needed!)



- Take your student's temperature. Any student with a temperature of 100 degrees or higher will be taken to the nurse immediately, and a guardian will be called to pick them up.
- Students should answer the "screening questions" ([NYC DOE Health Screening](#)) - if your child doesn't know their DOE email account information, they can log in as a guest. Once they finish the questionnaire, they will get a screen that shows they are cleared to enter NYC DOE buildings for the day. If your child does not take this survey online, we will have paper surveys for them to complete upon entry.

Metrocards

- We will be handing Metrocards out during the first week of school. If your child loses their card we have the option for only ONE replacement during the year. Please have your student speak with Ms. Arlette or Ms. Harriet in the main office for the replacement form.

Bussing

- If your child receives specialized transportation you can view specific information regarding the schedule and bus route by logging into your child's NYC Schools account at <https://mystudent.nyc/>. If you are having difficulty logging into the account, you can contact Parent Coordinator Arlette Williams at arlette.bwilliams@uaunisonschool.org. If you have any additional questions regarding bus services for your child, you may contact Director of Student Supports, Eric Berg at eric.berg@uaunisonschool.org.

Helpful Websites

Jupiter Ed

- <https://login.jupitered.com/>
 - How to sign into account: <https://login.jupitered.com/help/?studlogin>
 - Student/Parent login Video Tutorial: [Jupiter Help](#)

New York City School Account

- [NYC Schools Account](#)
 - How to sign into account: [NYCSA Account Set Up Guide for Parents](#)

COVID-19 Vaccine Portal

- <https://vaccine.schools.nyc/>

The Urban Assembly



School

Daily Health Screening Portal

- [NYC DOE Health Screening](#)

Lunch Form Portal

- <https://www.myschoolapps.com/Home/PickDistrict>

DOE Student Accounts

- [Home Learning Digital Learning DOE Student Accounts](#)

2021-2022 School Calendar

- [NYC Department of Education School Year Calendar 2021-22](#)

Section 2: School Policies and Procedures

The Urban Assembly Unison School Student & Staff Responsibilities

- Be **COLLABORATIVE** by establishing positive relationships
- Be **APPRECIATIVE** by developing care and concern for all people and their identities
- Be **RESPONSIBLE** by handling situations constructively
- Be **ENGAGED** by actively making decisions that benefit you and your community
- Be **SELF-DETERMINED** by showing persistence in reaching personal and academic goals

Uniform Policy

- Clothing may not depict, imply, or advertise inappropriate content
- Face coverings with valves should not be worn
- Head coverings are discouraged inside except when required for medical or religious reasons
- Shoes must be worn at all times and should be safe for the school environment
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the dress code requirements
- Tops:
 - 6th Graders wear a green Unison Top - t-shirts or polo (provided by Unison)
 - 7th Graders wear a gray Unison Top - t-shirts or polo (provided by Unison)
 - 8th Graders wear a black Unison Top - t-shirts or polo (provided by Unison)
 - Additional Uniforms will be available for purchase online shortly.
- Bottoms:
 - Students may wear bottoms of any color or materials
 - The student's bottoms are to be worn high enough on the waist to cover all undergarments.
 - The student's bottoms are to be worn long enough to reach the mid-lower thigh.
 - Student bottoms should completely cover the waist to the mid-lower thigh
 - Decorative tears or patches are permitted below the lower thigh on bottoms
 - Flexibility on color and patterns.
- Outerwear
 - Solid sweatshirts and hoodies in three colors allowed (and sold/provided by Unison): green, gray, and black
 - Jackets and coats off in class

Attendance Policy

COVID-19

- If a student is at home due to quarantine or close contact, please notify the school as soon as possible by calling (718) 399 - 1061 or communicating directly with your student's advisor. To be marked present for the day, those students must communicate with their advisor by e-mail before 10 AM (in addition to families communicating with the school).

Illness and Staying Home Sick

- When a child is staying home sick from school, please be advised of the following:
 - If a child exhibits a *new* cough, fever, loss of taste or smell, or trouble breathing, they can only return to school when:
 - they test negative for COVID with a lab-confirmed test result
 - AND are symptom-free for 24 hours
 - OR
 - remain home for 10 days (calendar days)
 - AND are symptom-free for 24 hours
 - If a student has the following NON-COVID symptoms, the above protocols are not required:
 - *sore throat*
 - *stomach ache*
 - *Headache*
 - *Sneezing*
 - *cough that is known to be related to allergies or asthma*
- No matter the illness, please let your student's advisor and the school know that your student will be absent.

Recording Attendance

- For a student to be marked present, they are to arrive at school by 8:40 AM.
 - If a student is late, they are to report to the main office to sign in to the late book.
- Student attendance is recorded daily in Advisory by the Advisor online in Jupiter. This data is then transferred to official DOE attendance forms by 11 AM.
 - Guardians may sign up for Jupiter notifications of attendance.
 - If a student arrives late, Jupiter will be updated no later than noon on the day of.
 - *Students who are bussed, if late, will be marked late in Jupiter for the school to keep tabs for OPT complaints; however, they will not be marked late in official DOE attendance keeping.

Technology Policy

- All CELL phones will be turned off and put into a school-provided pouch for the entire day students are at school.
- Cell phones should be put in the Yondr pouch and locked during Advisory by advisors.
- Students who arrive at school late should sign in and then lock their phones in their YONDR Pouch with Ms.Arlette/Ms. Harriet/Ms.Mazo
- Any cell phone seen outside of the pouch during the school day will be immediately confiscated by the teacher and returned at the end of the day (a family member will be called and informed.)
- If an SST member has to intervene then the phone will be confiscated and will only be returned to a family member.
- If a pouch is left home or lost, the school will confiscate the phone for the day and a family member will be called and informed.

Yondr Pouches

- Yondr Pouches are where students will store their phone while in the school building.
 - As students enter the building, they will:
 - Turn their phone off.
 - Unlock their empty Yondr Pouch using an Unlocking Base at the Building Entrance(s).
 - Place their phone inside the pouch, securely close it and store it in their backpack.
 - End of the school day: As students exit the building at the end of the school day, they will:
 - Unlock their pouch using an Unlocking Base at a Building Exit(s).
 - Remove their phone from their pouch.
 - Securely close their empty pouch and place it in their backpack for the next day.
- Yondr Pouches need to be kept in backpacks when not in use at home - students are responsible for bringing them home and back to school each day.

Food Policy

- Eating and drinking allowed only during designated times
- Water is permitted in clear containers or reusable water bottles. When drinking water, first ask the teacher for permission to take the mask off in order to ensure safety.
- Keep all food and drinks in sealed containers, in book bags. Food will be eaten in the Cafeteria ONLY unless directed by a teacher.
- Water fountains will not be available. Bring your own.
- Patterned violations will result in a family meeting.
- We are a STRICT nut-free school.

Health and Safety Policy

- Masks must be worn at all times, covering both the nose and mouth, except when eating and drinking during designated times. Masks with valves should not be worn
- Maintain social distancing of at least 3 feet from others while in class, hallways, and staircases.
- Maintain social distancing of at least 6 feet from others while in the cafeteria AND while eating.
- Practice hand hygiene by regularly washing hands with soap and water for 20 seconds, and/or by using hand sanitizer
- Patterned violations will result in a family meeting.
- Handkerchiefs, bandanas, and t-shirts should not be used as masks

Open Lunch Policy

- Students who participate in the Open Lunch Program are required to:
 - Be in full uniform and comply with Unison dress code,
 - Come to school on time,
 - Exit the Gates Avenue doors in a responsible manner,
 - Stay in groups of 2 at minimum,
 - Behave responsibly & safely; following the DOE & Unison discipline codes and policies,
 - Stay within the boundaries outlined in the below map,
 - Return to Gates Avenue Campus, no later than 5 minutes prior to the start of Period 6 - 12:55 pm.
- Students who fail to comply with the Open Lunch Program Requirements may:
 - Have their Open Lunch Privilege revoked and parents contacted and/or
 - Be assigned further disciplinary action dependent on the violation.

Section 3: Academics and Restorative Practices

Mastery Education

Description

- Mastery-based education is Unison’s educational approach to curriculum, instruction, and assessment. It means that:
 - All curriculum is planned to provide students progressive opportunities to learn, practice, and master concepts, ideas, and skills that get progressively harder and more complex as they move from one grade to the next. We call these concepts, ideas, and skills “Course Requirements”
 - All lessons are planned and delivered in a way that engages students in being the builders and creators of concepts and ideas (Course Requirements) through authentic resources, questions, and authentic problems. Students work independently and in groups.
 - All lessons are planned and delivered in a way that engages students in mastering skills (Course Requirements) by having them practice skills that are applied to real-life problems or real-life contexts.
 - Teachers provide students with feedback on their work (that is not graded) as they progress towards mastering Course Requirements. Students are given multiple opportunities to practice (or attempt) and receive feedback before being assessed for mastery.
 - Students have the opportunity to demonstrate mastery of Course Requirements in multiple ways.
 - Students are given multiple learning opportunities to master Course Requirements when they have not, even when the curricular focus shifts to new Course Requirements.
 - Mastery of Course Requirements is tracked (and shared with staff, students, and families in our grading system - Jupiter) and more important than completion of tasks. Mastery-based grading practices are more accurate, more bias resistant, and more motivating than traditional grading methods.
 - At Unison your child’s grades will reflect the highest level of mastery that they have demonstrated for each course requirement. This means that if your child scores low on any given assessment, that low score will not bring down their grade if they show mastery in another attempt or assessment.

Rationale

- Unison uses a Mastery-based approach to education for the following reasons:
 - Mastery grading can counteract implicit bias - grading by mastery is more equitable
 - Mastery education makes students active agents in their learning - they can be more self-determined as learners when they know clearly what they are attempting to learn and how to take steps to be more successful - this

counteracts the “dependent learner” reinforcement that all too often happens to BIPOC students in schools

- Course Requirement development helps teachers to dig deeper into their content for a deeper and more precise understanding of content and skill goals in their curriculum
- Course Requirement development ensures vertical alignment of the curriculum so that students experience a progressively rigorous curriculum from one grade to the next
- Mastery education provides students with multiple opportunities to practice and receive non-evaluative feedback which ensures more students will master Course Requirements

Grading Policy

- We believe that our grading policy should be:
 - a. Accurate: Our grading accurately describes a student’s current level of mastery of content and/or skill.
 - b. Bias Resistant: Our grades are based on valid evidence of a student’s content & skill mastery, and not based on evidence that is likely to be influenced by a teacher’s implicit bias or reflect a student’s environment.
 - c. Motivating: Our grades motivate students to achieve academic success because of the transparency and support of student self-determination in their own learning. Every student knows their grade at any time and how to get the grade they want.
- How we’re implementing these policies:
 - Give students *multiple chances* to demonstrate mastery which will be 100% of their grade
 - Grades in Jupiter will reflect a student's highest level of mastery (take the highest score aligned to the FCR in Jupiter)
 - Information in Jupiter will illustrate a student’s progress along the way
 - All assignments are graded using a 4-point scale
 - Criteria should include Content and Skills based on the course requirements
 - Criteria should utilize a 4-point scale and have spaces for feedback, such as one “Glow” (strength) and one “Grow” (actionable next step).
 - In Jupiter, connect assignments to course requirements.
 - 100% of grades are based on level of mastery towards Annual Course Requirements
 - Teachers will maintain accurate and up-to-date records on Jupiter Grades, including maintenance with “/=Missing,” “NG=Not Graded,” “NX=no evidence,” And “EX=Excused.” designations all of which will have no weight on their grade.
 - Students self-reflect and self-assess whenever possible
 - Students have multiple chances to show mastery
 - Students will place at least one piece of evidence for each Annual Course Requirement into their portfolios.



- The pieces of evidence chosen will demonstrate growth and/or mastery and include a criteria-based score with feedback.
- Feedback is given so students can act on building their mastery in content & skills

Common Terms & Definitions

- *Course Requirement*
 - *Annual Course Requirements (ACR)* - describes the level of understanding of the specific skill that the students will master by June in the course. These are crafted directly from NYS Standards and are done so to create transparency, clarity, and cohesion for teachers, students, and families. At the most developed level, there will be prioritized ACRs that weigh the most in a student's total course grade. Note about math - most of the CRs in math are just ACRs that are specified enough and do not span across multiple Marking Periods.
 - *Focus Course Requirement (FCR)* - describes the specific focus within an Annual Course Requirement for ONE quarter/marketing period when that ACR spans across multiple marking periods. The Focus Course Requirement helps to provide students with a specific focus for their learning and so they can receive targeted feedback each quarter as students progress towards mastering the Annual Course Requirements. Some Annual Course Requirements will not have Focus Course Requirements. And some might have repetitive FCRs. Some FCRs will "layer" so as to reinforce the FCRs that were already mastered in a previous marking period.



Jupiter Grades, Mastery, and what does it mean for report cards

- As students work towards mastery of annual course requirements, their progress will be documented in Jupiter, and progress reports will be shared. Twice a year, students will receive an official report card that will be available in your child’s NYSCA account. The table below is used to show the alignment between what you and your child will see on graded work, Jupiter grades, and the report card. Only the numerical grades from Marking Period 5 at the end of the school year will be reflected on the student's official transcript that will be used for the high school process.

Jupiter MP Average Grade	Level of Unison Course Requirement Mastery	Mid-Year & Marking Period 5 Grades in STARS
4	Exceeding Unison Course Requirements	100
3.5		95
3	Mastering Unison Course Requirements	90
2.5		80
2	Approaching Unison Course Requirements	75
1.5		70
1	Not Yet Mastering Unison Course Requirements	65
NX/55 *awaiting guidance from DOE re: NX	Insufficient/No Evidence of Course Requirements	NX/55 *awaiting guidance from DOE re: NX

Promotion Criteria

THE URBAN ASSEMBLY UNISON SCHOOL PROMOTIONAL CRITERIA				
Mastery of Course Requirements - Evidence	November Benchmark	January Benchmark	March Benchmark	JUNE MUST HAVE:
	Evidence of Mastering ALL the Focus Course Requirements for Q1	Evidence of Mastering ALL the Focus Course Requirements for Q1 and Q2	Evidence of Mastering ALL the Focus Course Requirements for Q1, Q2 and Q3	Evidence of Mastering 75% of all Annual Course Requirements
	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	Portfolios filled with: <ul style="list-style-type: none"> • Tasks showing mastery • Projects showing mastery • Assessments showing mastery 	
Social Emotional Learning	<ul style="list-style-type: none"> • CARES conferences <ul style="list-style-type: none"> ○ Students will self-reflect on the CARES indicators (collaborative, appreciative, responsible, engaged and self-determined) and rate themselves on the 3-point scale (see below), to identify specific examples of demonstrating CARES as well as setting goals for pushing themselves forward as leaders and citizens: <ul style="list-style-type: none"> ■ Exceeding ■ Meeting ■ Approaching ○ Advisors will also reflect on the CARES indicators to discuss during the conference ○ Advisors will take both their and the student’s responses to create a student/family-facing SEL report that will go into the SEL folder within the portfolio. 			

Assessments

WHY:

- Unison CARES deeply about each and every child and seeks to provide individualized support for all students so that every child's potential is unleashed.

HOW:

- We look at student work closely and provide feedback on student work to help students progress. We assess students daily by listening to their thinking, looking at their work and meeting with them 1:1.
- Primary Screeners (MAP Assessments) for ALL students to compare students' reading/math levels to national averages for their grade level
- Secondary Screeners for select students to determine more precisely the specific skills in reading, writing, and/or math they need additional practice with and to assign appropriate skill-based interventions

WHEN:

- MAP Assessments: Administered in small groups between 10/4-10/22 during Learning Lab periods
- Secondary Screeners: Administered in small groups and 1:1 between 11/8-11/22 during Learning Lab periods

Restorative Practices

What are Restorative Practices?

- Restorative Practices are ways of proactively developing relationships and community, as well as repairing community when harm is done. After conflict or harm, Restorative Practices provide a way of thinking about, talking about, and responding to issues and problems by involving all participants to discuss their feelings and opinions, identify what happened, describe how it affected everyone, and find solutions to make things better. Rather than a separate program, Restorative Practices are underlying mindsets, practices, and simply "how we do business" in schools. When successfully integrated throughout the school culture and climate, Restorative Practices create safe and productive learning spaces where students develop social and emotional skills and strong relationships with peers and adults. (Adapted from Chicago Public Schools)

Role of Restorative Practices in the Supportive Environment

- Schools are a microcosm of the world. Oftentimes students, particularly those that are Black and Brown, have experienced harm from the outside world and from previous schooling experiences. At the center of Unison's Supportive Environment Framework are students who are thriving,



affirmed, respected, and loved. Unison sees itself as a place where students experience restoration of harm that they may have experienced from the larger system. Through Restorative Practices, such as community building and relationship building, students begin to feel a sense of belonging while also feeling a responsibility to and for their communities.

- Restorative Practices help to reinforce SEL skills such as self and social awareness, personal responsibility, relationship skills, active listening, empathy, understanding the perspectives of others, effective communication, and conflict resolution.

Having a Restorative Mindset

- A restorative mindset describes how a person understands community and one's role in the community. The values and concepts that underlie a restorative mindset include:
 - a. Relationships and trust are at the center of community
 - b. All members of the community are responsible to and for each other
 - c. Multiple perspectives are welcomed and all voices are equally important
 - d. Healing is a process essential to restoring community
 - e. Those that cause harm to the community should be held accountable for and take an active role in repairing harm
 - f. Conflict is resolved through honest dialogue and collaborative problem-solving that addresses the root cause and the needs of those involved

What do Restorative Practices look like at Unison?

1. A Restorative Community (tier 1)
 - A restorative school community focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.
 - Practices that support Tier 1: Restorative Mindsets, Restorative Language, Talking Circles, Restorative Conversations
2. Repairing relationships (tier 2)
 - Repairing harm- After harm or conflict, restorative responses address the root cause of the problem, promote healing, and ensure that students are held accountable and take ownership over the process of repairing harm.
 - Practices that support Tier 2: Restorative Conversations, Peer Peer Mediation, Peace Circles, Skill-Building Alternatives to Suspension
3. Re-entry to the community (tier 3)
 - In the most serious incidents of harm or conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back to the community. When needed, intensive one-on-one interventions promote healing.
 - Practices that support Tier 3: Re-entry Procedures Restorative Conferencing.

Section 4: High School Application Process

Overview

- All Unison 8th graders receive specialized support in applying to high schools from their Advisors. The Advisory class includes lessons on how to read the High School Directory, how to set up the MySchools account, and how to make wise decisions about high schools of interest. The Advisors work closely with families and students to ensure that this process goes smoothly.

Timeline

- Spring of 7th Grade - 7th graders visit high schools in 7th grade to begin to think about high school choices
- Fall of 8th Grade - Advisors begin lessons on the High School Application process during Advisory
- September - October - Students can register for the Specialized High School Test (SHSAT) in MySchools. Principal Emily Paige works with Advisors to ensure all students who are interested in registering are able to register.
- *Typically*, applications are due by early December.

DOE High School Support

- <https://www.schools.nyc.gov/enrollment/enroll-grade-by-grade/high-school>

Online High School Guidebook

- [High Schools](#)

Enrolling By Grade

- [Home Enrollment Enroll Grade by Grade](#)

Section 5: COVID-19

What do I do if my student(s) has COVID symptoms or potentially has a positive COVID Test?

- Take them immediately to get tested. Testing is free in NYC. Also call the main office of the school (718-399-1061) and let us know the child's name and the symptoms they are experiencing. Then, please keep your child at home as per doctor's orders.

What if my child begins to show COVID symptoms at school?

- Students who are at school and show symptoms of COVID-19 will be evaluated by a nurse or health care professional. The nurse or health professional will evaluate the student for symptoms of COVID-19, such as fever, cough, shortness of breath, sore throat, lack of sense of taste or smell, and other symptoms. A family member or guardian will be contacted by a staff member and asked to pick up the ill student. Upon pick up, the nurse/health professional and/or school staff will advise the family to visit a doctor and get the student tested for COVID-19, and provide the information of the closest testing site, if asked.

What if there is a positive case at Unison?

- All families, when there is a positive case, will be notified immediately.

If my child can't wear a mask, can they wear a face shield only?

- No, all children must wear face masks at all times except when eating lunch.

Where can I take my student to be tested?

- DOE students in grades 3k through 12 receive priority testing at 22 Health and Hospital (H+H) testing sites. DOE students are not required to bring a student ID or proof of enrollment. Parents and guardians of students are encouraged to bring their insurance card, but with or without an insurance card, there is no cost for students to get tested.
- Full List of Testing Sites: [COVID-19 Testing - Coronavirus](#), or [COVID-19 Testing Sites](#)
- Local testing sites:
 - **NYC Health + Hospitals/Gotham Health, Cumberland**
 - 100 North Portland Avenue
 - Brooklyn, New York 11205
 - 844-NYC-4NYC

- COVID-19 Testing and Antibody Testing Offered Here
- Monday – Friday, 9 a.m. – 3:30 p.m.

- **NYC Health + Hospitals/Gotham Health, East New York**
 - 2094 Pitkin Avenue
 - Brooklyn, New York 11207
 - 844-NYC-4NYC
 - COVID-19 Testing and Antibody Testing Offered Here
 - Monday – Friday, 8 a.m. – 3 p.m.

- **NYC Health + Hospitals/Kings County**
 - T-Building, Room T-110 1st floor (Corner of Clarkson Avenue & New York Avenue)
 - 451 Clarkson Avenue
 - Brooklyn, New York 11203
 - 718-245-3131
 - Monday – Friday, 8 a.m. – 4:30 p.m.
 - Saturday : 8 a.m – 3 p.m
 - Sunday: closed
 - COVID-19 Testing and Antibody Testing Offered Here

Section 6: School Contacts

If you have any additional questions, please feel free to reach out to any of the following:

Principal	Emily Paige	emily.paige@uaunisonschool.org
School Secretary	Harriet Harrison	harriet.harrison@uaunisonschool.org
Parent Coordinator	Arlette Williams	arlette.bwilliams@uaunisonschool.org
Community School Director	Jessica Mazo	jessica.mazo@uaunisonschool.org
Director of Student Support	Eric Berg	eric.berg@uaunisonschool.org
Dean of Students	Jonathan Chisholm	jonathan.chisholm@uaunisonschool.org
Director of SEAL (ESL/AIS)	Ebony Ford	ebony.ford@uaunisonschool.org
Technology Coordinator	Kevin Pineros	Kevin.Pineros@uaunisonschool.org
Speech & Language Specialist	Nargiza Yunusova	nargiza.yunusova@uaunisonschool.org
Guidance Counselor	Candy Polanco	candy.polanco@uaunisonschool.org
6th ELA	Sabina McNamara	sabina.mcnamara@uaunisonschool.org
6th Grade Humanities Special Ed	Pasha Griffin	pasha.griffin@uaunisonschool.org
6th Grade STEM Special Ed	Karl Eden	karl.eden@uaunisonschool.org
6th Math	Sara Carota	sara.carota@uaunisonschool.org
6th Science	Daana Archer	daana.archer@uaunisonschool.org
6th Social Studies	Dionne Nedderman	dionne.nedderman@uaunisonschool.org
7th ELA	Nanda Fogle	nanda.fogle@uaunisonschool.org
7th Grade Humanities Special Ed	Najee Daniels	najee.daniels@uaunisonschool.org
7th Grade STEM Special Ed	Teauna Frazier	teauna.frazier@uaunisonschool.org
7th Math	Kate Rozycki	kate.rozycki@uaunisonschool.org
7th Science	Meena Miller	meena.miller@uaunisonschool.org
7th Social Studies	Rosario Orenge	rosie.orengo@uaunisonschool.org
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8th Grade Humanities Special Ed	Zebulon Alexander	zebulon.alexander@uaunisonschool.org
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The Urban Assembly



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