

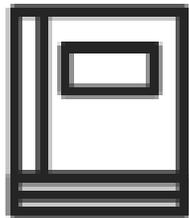


Public School 221 Queens
The North Hills School
2013 National Blue Ribbon School
57-40 Marathon Parkway
Little Neck, New York 11362
718-423-8825

Patricia Bullard
Principal

Karen Strauzer
Assistant Principal

P.S. 221
HANDBOOK
2017-18



P.S. 221

OUR MISSION STATEMENT

At P.S. 221, The North Hills School, our mission is to provide a nurturing learning environment in which students are challenged to reach their academic potential through a standards-based, rigorous curriculum. We are dedicated to developing and supporting each child's unique talents within an atmosphere of cooperation and respect for individual differences. Our focus is on the whole child. The North Hills School is committed to instilling in each student a desire to learn, to take appropriate risks, to solve problems and to accept challenges. Teaching the values of good citizenship is integrated into all areas of school life. By working collaboratively as a team that includes teachers, parents, staff and administrators, we best prepare our students to be independent thinkers, lifelong learners and responsible citizens who will be active and compassionate participants in our society.

2017-18 Instructional Focus: STEM

Theory of Action

If we continue to increase the knowledge, skills, and practice of all our students in the STEM-related components of:

- ✚ Oral and written communication
- ✚ Critical thinking
- ✚ Problem solving
- ✚ Collaboration
- ✚ Applying technology
- ✚ Data-driven decision making
- ✚ Leadership
- ✚ Establishing clear goals and utilizing teacher feedback

Outcome

Our students will be prepared to be innovative, contributing members of the 21st century workforce.

*P.S. 221 - Building a foundation for college
and career readiness*

Morning Arrival:

- ❖ Grades Pre-K-5: The school day is from 8:20am - 2:40pm.

In the morning, all walkers should enter through our main door on the corner of Marathon Parkway and 60th Avenue. Supervision of our students begins at 8:00am when our school doors open. For the safety of our children, please do not leave them alone outside our doors earlier.

Back to School Night:

Back to School Night for grades Pre-K-5 will be held on Wednesday, September 13th. Classroom teachers will be discussing routines, expectations, and curriculum. Due to a limited amount of time, no individual conferences are possible on this evening.

Breakfast in the Classroom:

All students are eligible for daily free breakfast in the classroom. Students in grades 1-5 will have the opportunity to get their breakfast from our “grab and go” stations prior to morning line-up. Our kindergarten students will have breakfast delivered to their classrooms. Breakfast is optional; if your child prefers to eat at home that is your choice.

Lunchtime:

We will have two 50 minute lunch periods each day. Students will eat lunch in accordance with the following schedule:

Grades Pre-K, 1, 2, and 3	11:05am – 11:55am
Grades K, 4, and 5	12:00pm – 12:50pm

Snack:

The School Leadership Team has developed the following policy regarding school snacks:

Fruits & Vegetables	Yogurt
Dried Fruits	Raisins
Granola Bars	Crackers
Cheese Sticks	Pretzels
Whole Grain Cereals	Gold Fish
Graham Crackers	Rice Cakes

Water is the only beverage that should be provided during snack. Other beverages can be consumed during lunch. Save money and the earth by using a reusable water bottle during snack time. Also, please send in a snack that is ready to eat. For our youngest students, please peel oranges and cut up fruit, if necessary. These healthy snacks reinforce good eating habits and keep our classrooms neat and insect-free.

Emergency Blue Contact Cards:

Please return the three blue emergency contact cards on the 2nd day of school. If any information changes, contact your child’s teacher immediately. **It is extremely important that all phone numbers, including cell phone numbers, be current.**

Your child will only be released to individuals you designate on the blue card.

Bus Children:

If your child takes the school bus home, he/she will be placed on the bus every day. Any changes in dismissal procedures must be made in writing.

Clothing:

- Please write your child’s name on all outer garments and lunch boxes.
- Sneakers must be worn for gym.
- Assembly clothes – a white shirt and black or dark blue pants/skirt.

Dismissal:

The following exits and times will be used for dismissal:

Grade	Exit	Dismissal Time
Pre -K	Main Doors	2:30pm
Kindergarten	Kindergarten Classroom Doors	2:35 pm
Grade 1, 2, and 4	Doors (with Overhang) in Middle of Building on Marathon Pkwy.	2:40pm
Grades 3 and 5	Doors Closest to Queens Public Library On Marathon Parkway	2:40pm

If there is a change in your child’s routine dismissal, such as not taking the bus home or going home with a friend, a written note must be sent to the teacher. Verbal messages from children will not be accepted.

After Dismissal Late Pick-up:

Parents must pick up their children promptly at 2:40 p.m. If an emergency occurs that prevents you from being on time, please call the main office to let us know. Understand that the school does not have the available personnel to provide babysitting services. If you are late picking up your child, he/she will be brought to the auditorium. Upon your arrival, you must enter through the main entrance and sign your child out from the late book indicating the time of pick-up. Parents who demonstrate a continuous pattern of not picking up students on time will be addressed formally.

Attendance:

School attendance is not just required by law; it is critical for students' success in school and life.

- Research shows that children who are chronically absent -- that is, they miss 20 or more days of school in a given school year -- are less likely to graduate from high school. This includes students who miss just two days a month, which adds up to 20 days a year.
- In addition, analysis of national testing data shows that students who miss more school than their peers consistently score lower on standardized tests, no matter their age, demographic group, city, or state.

Good attendance is essential for a successful school year. Please check the school calendar carefully so that you can plan your family vacations during times when school is not in session. Taking your child out of school for family trips is against New York City regulations and disruptive to your child's education as important learning and class work will be missed.

Absences:

- All students who have been absent from school need to bring a note from their parent(s) on the day they return to school, stating the reason for the absence.
- If your child is ill or will be absent for more than two days, please contact the office.
- Although an absence may be considered excused for religious reasons, illness, or emergencies, it is still an absence and must be part of the student's record.
- If you are traveling, please provide the school with proper documentation, which includes an office form along with your travel itinerary. Please note that traveling does not constitute an excused absence.

Look for our 100% attendance display board in the front lobby where we honor those students who achieve 100% attendance each month!

Lateness:

- Students are expected to arrive to school on time. All students should be here prior to 8:20am. A child is marked late if he/she enters the building after 8:20am. Our school building opens at 8:00am daily.
- Lateness disrupts class activities and results in class work being missed. If a child is late 5 minutes each day for a week, it amounts to almost a half hour of lost instructional time.
- When a student arrives late to school, he/she must obtain a late pass, which then is given to the classroom teacher upon entering the classroom.
- If a student shows a pattern of excessive lateness, school staff will call home to arrange a meeting.
- Please give your child the opportunity to make a smooth transition into an active school day. Arrive early enough so your child does not feel rushed in saying good-bye to you, and has time to greet classmates before school starts.

Leaving during the school day:

- Students are not permitted to leave the school building before the end of the school day unless a parent/guardian comes to the main office to sign out and pick up his/her child. No child will be allowed to leave school without a parent/guardian.
- If a student becomes ill during the school day, he/she will be sent to the nurse. If the decision is made that the student should go home, the student's parent/guardian will be contacted. Only the parent/guardian or a designee who is listed on the student's emergency blue contact card can pick up the student. Students are not permitted to leave the school by themselves.
- Note: Please ensure that the office has current home, work, and cell phone numbers so that we can reach you in the event of an emergency. If your phone number changes, please contact the school with the updated information.

Doctor's Appointments:

- Please make every effort to schedule your child's appointments outside of school hours. However, if an appointment takes place during school hours, you must sign your child out in the main office and sign him/her in again upon returning to school.

Medical:

Children are not permitted to carry medication in school. Please do not send your child in to school with Tylenol, cough medicine, etc. to self-medicate as these items may fall into another's hands creating a hazardous situation.

Please see our school nurse, Mrs. Young Jang, for paperwork that must be completed for medications that your child needs daily or on an as-needed basis. These medications, which you supply, must be kept locked by our nurse in our medical room.

If your child has allergies and/or medical conditions please promptly inform your child's teacher and the nurse in writing.

Notices and Flyers:

Notices and flyers will be sent home on a regular basis. Please take the time to read them as they will contain important information, and return all tear-offs as soon as possible. Notices from the principal will be sent home on green paper. Also, be on the lookout for our monthly calendar of events compiled by our parent coordinator. Notices and flyers will also be posted on our school's website - www.ps221q.org.

School Lunch Forms:

Every student must return a signed school lunch form. This form needs to be completed even if you are not eligible for reduced-fee or free lunch. Please return the form to school by Wednesday, September 13th.

Student Records:

Parents have the right to request a review of their child's school records. All requests need to be made in writing and sent to the attention of our guidance counselor Mrs. Melissa Barnes.

Safety:**Fire, Evacuation, and Lockdown Drills:**

These drills are conducted many times during the school year. Proper safety procedures are reviewed by our teachers and staff. Students are expected to follow directions in a quiet, quick, and orderly manner.

Parking:

Double-parking outside of our school building jeopardizes the safety of our children and is illegal. The NYPD will ticket cars parked illegally. Please take the time to properly park your car when picking-up your child. Crossing Marathon Parkway in the middle of the street is extremely dangerous; please cross at the crosswalk with the assistance of our crossing guard. We truly appreciate your full cooperation in this matter.

School Visits:

All visitors must enter the school through the main entrance. Upon entering, all visitors must sign in with our school safety agent and present picture identification. Picture ID is required to gain admittance to the building. After receiving a pass, all visitors should proceed to the main office, Room 118, where the staff will assist you. At the end of the visit, all visitors must exit through the main doors as all other doors are alarmed.

SCHOOL-BASED POLICY OF P.S. 221 FOR USE OF CELL PHONES, COMPUTING DEVICES, AND PORTABLE MUSIC AND ENTERTAINMENT SYSTEMS ON SCHOOL PROPERTY

Students are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices ("computing devices"); and 3) portable music and entertainment systems, such as iPods, MP3 players, PSP, and Nintendo DS.

A. The use of cell phones, computing devices, and portable music and entertainment systems at school is subject to the restrictions below.

1. Cell phones, computing devices, and portable music and entertainment systems may not be turned on or used during the school day or during after school programs or activities on school premises. This ban includes the use of cell phones for photography or recording purposes.
2. Cell phones, computing devices, and portable music and entertainment systems must remain turned off and stored in student backpacks during the school day and

- during after school programs or activities held on school premises.
3. Cell phones and portable music and entertainment systems may not be turned on or used during the administration of any school quiz, test or examination.
 4. Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.
 5. Use of cell phones, computing devices, portable music and entertainment systems and other electronic devices during the administration of state standardized examinations is governed by State Education Department Rules.
 6. Cell phones, computing devices, and portable music and entertainment systems may not be turned on or used during school fire drills or other emergency preparedness exercises.

B. Confiscation and return of cell phones, computing devices, and portable music and entertainment systems.

Students who use their cell phones, computing devices, and portable music and entertainment systems during the school day or during after school programs or activities held on school premises will meet with the following disciplinary consequences:

- **First Infraction** - Confiscation of cell phone, computing device, and portable music and entertainment system by teacher or school personnel. The electronic item will be sent to the Principal's office. Parents will be notified by the Principal or school personnel. The electronic item will be returned to the student at the end of the school day.
- **Second Infraction** - Confiscation of cell phone, computing device, and portable music and entertainment system by teacher or school personnel. The electronic item will be sent to the Principal's office. Parents will be notified by the Principal or school personnel. The electronic item will be returned to a parent at the end of the school day.
- **Third Infraction** - Confiscation of cell phone, computing device, and portable music and entertainment system by teacher or school personnel. The electronic item will be sent to the Principal's office. Parents will be notified by the Principal or school personnel. The electronic item will be returned to a parent at the end of the school day. For cell phones, there will be a revocation of cell phone privileges for a period of 2 weeks. During this time, the classroom teacher will be in possession of the student's cell phone during the school day. Student will receive in-school disciplinary consequences according to the New York City Discipline Code.

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

P.S. 221 and school personnel are not responsible for lost, stolen, or broken cell phones, computing devices, and portable music and entertainment systems. Students who bring these items to school assume all risks.

GRADING POLICY

PHILOSOPHY AND PURPOSE OF GRADING

Academic grades play an important role in the schooling process. When schools inform students and parents of how grades will be determined they are defining the standards and instructional requirements for that subject. Report cards are sent to parents informing them of the degree to which student success in learning and in mastering the NYS Learning Standards has occurred.

Grades serve the multiple functions of information and guidance. They serve to do the following:

- Give parents information about their child that will be useful in helping to promote and maintain desirable patterns of behavior and achievement.
- Help identify areas of special ability/areas of difficulty as a basis for realistic self-appraisal and for future educational planning.
- Serve an administrative function in providing data for use in educational planning and decision making

We believe that grading has a purposeful and useful role in our school. It is the school's desire to make the process both meaningful and helpful to teachers, students, and parents. The P.S. 221 grading policy follows New York City Department of Education policies and guidelines, and reflects professional evaluation by teachers.

Grades are based on data which includes the use of standards-based rubrics and checklists, assessments, class work, projects, assignments, homework, participation, attitude, conduct, and work habits. Students *earn* grades; teachers do not *give* grades. Parents are encouraged to talk to students about schoolwork and grades, and contact teachers (first) and administrators (second) whenever there is a question regarding the grading policy.

PERFORMANCE LEVELS

Performance Levels	Definition of Performance Levels	Grade Equivalent
4	Excels in Grade Level Standards	95% - 100%
3	Proficient in Grade Level Standards	80% - 94%
2	Below Grade Level Standards	65% - 79%
1	Well Below the Grade Level	64% and lower

GRADING AND REPORTING REQUIREMENTS

PRE-KINDERGARTEN

Pre-kindergarten children will be assessed in the following areas:

DOMAIN 1: Approaches to Learning

DOMAIN 2: Physical Development and Health

DOMAIN 3: Social and Emotional Development

DOMAIN 4: Communication, Language and Literacy

DOMAIN 5: Cognition and Knowledge of the World;

Including Mathematics, Science, Social Studies, The Arts, and Technology

Our Pre-K students do not receive written report cards. During parent-teacher conferences in November, March, and May, parents will receive feedback on students' progress and understanding.

For more information, visit:

http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf

KINDERGARTEN-GRADE 5

Report cards will be sent home at the end of each marking period in November, March, and June.

Kindergarten – Grade 5 students will be assessed in the following areas:

English Language Arts (Reading, Writing, Listening, Speaking, and Language)

Mathematics

Science

Social Studies

Physical Education

Arts (Music, Visual Arts)

Technology

English as a New Language (only for students requiring mandated ENL instruction)

Academic and Personal Behaviors

For more information, visit: <http://schools.nyc.gov/ParentsFamilies/default.htm>

READING LEVELS

Teachers College Reading and Writing Project Benchmark Reading Levels and Marking Period Assessments

Below is a table outlining the correlation between a child's reading level and their performance levels for different times throughout the year.

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
Kindergarten Emergent Story Books Shared Reading	Kindergarten Emergent Story Books Shared Reading	Kindergarten B/C (with book intro)	Kindergarten 1 = Early Emergent 2 = A/B (with book intro) 3 = C (with book intro)	Kindergarten 1 = B or below 2 = C (with book intro) 3 = D/E 4 = E or above
Grade 1: 1 = B or below 2 = C 3 = D/E 4 = F or above	Grade 1: 1 = C or below 2 = D/E 3 = F/G 4 = H or above	Grade 1: 1 = D or below 2 = E/F 3 = G/H 4 = I or above	Grade 1: 1 = E or below 2 = F 3 = G/H 4 = I or above	Grade 1: 1 = G or below 2 = H 3 = I/J/K 4 = L or above
Grade 2: 1 = F or below 2 = G/H 3 = I/J/K 4 = L or above	Grade 2: 1 = G or below 2 = H/I 3 = J/K/L 4 = M or above	Grade 2: 1 = H or below 2 = I/J 3 = K/L 4 = M or above	Grade 2: 1 = I or below 2 = J/K 3 = L/M 4 = N or above	Grade 2: 1 = J or below 2 = K/L 3 = M 4 = N or above
Grade 3: 1 = K or below (avg. H) 2 = L 3 = M 4 = N or above	Grade 3: 1 = K or below (avg. I) 2 = L/M (avg. L) 3 = N 4 = O or above	Grade 3: 1 = L or below 2 = M/N 3 = O 4 = P or above	Grade 3: 1 = M or below (avg. J) 2 = N 3 = O 4 = P or above	Grade 3: 1 = N or below (avg. K) 2 = O 3 = P 4 = Q or above
Grade 4: 1 = M or below (avg. J) 2 = N/O (avg. N) 3 = P/Q (avg. P) 4 = R or above	Grade 4: 1 = N or below (avg. L) 2 = O/P (avg. P) 3 = Q/R (avg. Q) 4 = S or above	Grade 4: 1 = O or below 2 = P/Q 3 = R/S 4 = T or above	Grade 4: 1 = O or below (avg. K) 2 = P/Q (avg. P) 3 = R/S (avg. R) 4 = T or above	Grade 4: 1 = P or below (avg. L) 2 = Q/R (avg. Q) 3 = S/T (avg. S) 4 = U or above
Grade 5: 1 = P or below (avg. M) 2 = Q/R (avg. Q) 3 = S 4 = T or above	Grade 5: 1 = P or below (avg. N) 2 = Q/R/S (avg. Q) 3 = T 4 = U or above	Grade 5: 1 = Q or below 2 = R/S/T 3 = U 4 = V or above	Grade 5: 1 = Q or below (avg. O) 2 = R/S/T (avg. R/S) 3 = U 4 = V or above	Grade 5: 1 = R or below (avg. P) 2 = S/T/U (avg. S/T) 3 = V 4 = W or above

Level 1: Students performing at this level are well below proficient in the standards for their grade and demonstrate limited knowledge, skills and practices embodied by the New York State P-12 Common Core Learning Standards.

Level 2: Students performing at this level are below proficient in the standards for their grade and demonstrate partial knowledge, skills and practices embodied by the New York State P-12 Common Core Learning Standards.

Level 3: Students performing at this level are proficient in the standards for their grade. They demonstrate sufficient knowledge, skills and practices embodied by the New York State P-12 Common Core Learning Standards.

Level 4: Students performing at this level excel in the standards for their grade. They demonstrate more-than-sufficient knowledge, skills and practices embodied by the New York State P-12 Common Core Learning Standards.

Important Definitions (Kindergarten-Fifth Grade):

Teacher Observation:

Observation of students working alone, in groups, or during whole-group instruction gives the teacher valuable information about students' progress, understanding, strengths and challenges, cooperation, study habits, and attitude. Teachers use a variety of tools for assessment/data collection such as: examination, analysis, and review of students' work utilizing rubrics and checklists.

Class Participation: The insightful comments and interesting connections being made by students. Class participation can foster a high level of energy and enthusiasm in the classroom learning environment. Class participation will be evaluated on the frequency and quality of student contributions, and how students effectively respond to others' comments. Participation may also include performance on informal and formal writing, group projects, and/or other work. Participation will be measured and tracked via checklists, rubrics and other data collection systems

Performance: A performance assessment shows what students can do by performing a task related to a skill or concept that has been taught in class. A task describes what the student is expected to do. Performance can be measured by rubrics, checklists, and other assessment tools/data collection

Academic & Personal Behaviors:

This domain includes the learning habits and skills that support academic readiness and achievement, and includes non-cognitive, social-emotional qualities.

Manages time and consistently demonstrates effort to independently achieve goals.
Works in an organized manner
Persists through challenges to complete a task by trying different strategies
Asks for help when needed
Respects school rules and works well in the school community

Homework Policy:

Homework is assigned to reinforce and support the learning going on in our classrooms. Homework helps students develop a sense of responsibility by fostering independent work habits and organizational skills.

Kindergarten	10-20 minutes
First Grade	20-30 minutes
Second Grade	30-40 minutes
Third Grade	40-60 minutes
Fourth Grade	40-75 minutes
Fifth Grade	50-75 minutes

- Independent reading is not included in these guidelines and is adjusted as the year goes on.
- Homework assignments may include written work, studying, reading in content areas, and research.

- Homework which is not handed-in will affect the report card grade in the academic area (for example, missing reading logs may reduce the overall reading grade, missing math homework may reduce the overall math grade.)
- Teachers are not required to give classwork/homework assignments to children on vacation when school is officially in session.
- Each child should have at least two homework buddies to call if he/she has questions about the homework assignment.

Homework provides parents with further information regarding their child’s learning, thereby strengthening the home school connection. Please check nightly with your child to see if homework has been completed.

Procedure for Changing a Student’s Report Card Grades, Attendance, or Number of Late Days:

- Once report cards have been distributed to families in November, March, and June, any changes to report card grades, attendance, or number of late days must be approved by the Principal.
- Parents should report any discrepancies to classroom or cluster teachers within 2 days of the report card distribution date. This can take place during Parent Teacher Conferences in November and March.
- All changes to report card final grades, final attendance, and final number of late days must be made prior to July 1st of the year. The school year ends on June 28th and the new school year begins on July 1st. Once the new school year begins, no changes can be made to prior year’s grades.

Report Card Distribution and Parent Teacher Conferences:

Marking Period	Report Card Distribution Date	Parent-Teacher Conference
1	November 14, 2017	November 16, 2017
2	March 13, 2018	March 15, 2018
3	June 26, 2018	May 23, 2018 *Select students only or by parent request.

*Report Cards and additional student information can be viewed on your DOE School Account <https://mystudent.nyc/>. For access to your DOE School Account, please see our Parent Coordinator.

PARENT/TEACHER CONFERENCES

Citywide Parent Teacher Conferences are held three times a year – November, March, and May. These conferences provide a great opportunity for you to talk with your child's teacher about what your child is learning at school and how you can support this learning at home.

The most recent contract between the United Federation of Teachers and the New York City Department of Education also provides **40 minutes every Tuesday (2:40 pm -3:20 pm)** for teachers to work with family members. This time is available to build stronger home-school connections, to better support the learning of every child, and to help identify and develop parent leaders. During this time teachers are available to meet with parents, hold phone conversations, conduct workshops, and further engage in communication with families.

Questions to Consider Asking Your Child's Teacher

What is my child expected to learn, know, and do at this grade level based on the Common Core?

How is my child developing the necessary skills and knowledge?

What does my child do well, and what does he or she struggle with? Can you give me examples?

How do you know when my child is making progress and when he/she needs additional help?

What are you doing to support and motivate him/her?

How do you challenge my child when he/she is doing well at something?

How do you support my child when he/she needs extra help?

What does my child get excited about learning?

What can I do at home to support him/her?

Are there programs or services in the community that could also help my child?

Does my child seem engaged or happy at school?

Has he/she made friends?

How does my child get along with classmates and adults?

Does my child participate in class discussions and group activities?

Are there times when my child is more or less engaged?

Always remember to share your own thoughts and feelings about your child. Describe what you see as your child's strengths and areas for growth. State any important information that might help your child's teacher better understand your child's approaches to learning, strengths, challenges, and interests. Explain where you think your child needs more support. Describe the best way for the teacher or school personnel to communicate with you (e.g., a note in your child's book bag, a voicemail, an e-mail).

For more ideas, visit: <http://schools.nyc.gov/ParentsFamilies/PTC/default>

PROMOTION IN DOUBT PROCESS

[Chancellor’s Regulation A-501](#) outlines promotion standards for New York City public school students in grades K through 12 as well as procedures for implementing the promotion policy, including the promotion in doubt process.

The Promotion in Doubt (PID) process allows schools to formally notify families, in writing, that their child is at risk of not meeting promotion standards and being retained in the same grade for the next school year. Additionally, it enables schools and families to plan for the needed supports and interventions to help students achieve promotion standards by June.

Promotion Timelines

The timelines provide an overview of key deadlines and actions relating to the promotion process for schools.

Date	Action
Fall Parent/Teacher Conferences	Schools give early notice to parents if their child’s performance is not approaching standards.
Ongoing	Schools review student promotion criteria information and update sources systems as needed.
January	Promotion in Doubt Process Begins—Schools identify students as Promotion in Doubt.
February	School mails Promotion in Doubt letters to families.
Spring Parent/Teacher Conferences	Schools update parents on their child’s progress towards meeting promotion standards.

Promotion Criteria

Students with Disabilities

- For students with existing IEPs, any changes to a student’s promotion criteria must be made by the end of January to be in effect for June’s promotion decisions.
- For students who were initially referred to special education or students who are new to DOE schools with existing IEPs, changes to a student’s promotion criteria must be made by the end of **May** in order to be in effect for June’s promotion decisions.

For more information on how promotion criteria is determined, applied and evaluated for students with disabilities, please see our School Based Support Team.

GREAT EXPECTATIONS: PARTNERING FOR YOUR CHILD'S FUTURE

Learning standards describe the foundation of what students should know and be able to do in each grade. These standards ensure that all children are prepared to move forward to the next grade, and to succeed in college, earn a living, and become productive members of their communities. Children need to develop a love of learning that will serve them well in a world where crucial information changes and grows rapidly.

To find work in the competitive global economy and function in a quickly changing world, our children will need to know more than ever before. This is true for graduates who plan to enroll in four-year colleges; it is equally true for students who want to start careers right out of high school.

The Learning Standards are designed to provide our students with rigorous curricula to ensure that they develop the creativity, critical thinking skills and ability to problem solve that they will need to meet the challenges of the modern world. But standards are a starting point, not a destination. By developing and cultivating a solid foundation of knowledge, our students will get the most from their education.

Here you will find examples of what students from kindergarten through eighth grade should know and be able to do by the end of the school year in language arts. You will also find ways you can support learning as a family, including things you can do at home, in your neighborhood and around our great city.

For more information, visit: www.nyc.gov/schools/academics .

Good Study Habits

To help your child develop good study habits:

- Set up a comfortable location at home for doing homework with simple supplies, such as pens, pencils, paper, scissors, and tape, near at hand.
- Set up a regular homework time.
- Help your child get organized. Have them write down and organize assignments each day. They need to learn how to manage their time and work toward long-range goals.
- Encourage them to do the most difficult homework first, not last.
- Check to see that assignments are complete and on time. Be more concerned with the process they use to complete work than with getting a right answer.
- Make sure your child knows the teacher's homework policies.

Ask Your Child's Teacher

Learning standards provide a great opportunity for you to talk with teachers about what your child is learning in school and how you can support this learning at home. Here are some questions you may want to ask.

To Learn More About a Standard:

- Can you show me examples of student work that meets this standard?
- May I look at some of my child's work related to this standard?
- When will my child work on this standard during the school year?
- What activities and materials are you using in school to help my child meet and exceed this standard? What classwork and homework do you expect to assign?
- What are some exercises I can do with my child to help him or her with this standard?
- Besides the standards covered in this guide, what else is my child expected to learn this year?

To Learn How Your Child is Doing in School:

- In what subjects is my child working at grade level? Are there any areas that need improvement?
- Is my child reading at grade level? Can you show me some books that my child can read?
- How much time each day does my child spend working on each subject area?
- How do you assess my child on these subjects during the year?

To Learn How to Support Your Child:

- Besides report cards, what are the best ways to keep up to date on how my child is doing?
- If your child is not on grade level: What support is the school able to offer my child? What can I do at home to help my child do better in school?
- If your child is on grade level or above: What extra enrichment and support do you suggest for my child? How can I help at home?

SOCIAL MEDIA

Family members are in the best position to act as positive role models for the responsible use of social media. A Parent and Family Guide was created to help you guide your children in using social media responsibly and effectively as described in the Student Social Media Guidelines: 12 and Younger.

The guidelines as well as an activity book for students to accompany the guidelines were created by New York City Department of Education (NYCDOE) teachers, librarians, students, and parents in partnership with Common Sense Education. You can find the guidelines, activity book, and related resources and materials for both elementary and secondary school students at <http://schools.nyc.gov/NR/rdonlyres/62E08AC7-A304-42C0-923C-F49DB197D76E/0/ParentandFamilyGuide12andYounger.pdf>.

STANDARDS OF INTERVENTION AND DISCIPLINE MEASURES

The New York City Department of Education is committed to ensuring that our schools are safe, secure, and orderly environments in which teaching and learning take place each day. A safe and supportive school depends upon the efforts of all members of the school community—administrators, teachers, students, parents, counselors, social workers, safety personnel, related service providers, cafeteria workers, custodians, and bus staff—to treat one another with mutual respect.

Included in the Citywide Standards of Intervention and Discipline Measures document is the Student Bill of Rights and Responsibilities, which promotes responsible student behavior and an atmosphere of dignity and respect by establishing guidelines to help students as they strive to become productive citizens in a diverse society.

For more information, visit: <http://schools.nyc.gov/NR/rdonlyres/2942494E-7CD8-4CBD-86FC-E34A14FE1852/0/DisciplineCodeK5FINALforPostingaddtledits4517.pdf>

Website:

Visit our school's website at www.ps221q.org frequently for information on our school, instruction, events, and activities and also follow us on Twitter @PS221team.