

# Elijah G. Stroud Public School 316

*School of Excellence for All Students*



## **SCHOOL-STUDENT-FAMILY HANDBOOK**

**SCHOOL POLICIES & PROCEDURES**

**2014 - 2015**

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New York City Department of Education  
Elijah G. Stroud Public School – PS 316  
*SCHOOL OF EXCELLENCE FOR ALL STUDENTS*

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September 2014

Dear Parents,

Let me introduce myself: I am Olga Maluf, principal of PS 316. Everyone at the school is excited to open our doors this academic year to welcome both new and returning students and you, their parents.

Every member of the staff is aware of the trust you place in us each day as you send your children to school, and we are dedicated to providing all students a solid educational base, a strong grounding in respect and compassion for their fellow students and a love of learning that will serve as a springboard to successful futures.

We are happy to address any questions you may have and invite your participation in school activities and the PTA, if time permits. We understand how busy many working parents are these days and how difficult it can be to devote time to outside activities. If you are unable to join us, words of encouragement about homework and the importance of education can be just as meaningful to students.

Our website, [www.ps316brooklyn.org](http://www.ps316brooklyn.org), provides a school calendar and information about the PTA, the teachers and other contacts.

Please feel free to get in touch at any time. Together we can make this year a memorable one for your children.

Sincerely,

A handwritten signature in cursive script that reads 'Olga Maluf'.

Olga Maluf  
Principal, PS 316

# MISSION

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OUR MISSION IS TO ENSURE THAT CHILDREN LEAVE P.S. 316 WITH A SET OF MORAL AND SOCIAL-EMOTIONAL VALUES THAT ENCOMPASSES SELF-ESTEEM, TOLERANCE, RESILIENCE, AND A SENSE OF COMMUNITY; A COMPLEMENT OF STANDARDS-BASED READING, WRITING, AND THINKING SKILLS ACROSS THE CURRICULA; AND APPRECIATION AND RESPECT FOR CULTURES AND DIVERSITY IN OUR SCHOOL AND COMMUNITY.

WE STRIVE TO NURTURE A COMMUNITY OF STUDENTS WHO ARE CRITICAL THINKERS AND PROBLEM SOLVERS WITH DISCRIMINATING MINDS ON A QUEST FOR KNOWLEDGE.

WE FOCUS ON DEVELOPING THE WHOLE CHILD, ACADEMICALLY, SOCIALLY, EMOTIONALLY, AND PHYSICALLY.

WE VALUE THE PARTNERSHIPS THAT EXIST BETWEEN THE SCHOOL, FAMILY, AND THE COMMUNITY AT LARGE.



## 2014-2015 SCHOOL YEAR CALENDAR

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September 8	First full day for all grades
September 16	Chancellor's Parent Conference & Curricula Night
September 25 & 26	Rosh Hashanah (School Closed)
October 13	Columbus Day (School Closed)
October 23	Pre-K Non-Attendance Day
November 4	Election Day (No school for students)
November 11	Veterans Day observed (School Closed)
November 20	Pre-K - Non Attendance Day
<b>November 17</b>	<b>Parent-Teacher Conferences</b>
November 27-28	Thanksgiving Recess (School Closed)
December 24-January 2	Winter Recess
January 5	Students return to school
January 19	Martin Luther King Day (School closed)
January 29	Pre-K Non Attendance Day
February 16-20	Mid-winter recess (School closed)
February 23	Students return to school
<b>March 11</b>	<b>Parent-Teacher Conferences</b>
April 3-10	Spring recess (School closed)
April 13	Students return to school
April 23	Pre-K Non Attendance Day
May 25	Memorial Day (School closed)
June 4	Chancellor's Conference Day (School closed)
June 26	Last day of school

Parents will be notified in separate mailings about additional dates for school closings, including professional development days for teachers and staff, clerical half days and other occasions as they arise.

# 2014-2015 School Schedule

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## BELL SCHEDULE

Breakfast .....	7:30 a.m. – 8:10 a.m.
Line Up .....	8:10 a.m. – 8:15 a.m.
Period 1 .....	8:20 a.m. – 9:10 a.m.
Period 2 .....	9:12 a.m. – 10:02 a.m.
Period 3 .....	10:04 a.m. – 10:54 a.m.
Period 4 (K-2 Lunch) .....	10:56 a.m. – 11:46 a.m.
Period 5 (3-5 Lunch) .....	11:48 a.m. – 12:38 p.m.
Period 6 .....	12:40 p.m. – 1:30 p.m.
Period 7 .....	1:32 p.m. – 2:22 p.m.
Dismissal .....	2:30 p.m.

## MONDAY – FRIDAY

All Grades

# Arrival and Dismissal Policy

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## Arrival

- The school officially opens to students at 7:30 a.m. each day, in order for students to participate in the free breakfast program. Breakfast is served in the cafeteria from 7:30am to 8:10am. After 8:00am the children will be given a bagged breakfast to eat in class.
- Morning lineup for K-5<sup>th</sup> Grade (**during warm weather**) will take place in the small schoolyard (located at the main entrance on Sterling Place). **Please note that during cold or inclement weather lineup will occur in the gymnasium** Classroom teachers and assigned educational assistants will escort students from lineup to their classrooms each day.
- For Pre-K students, morning lineup will be in the small cafeteria until the beginning of October. At that point, they will line-up with the rest of the school.
- Students who are bussed to school will be dropped off at the Sterling Place entrance, and then escorted into the building by an assigned school aide.
- Due to the large number of younger students, parents are requested to drop their children off and leave the building. We cannot have parents waiting in the lobby since it is not safe.
- Parents/guardians/caregivers **MAY NOT** escort any student to the classroom at any time. During the transitional school period (typically the first 2 weeks), parents of Kindergarten and Pre-K students may escort their children to their classes.

## Dismissal

- All students are dismissed at 2:30. Pre-K students will exit from their exterior classroom door adjacent to the front yard. Grades K-2<sup>nd</sup> other will exit through the main entrance and wait at the front yard. Grades 3<sup>rd</sup>-5<sup>th</sup> will exit through the door at the exit at Sterling and Classon.
- Students who are bussed from school will remain in the auditorium and summoned by an assigned school aide once their bus has arrived. They will be escorted to the bus by a school aide.
- **PLEASE NOTE:** PARENTS OF STUDENTS IN GRADES PRE-K-2 MUST SUBMIT THE NAMES AND INFORMATION FOR ANY INDIVIDUALS BESIDES PARENT/GUARDIANS, WHO ARE REGULARLY AUTHORIZED TO PICK UP THEIR CHILD(REN).
- **PLEASE NOTE:** PARENTS OF STUDENTS IN GRADES 3-5 MUST SUBMIT WRITTEN PERMISSION IN ORDER FOR THEM TO BE DISMISSED WITHOUT BEING PICKED UP BY ANY INDIVIDUAL.
- **YOU ARE STRONGLY URGED TO ARRANGE FOR A TIMELY PICKUP OF YOUR CHILD AT DISMISSAL. DUE TO AFTERSCHOOL PROGRAMS AND ACTIVITIES, THERE IS A VERY LIMITED NUMBER OF STAFF AVAILABLE TO CARE FOR STUDENTS WHO HAVE NOT BEEN PICKED UP. IN ADDITION, SUCH SITUATIONS CAN RESULT IN UNDUE ANXIETY AND CONFUSION FOR THE CHILD(REN) LEFT**

# Attendance

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In order for students to excel and achieve their personal best, they must attend school regularly and on time. Regular attendance by students ages 6 to 17 is a NYS law, and attendance guidelines are clearly outlined in Chancellor's Regulation A-210. It is our hope that all parent(s)/guardian(s) will ensure that their child demonstrates excellent attendance and punctuality. Please do not allow your child to miss school except in situations when it is absolutely necessary to do so.

## Tardiness

Getting to school on time is equally as important as regular attendance. Students who are late miss essential instruction and risk falling behind in our curriculum. In addition, students entering the classroom late pose a disruption to creating an orderly environment.

## Absence & Tardiness Policy

- Any student arriving after 8:20 a.m. will be considered tardy and will receive a late pass to class. In cases of students arriving on a late school bus, students will not be considered tardy because of circumstances beyond parental and school control.
- Three (3) absences or latenesses in a semester are considered a cause for concern. **At this point, the parent/guardian will be contacted for a telephone conference with the Attendance Coordinator Ms. Betsy Jordan. An attendance plan will be developed.**
- Six (6) absences or latenesses in a semester is considered a serious issue. **At this point, the parent/guardian will be contacted and required to meet with the Attendance Coordinator.**
- Nine (9) absences or latenesses in a semester or school year is considered truant behavior. **At this point, the student is at risk of not being promoted to the next grade. The parent/guardian will be required to meet with the Attendance Coordinator and Principal.**
- Nineteen (19) absences or latenesses in a semester or school year is considered habitually truant behavior. **At this point, the school administration may file a written complaint with a relevant agency alleging the belief that the excessive number of absences indicate a need for service interventions.**

## What to Do If Your Child is Absent

Any day your child does not attend is considered an absence, regardless of the reason. If your child will be absent on a given day, please call the main office to let us know and please submit to the main office an appropriate note to explain the absence. A note from a doctor must be provided in the cases of extended (3 or more days) absence due to illness. In cases other than illness (i.e., court appearances, special testing) written explanation is still required. The school will keep track of attendance on a daily basis, and attendance issues will be addressed by staff immediately.





# Pupil Transportation

The **Office of Pupil Transportation** (OPT) is responsible for ensuring that all eligible New York City students receive safe, clean and timely transportation to and from school. OPT will determine if your child qualifies for yellow bus service or a discounted MetroCard.

Parents and guardians can find out their child's bus information for the 2014-15 school year online or by calling the OPT Customer Service Center. Please check back frequently, information is added daily. Use the Student Transportation Information search to look up your child's bus route information online. To view the information, you will need to enter your child's **student ID number** and **date of birth**.

- OPT Customer Service Center: (718) 392-8855

## Stop-to-School (GE) Busing

According to [Chancellor's Regulation A-801](#), transportation eligibility for children who are not mandated for door-to-door transportation because of their IEP (Individualized Education Program), is determined on the basis of the student's grade level and the distance between the student's residence and school. The table below shows how student eligibility is determined.

		DISTANCE FROM RESIDENCE TO SCHOOL			
		Less than ½ mile A*	½ mile or more, but less than 1 mile B*	1 mile or more but less than 1½ miles C*	1½ miles or more D*
GRADE LEVEL	K-2	Student MetroCard	Yellow Bus Service		
	3-6	Transportation Not Provided	Student MetroCard	Yellow Bus Service	Yellow Bus Service
	7-12		Student MetroCard		

## **FULL FARE TRANSPORTATION—Yellow Bus Service**

Yellow bus service is provided from designated stops at designated times to and from schools receiving this service. In order for a student to receive yellow bus service, all of the following criteria must be met:

1. The student must be eligible for full fare transportation as shown in the chart above.
2. The student's school must have yellow bus service.
3. The student must be in grades K-6.
4. The student's residence must be in the same district as the school (if attending a public school) or the same borough (if attending a charter or non-public school). \*\*\*
5. The bus route must have at least eleven students.
6. The bus must travel on a route that travels no more than five miles from its first stop, through all of the stops on the route, to the schools.

If all of the above criteria are met, students may request yellow bus service at their school. Eligible students may be assigned to a bus stop by the school if a stop exists or can be created within their grade and distance eligibility. Students must use the same stop both in the morning and the afternoon.

**\*\*\*Admission to a gifted and talented program or school does not guarantee a student yellow bus transportation. Eligibility for yellow bus transportation for general education students attending gifted and talented schools and programs is based on the same criteria that apply to public school general education students as indicated above.**

## **Children with IEPs**

Children with special needs may receive “door-to-door” buses only if they have an Individualized Education Plan (“IEP”) that requires specialized transportation. Speak to the OPT to find out what services your child may qualify for.

## **Shelter Variance—Students in Temporary Housing**

Whenever a student is placed in temporary housing or a domestic violence shelter, a request for emergency transportation should be initiated by personnel at the shelter. Shelter variance request forms should be available at all City-funded temporary housing and domestic violence shelters and trained personnel should be available in these facilities to assist parents and guardians in completing these requests. If shelter personnel are not available to provide this assistance, parents and guardians should contact the Office of Students in Temporary Housing for assistance.

- Susana Vilardell *Director of Students in Temporary Housing (STH) Programs*  
Phone: (718) 935-3493  
Email: SVilardell@schools.nyc.org

# Uniform Policy

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P.S. 316 is a Uniform School. Our school uniform policy is based upon guidelines set forth by Chancellor's Regulation A-665. Our voluntary uniform policy is intended to: help P.S. 316 promote a more effective learning climate by fostering students' self-esteem and pride in their school, improve student performance, simplify dressing and minimize costs to parents, minimize label competition, teach children about appropriate dress and decorum in their "work" place, and help to improve student conduct and discipline.

**Each and every student is encouraged to wear a uniform EACH AND EVERY DAY.**

On **Monday to Thursday** students should wear the following:

- **Shirt:** Gold, long or short-sleeved with PS 316 School Logo.
- **Bottoms:** Navy, dress pants, skirts, jumper dresses, knee-length shorts
- **Footwear:** Appropriate, safe, and comfortable for classroom and afterschool activities; **no heeled sneakers**
- **Sweater:** Navy long sleeved with school logo

**Friday** is school spirit day. Students are encouraged to wear the following are encouraged to wear their gym t-shirts and jeans.

**\*Students are encouraged to wear belts with their dress pants. NO Sagging pants**

**\*Students must remove all hats and other head coverings upon entering the building, unless worn in accordance with religious practice/observance.**

## How to Order Uniforms

PS 316 is a uniform school. The PS 316 monogrammed school uniform is available only at Cookieskids.com. The uniform is not available at Cookies stores.

To access your school's online store, visit [Uniforms.CookiesKids.com](http://Uniforms.CookiesKids.com) Scroll down the page to "find your school" and enter our school code **PS316ES**. Then click on your school's link where you can view your school's custom online store. Enter your school's source code PS316ES again at checkout to eligible for free shipping on orders over \$25. For parents/guardians who may not have access to a computer, you can call 877-942-6654 to place your school uniform order. Please be sure to order the correct size for your child or maybe one size up as these are custom orders.

If you have any further questions please contact your Parent Coordinator, Julia Grandy, at 347-563-4644

# School Lunch

## School Lunch

Whether you pack lunch for your child or participate in the NYC School Lunch Program, your child will receive lunch every day. Students in Pre-K will eat all their meals in their own classrooms. Students in Kindergarten – 2<sup>nd</sup> Grade eat lunch in the cafeteria during 4<sup>th</sup> period, from 10:56-11:46. Students in 3<sup>rd</sup> Grade – 5<sup>th</sup> Grade eat lunch in the cafeteria during 5<sup>th</sup> period, from 11:48 – 12:38.

## Packed Lunch

If you choose to pack a lunch, we ask that you provide your child with healthy, sugar-free options. If your child forgets his or her lunch or if you are unable to provide one for them on a given day, a school lunch will be provided to them. We will NEVER let a child go hungry. In addition, even if your child brings a packed lunch, he or she may purchase fresh, cold milk. The cafeteria will send you bills for these meals and drinks weekly through your child’s teachers.

## NYC School Lunch Program

Many students are eligible for free or reduced-price meals. A completed **School Meals Application** enables eligible students to eat lunch for free. See below for the prices of the school meals.

**SCHOOL FOOD PRICE LIST**

MEALS	DAILY	WEEKLY	REDUCED DAILY	REDUCED WEEKLY
BREAKFAST	FREE	FREE	FREE	FREE
LUNCH	\$1.75	\$8.75	FREE	FREE
MILK	\$0.25			

You will be given a **School Meals Application** in early September. We need **EVERYONE** to fill out this application, whether you believe you will qualify or not. **NYC Department of Education** grants Title 1 money to schools based on the results obtained through these applications. These applications are due **September 30, 2014**. *If your income changes at any time during the year, you may fill out a new Survey Form.* To find out more about this program see the website <http://www.schoolfoodnyc.org/>.

Lunch money is collected weekly. On Tuesdays, parents should send their children to school with the payment for the following week in an envelope clearly marked with the student's name, grade and class.

## Menus

Monthly menus are posted in the rear of the cafeteria, in classrooms, and online at <http://www.schoolfoodnyc.org/schoolfood/MenuDailyDisplay.aspx>. All meals are balanced and include fresh fruit or vegetables.

This year we are pleased to be rolling out our **fresh salad bar**.

## Allergies

PS316 is a NUT-FREE school. Please do not pack any nuts or nut butters in your child's lunch. Our cafeteria is also NUT-FREE. We use and suggest you use sunflower seed butter for sandwiches.

If your child has food allergies, please inform the Main Office in writing and speak to your teachers about these allergies. If your child requires an EpiPen we will ensure that teachers and the school nurse are ready to assist your child in an emergency.

## Half Days

Students will receive lunch on all days of the year, including on our scheduled half-days.

## Emergency Procedures

- **School Emergency Evacuation Plan**

In the event of an emergency requiring evacuation of P.S. 316, all students, teachers and staff will relocate to a designated location.

Note also that P.S.316 regularly holds fire drills, bus drills, and in-house safety drills in accordance with Department of Education and New York City guidelines.

- **Storm Closings**

The Schools Chancellor, in consultation with other City officials, decides whether to close schools or delay their opening. The decision will be broadcast by 6:00 a.m. on most major local TV and radio stations. **Tune into WINS (1010 AM), WCBS (880 AM), WLIB (107.5 FM), WBLS (107.5 FM), WNYE (91.5 FM), NY 1 Cable TV Channel 1, CBS TV Channel 2, NBC TV Channel 4, FOX TV Channel 5, and ABC TV Channel 7** for up-to-the-minute school closing information. In addition, information can be obtained by calling **311**.

## School Visitor Policy

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The maintenance of order and security in and around public schools is essential to creating learning environments to which students can meet high academic standards, educators can teach towards those standards, and parents can be assured that their children are learning in a safe and positive school setting. The security of our children, staff, and visitors is our priority. The following security policies must be adhered to by everyone to ensure the safety of all members of our school community:

- For the safety of the children and staff, **ALL** parents and visitors must **ALWAYS** use the front entrance, located on Sterling Place, to enter and exit the building. Side doors and back doors to the schoolyard are never to be used, as this compromises the safety and security of our entire school community.
- All visitors are required to show **photo identification** and sign in at the security desk located at the main entrance.
- Upon arrival, all visitors **must sign in** with the **School Safety Agent** on duty. The agent will then direct you to our visitor desk down the hall where you will be asked to sign a visitor log and be directed to your destination.
- Parents and Visitors are asked to schedule an appointment to meet with any member of staff during school hours. Once at school, a member of staff will direct you to the appropriate location according to your appointment. Parents/guardians who would like to visit should simply call the school no less than one day in advance (where situations permit) to speak with the Parent Coordinator who will assist you or create an appointment for you with the appropriate staff member.

PLEASE DO NOT VISIT ANY OTHER ROOMS BEFORE GOING TO THE MAIN OFFICE.

In order to facilitate our youngest students' transition into our school community, DURING THE FIRST TWO (2) WEEKS OF SCHOOL ONLY parents of Pre-K & Kindergarten students will be allowed to escort their child (if necessary).

# School Wide Code of Conduct

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All members of the school community - students, staff and parents - must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The citywide standard of Discipline and Intervention Measures ([The Discipline Code](#)) provides a comprehensive description of unacceptable behavior and consequences, including incidents involving drugs or weapons. The code applies to all students, including those with disabilities. The Discipline Code is updated each year, can be downloaded in English or eight other languages.

P.S. 316 is committed to providing a safe and orderly environment in which students can develop academically, socially, emotionally, and physically. We believe in providing EVERY child with the opportunity to reach his/her full potential. The following is the school's clearly defined standards and guidelines for reasonable and acceptable behavior within the school community. We have incorporated the provisions of the NYC Discipline Code into our school wide expectations.

## Expectations for Conduct

- **Students are expected to attend school EVERYDAY AND ON TIME.**
- **Students should ALWAYS be prepared with the necessary tools and equipment for learning (i.e., pencils, notebooks, erasers, etc.)**
- **Students are NOT to bring or use any items that are unessential to learning (i.e., gum, candy, toys)**
- ***The use of cell phones/electronic devices (DS, PSP) is strictly prohibited!***  
***Any child seen with a cell phone by a staff member will have the device confiscated, and the parent/guardian will be contacted to retrieve it.***
- **Students are expected to wear appropriate uniforms EVERYDAY (unless exempt)**
- **Students are expected to engage in behavior and use language that is respectful and courteous to others.**
- **Students will remain in the classroom at all times, unless given a hall pass to leave the room or a buddy.**
- **Students will ALWAYS show RESPECT to every member of our school community.**
- **Students will NOT engage in behavior that is disruptive to the classroom or school environment (i.e., fighting, cursing, yelling, getting out of seat, loitering in the halls, etc.)**
- **ZERO TOLERENCE on behaviors that are intended to bully, threaten, or intimidate others from students, parents or visitors.**
- **ZERO TOLERENCE on possession of or use of a weapons, illegal and/or controlled substances AT ANY TIME**
- **Students will help to maintain a clean and safe school environment (i.e., no littering, no graffiti, no destruction of property, etc.)**



# Discipline

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P.S. 316 holds a high standard for the behavior of its students. By having high expectations for behavior and clearly defined consequences for unacceptable behavior, we believe that a positive learning environment can be created. In addition, it is our expectation that by developing a strong parent-student-school connection, issues regarding student behavior and discipline will be addressed in a positive and proactive manner.

We cannot overemphasize the importance of students' understanding and adherence to the School Wide Code of Conduct. However, we recognize that some students may (at times) fail to follow the code. In the event of this, disciplinary consequences will be implemented as a response to student infractions. The following menu represents interventions that are allowable according to Chancellor's Regulation A-443 (CR A-443). These interventions may be used alone or in combination with one another.

1. Verbal warning
2. Written warning
3. Written note to parent/guardian/caregiver
4. Conference with parent/guardian/caregiver
5. Lunch Detention
6. Referral to ABIT/PPT Team
7. Referral to Guidance Counselor and/or Social Worker
8. Referral to Dean
9. Teacher Removal from classroom (1-4 days)
10. Short-term exclusion/removal from a specific event, activity, or privilege (<10 days)
11. Long-term exclusion/removal from a specific event, activity, or privilege (>10 days)
12. Referral to peer mediation
13. Behavioral Intervention Plan\*
14. Principal's Suspension (1-5 days)
15. Superintendent's Suspension (variable times)
16. Transfer to another school

**\*PLEASE NOTE: Discipline Procedures for Students with Special Needs are outlined in Section 2 of CR A-443. The school will ensure that the guidelines are followed for suspending, removing, or otherwise disciplining students in this population.**

## **Bully Free Zone**

P.S. 316 recognizes that bullying has become an important issue that impacts students in all grades. We resolve to work collaboratively with students, parents, staff, and affiliated organizations to

- prevent bullying
- address incidents of bullying via the Citywide Discipline Code
- educate members of our school community about bullying
- provide students with access to conflict resolution resources
- empower members of our school community to stand up against bullying



# PS 316 IS NOW A PBIS SCHOOL

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In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding.

To achieve these ends, the faculty at PS316 has been trained in and employ positive behavioral strategies outlined by **PBIS (Positive Behavioral Interventions & Supports)**

## WHAT IS PBIS?

PBIS is a systematic approach to behavior provides ideas to support teaching, modeling and recognizing positive, appropriate behavior in schools and identifies systems for logically responding to classroom and individual student problems. PBIS is **NOT** a curriculum, intervention, or practice, but IS a systems change framework that guides selection, integration, and implementation of the best evidence-based practices for improving behavior outcomes for all students while increasing opportunities for academic engagement.

## HOW DOES PBIS WORK

*In general, PBIS emphasizes four integrated elements:*

1. Data for decision-making
2. Measurable outcomes supported and evaluated by data
3. Practices that are achievable and evidence based
4. Systems that efficiently and effectively support implementation of these practices

## WHAT OUTCOMES ARE ASSOCIATED WITH IMPLEMENTATION OF PBIS?

***PBIS maximizes academic engagement and achievement for all students by:***

- ❖ Reducing disciplinary referrals, suspensions and expulsions while increasing academic performance.
- ❖ Increasing the consistent use of positive teaching and reinforcement strategies for behavior
- ❖ Using more engaging, responsive, preventive and productive approaches to problematic behavior
- ❖ Improving supports for students whose behaviors require more specialized assistance (e.g., emotional and behavioral disorders, mental health)

## More Info

<http://www.pbis.org> - This is the national website.

<http://nyspbis.org> - This is the PBIS website for New York State.

<http://schools.nyc.gov/Offices/District75/Departments/PBS/default.htm> - This is the PBIS website for the New York City Department of Education.

# Health and Wellness

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## Health

All students entering the NYC schools for the first time are required by law to have a complete medical examination and all required examinations. Please visit the website <http://schools.nyc.gov/Offices/Health/default.htm> or call the Office of School Health at 347-396-4751 in order to view the required immunizations and medical documentation.

## Medication

All children who receive regular or emergency medication during school hours, including epipens, must register this medication with the school nurse and the main office.

## Vision and Hearing Screenings

All new entrants into a NYC public school must receive a vision screening within six (6) months of entry. In addition all students in grades Pre-K, kindergarten, first, third, and fifth grade must be screened. Children will have vision screenings free of charge in the school. Parents will be notified of the results only if further testing is indicated. **Hearing screenings are no longer mandated, but can be recommended by a teacher if concerns arise.**

## Section 504 Policy

Students who are in need of accommodations and modifications to their educational program must be evaluated by the school's 504 Team. The team will evaluate the student and decide if he/she is eligible for Section 504 provisions. Accommodations can be made in the areas of testing, special services (i.e. assistive devices, elevators, etc.), medical treatment, and transportation. Requests for Section 504 Policy must be made in writing and forms can be obtained online at <http://schools.nyc.gov/Offices/Health/SchoolHealthForms/default.htm>

## Head Lice

Head lice, unfortunately, can occur in any elementary school. However, we do take measures to keep it under control when we find that a child has been afflicted. If you suspect your child has head lice, please notify an administrator, your child's teacher, or our nurse, immediately. The school will examine the child, his/her classmates, and siblings (if any). A form letter will go out to the entire grade notifying parents that a child on that grade/in your class has lice, as well as giving very detailed instructions on how to get rid of the lice and policies for attendance once a diagnosis has been confirmed.

## Bed Bugs

In the event of a suspected bed bug presence or infestation, the school will follow the mandated DOE protocol for identifying, inspecting, and treating the building so that the environment continues to be clean and safe for student and staff. In addition, parents/guardians will be immediately notified in writing and advised of the finding.

## 2014-2015 Academic Program Offerings

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In order to develop well-rounded students who are prepared for success in the 21<sup>st</sup> century, we are committed to offering a wide variety of academic programs that support classroom instruction and the development of the whole child.

All students receive classroom instruction that incorporates reading, writing, math, science, and social studies and aligns to the Common Core Initiatives. In addition to these core subjects, all students receive music and art instruction and physical education. Kindergarten through 5<sup>th</sup> grade students visit our music, art, media, and science classrooms and the gym weekly. Pre-K students will receive instruction in their classrooms.

In addition to ReadyGen Literacy program and GoMath which will be used during the 2014-2015 academic year, the following is a listing of our English Language Arts (ELA), Mathematics, and Cluster Program offerings. Our teachers have been trained in and incorporate these tools and curricula into their teaching.

- **Teacher's College Reading & Writing Program:** Offered to all grades  
A research-based literacy approach that utilizes a variety of methods to develop students into avid readers, writers, thinkers, and speakers.
- **Visual Thinking Strategies:** Offered to students in Pre-K-2.  
Focuses on open-ended yet highly-structured discussions of visual art in order to develop students' critical thinking, language and literacy skills.
- **Wilson Foundations:** Offered to students in grades K-2.  
A phonological/phonemic awareness, phonics and spelling program for the general education classroom. The program serves as a prevention program to help reduce reading and spelling failure.
- **Waterford Learning Program:** Offered to students in Grades Pre-K-2  
Uses a digital curriculum to customize learning of concepts in reading, mathematics and science for early childhood students.
- **The 4R's Program (Reading, Writing, Respect & Resolution):** Offered to all grades.  
Integrates social and emotional learning (SEL) and the language arts for pre-kindergarten to middle school.
- **New York State Social Studies Curriculum:** Offered to K-5
- **Fast Path Learning:** Offered to students in Grades 3-5  
Focuses on the essential sub-skills of reading (fluency, phonics, logic) while integrating technology in order to guarantee student achievement.

- **Success Maker:** Offered to students in Grades 2-4.  
 Uses computer-based instruction to provide students with customized learning paths for mastery of essential reading and math concepts and data to inform instruction. It utilizes technology to meet each student's individual needs in both ELA and math. Success Maker has been designed to improve standards for pupils aged between 5 and 14. The program provides detailed, analytical feedback that can inform the planning of suitable activities or support the assessment of pupil's abilities.
- **Simplifi:** Offered to students in grades K-5.  
 A computer-based program that provides real-time, immediate feedback about student performance which can be used to inform instruction.
- **Leveled Literacy Intervention: Offered to Pre-K-2**  
 Program is a reading program designed by Fountas and Pinnell to help struggling readers succeed. It is a small-group, supplementary intervention program designed to help teachers provide powerful, daily, small-group instruction for the lowest achieving children in the early grades.
- **Reading Rescue: Offered to all students**  
 Program is both a staff development program and an intensive early intervention that, while it specifically targets students who need one-on-one instruction to reach grade level reading, also builds a school's capacity to teach *all* students more effectively by equipping a cohort of staff with the knowledge and skills usually associated with reading clinicians.
- **Read 180: Offered to Grades 3-5**  
 This is a reading intervention program for students that includes innovative technology and engaging print. This program is designed to help struggling readers succeed in making the transition from learning to read to reading to learn.
- **Handwriting without Tears** Offered K-2  
 This program teaches handwriting skills in the easiest, most efficient way. Beginning in Kindergarten with a review of the proper way to print letters and numbers, the program intensifies in 1<sup>st</sup> and 2<sup>nd</sup> grade focusing on good writing habits, legibility and speed. The HWT lessons are designed to be multisensory. Students should see, hear, feel and move with each letter. Handwriting without Tears is used on a needs basis.
- **Mind Research ST Math and Music Program:** Offered to students in Grades 2-3.  
 An innovative approach to math instruction with an emphasis on visual learning and a reduction of language-based instruction. This adaptive software program enables students to reach math proficiency through self-paced, language independent, mastery-based objectives. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.

- **Music/Music & the Brain:** Offered to all grades

Curriculum is designed for beginning keyboard learners and incorporates current scientific research linking music and cognitive development. This research based music program links early music instruction and cognitive ability. The repertoire includes a variety of music, children’s songs and a few original pieces written to teach specific concepts. Each Music and the Brain lesson focuses on a particular song from the piano book. The lessons usually begin away from the keyboards. Activities include singing, clapping rhythms, movement, listening and music games. Students analyze the piece of the day by studying the musical notation on a poster enlargement. Finally, students are sent to their keyboards to practice playing the piece. Having internalized the song in many different ways, students are better able to interpret the music and also to self-correct as they play. The music room is equipped with as many keyboards as can fit in the room with the goal of each student having their own keyboard and headphones.

- **Delta FOSS Science** Offered to all grades

The program provides inquiry-based, hands-on lessons. This teaching of science leads to active construction of meaningful knowledge, rather than passive acquisition of facts provided by a teacher. FOSS engages students in inquiry. Students construct an understanding of science concepts through their own investigations and analyses, using laboratory equipment, student readings, and interactive technology. Students exercise logical thinking and decision-making skills appropriate to their age level.

- **C-8 Activate Program** Offered to Pre-K-2

Combines scientifically designed computer-based activities in the classroom with physical activities in the gym. Activate utilizes “cognitive cross-training” – the integration of computer-based training with physical exercises specifically designed to improve cognitive abilities. This program helps to improve the eight core cognitive capacities that are the foundations for all learning.

## **INTERNATIONAL BACCALAUREATE PROGRAM (IB)**

PS316 is now a candidate for acceptance into the IB program. During the upcoming academic year, teachers will begin undergoing extensive training to align their teaching to the progressive, student-centered curriculum that develops a students’ abilities to generate their own interests and sense of their place in the larger world.

This is an exciting program that will allow us to develop a curriculum that envisions the entire development of our students from Kindergarten through 5<sup>th</sup> grade and is internationally recognized and aligned to the common core requirements. We anticipate our accreditation will be completed by June 2015.

Many more details will be given throughout the year. We will keep all our parents informed through our website and handouts. To learn more about the IB program visit the website <http://www.ibo.org>

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# Pre-Kindergarten

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Our Pre-K programs are exciting, wonderful places for our littlest learners to begin their education. Our objective for all our Pre-K students is to both help them develop an interest and love in learning and exploring their world, and gently prepare them for transitioning to the more formal school environment that awaits them.

All our Pre-K classes are packed with imaginative and constructive toys encouraging students to build, imagine and learn about their world. Children are given ample “choice-time” to pursue interests and develop new ones. Clearly outlined and age appropriate rules are used to encourage students to build and maintain friendships and good classroom habits.

## Quality Star Review

Last year, PS316’s Pre-K classes were reviewed by QualityStarsNY, an agency that outlines standards for Pre-K instruction. These standards recognize the unique developmental needs of our youngest learners. They emphasize constructive play, direct instruction from trusted teachers and ample choice time. We are happy to say that after passing their certification program, we now follow their excellent standards.

## Core Knowledge – Engage NY

Core Knowledge is a NYS recognized curriculum for Pre-K classes. This year we will begin to align our program to the standards outlined in this curriculum, allowing our teachers to find creative ways to tailor these initiatives to our students’ interests and needs.

# Academic Expectations

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## Classwork

At P.S 316, we strive to provide students with instruction that is challenging, differentiated, essential to developing life-long learning skills, and preparatory for higher education. It is our expectation that the classroom environment will foster and promote these goals. It is our expectation that students will:

- Bring all required school supplies to school every day
- Enter class on time and quickly settle in to begin working
- Respect and follow classroom rules at all times
- Refrain from disrupting the classroom at any time
- Engage in individual and collaborative work efforts during the school day
- Ask questions when concepts are unclear
- Perform all assigned tasks to the best of their ability
- Complete work in a manner that demonstrates effort and caring

## Homework

- Homework is an important extension of concepts taught in the classroom. In addition, it is a criteria used when determining student promotion.
- Every student will be given weekly homework packets. All students will be given homework packets that outline the assignments on a daily basis.
- Parents/guardians should provide their child with a quiet and organized space in order to complete all homework assignments every night. In addition, families are encouraged to assist their child to complete the homework to the best of their ability.
- Incomplete, late, or missing homework is not accepted. Every effort will be made to assist any student who is struggling with homework assignments. However, parents/guardians will be contacted when several assignments have been missed and students may face in-school consequences.

**PLEASE NOTE: Homework assignments will also include the use of technology-based programs (specifically in the upper grades). These technology assessments are required and NOT OPTIONAL.**

## Assessments

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The calendar below includes all applicable dates for testing, based on the 2014-15 City Wide Assessment Calendar. In addition, students in Grades Pre-K-5 will undergo periodic assessments of their literacy, writing, and math skills, which include Teachers College Assessments, Everyday Math Benchmark Assessments, Acuity measures, and informal classroom teacher assessments. **The data obtained from these assessments will be used to: guide instruction, identify students in need of intervention, and assist in determining promotion.** Results will be communicated to parents/guardians through report cards and conferences during the school year.

*All dates are tentative and official notice of exact dates will be confirmed by written notice.*

Date	Test	Eligibility
<b>Within the 1<sup>st</sup> 10 days of entrance to school</b>	Language Assessment Battery Revised (LAB-R) or Spanish LAB	Grades K - 12 LAB-R eligible students must be tested within the first ten days of initial enrollment.
<b>September 30- February 6</b>	New York State Alternate Assessment (NYSAA)	Eligible special education students
<b>Jan.5 – Feb. 6</b>	Gifted and Talented (G & T)	Grades Pre K - 2
<b>April 6 - May 15 Individual school selected date(s)</b>	New York State English as a Second Language Test (NYSESLAT) (Speaking portion)	Grades K - 12
<b>April 1- 2- 3</b>	New York State English Language Arts (ELA)	Grades 3 - 8
<b>May 4-5-6</b>	New York State Mathematics	Grades 3 - 8
<b>May 4 – 15 Individual school selected date(s)</b>	New York State English as a Second Language Test (NYSESLAT) Reading, Writing, Listening	Grades K - 12
<b>May 20 – May 30 Individual school selected date(s)</b>	New York State Science Performance Test	Grades 4 & 8
<b>June 1</b>	New York State Science Written section	Grades 4 & 8



# Promotion Criteria and Standards

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According to Chancellor's Regulation A-501, in the early childhood grades, the school will be required to demonstrate that a variety of intensive, appropriate interventions and instructional strategies have been consistently employed in serious efforts to move all students toward promotion.

## Grades K-2

- For grades K-2, in the event that promotion may be in doubt, parents should be notified and actively involved in decision-making. **Promotion decisions for students in kindergarten, including, students with disabilities (SWD) and English Language Learners (ELL's), will be made by the principal in consultation with the child's teacher and parent.**
- Promotion decisions for students in grades 1-2, including SWD and ELL's will be made by the principal
- For SWD, promotion decisions shall include consideration of the student's grade level progress and mastery of Individualized Education Plan (IEP) goals.
- For ELL's, the promotion decisions shall include consideration of the student's language development; limited English proficiency may not be the basis for holding a student over.

## Grades 3-5 (English Proficient General Education Students & SWD with Standard Promotion IEP's)

- Promotion to the next grade will be based on achieving a **Proficiency Level 2** or above on the standardized ELA & Mathematics assessments.

## Grades 3-5 (ELL's)

- Promotion criteria for ELL's will be determined according to the student's number of years of enrollment in a United States School System.
- **Students enrolled for 6 or more years** will be held to the same standards as English Proficient General Education Students & SWD with standard promotion IEP's
- **Students enrolled for at least 2 years but less than 6 years**, and those students with Interrupted Formal Education will be promoted based on -satisfactory progress in English as a Second Language (ESL) literacy and Math development (as evidenced by meeting NYS Learning Standards, student work, teacher observation, satisfactory achievement on the NYSESLAT, or Level 2 on the NYS ELA & Math exam)

## Grades 3-5 (SWD whose IEP's specify a Modified Promotion Standard)

When indicated by the IEP, modified academic promotion will be applied. Students with modified criteria who are not promoted in June are recommended for summer school. A promotion decision will be reviewed in August, and a final decision will be recommended by the principal and approved by the superintendent.

**Students who score Proficiency Level 1 on the ELA or Mathematics assessment, and are not promoted based on their portfolio results in June, will be recommended for summer school and encouraged to take the necessary exams in August. Students need only to take the exams in the content areas that they did not pass in the spring.**

*For a more detailed explanation of the promotion standards, visit the NYCDOE website and review Chancellor's Regulation A-501.*

## **After School Academics, Enrichment, & Conflict Resolution**

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**The following extracurricular programs will be available to students:**

All specific information regarding days and eligibility for these clubs will be given out during the school year by written notice and by

- ❖ PS 316 After School Clubs
  - Yoga
  - Chess
  - Cello
  - Drama
  - Violin
  
- ❖ Middlebury Language Academy
  
- ❖ Soccer
  
- ❖ Dance
  
- ❖ Basketball
  
- ❖ Morningside Center 4Rs Program
  
- ❖ Alvin Ailey Dance Residency
  
- ❖ Cool Cultures (Pre-K/K)
  
- ❖ Track & Field
  
- ❖ CCM- Community Counseling and Mediation Afterschool Program

# Family Involvement Policy

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A strong partnership between home and school is the foundation upon which we build our promise of continued, thoughtful teaching and learning. At any time during the year, parents should feel free to contact any member of the staff or administration to arrange a meeting to discuss a particular issue or concern. In addition, we have several scheduled meetings a year which are dedicated to either grade specific or class specific information to facilitate the dialogue between school and home:

P.S. 316 Parents & Families are responsible for:

1. Establishing a daily routine for their child
2. Ensuring regular attendance and timeliness.
3. Sending their child to school ready to learn.
4. Reinforcing P.S. 316 academic and behavioral standards at home
5. Being aware of their child's work, progress, and needs by reading ALL school notices.
6. Talking to their child about school on a daily basis.
7. Ensuring completion of and assisting their child with homework EVERY NIGHT.
8. Providing a quiet and organized space for their child to work at home.
9. Attending all meetings and conferences as requested by the school that pertain to their child.
10. Responding to communications from their child's school in a timely manner.
11. Maintaining verbal/written contact with their child's teachers and administration about the progress of their child's education.
12. Ensuring that the school is updated with accurate contact information.
13. Entering the school building in a respectful manner, refraining from disruptive behavior, and adhering to all applicable school policies.

In addition, Parents & Families are encouraged to:

- a) Provide a supportive and encouraging home environment.
- b) Volunteer time, skills, or resources in the school (as often as possible).
- c) Take part in school and community programs that empower parents in educational decision-making
- d) Become active members in the P.S. 316 Parent Teacher Association, Title I Parent Committee, and Learning Leaders.
- e) Become aware of the sources of data on individual school and student performance including (but not limited to) **School Quality Review, School Progress Report, and Aris Parent Link**, by visiting the main Department of Education website **[www.schools.nyc.gov](http://www.schools.nyc.gov)**
- f) Work with the school to develop their child into a successful and prepared scholar.

*\*The information above has been excerpted from the Parent's Bill of Rights, which has been included for you in the Appendix of this handbook.*

## There are many ways in which parents can get involved in our school community including (but not limited to):

- **THE P.S. 316 PARENT-TEACHER ASSOCIATION (PTA):** The P.S. 316 PTA is a long-standing organization of parents and guardians of P.S. 316 students and teachers. The mission is to support the school in a myriad of ways (i.e., encouraging parent involvement, raising money, solving problems, and giving voice to parent opinion in the school and in the community). As parents and guardians of children attending P.S. 316 you are automatically members of the PTA, as are all teachers teaching in the school. The P.S. 316 PTA Board is composed of the President, Co-Vice-Presidents, Secretary and Treasurer.
- **School Leadership Team (SLT):** Chancellor's Regulation A-655 mandates that every NYC public school have an SLT. The SLT plays a significant role in creating a structure for school-based decision making, and functions as the primary vehicle for parents to work with staff and administration to identify school priorities, analyze school budgets, and evaluate the school's progress in meeting its goals.
- **Title 1 Parent Committee or Council (PAC):** Title I is the largest federal aid program for elementary schools, middle schools and high schools. Schools that are receiving Title I funding must have an advisory committee or council that represents parents of participating Title I children. The Federal Title I program requires that parents participate in the development of the school's Title I parent involvement policy, program, support plans for SWD and ELL's, and school budgets.
- **President's Council:** According to Chancellor's Regulation A-660, Presidents Councils (PC) are responsible for assisting in the establishment/re-establishment of new Parent Associations (PA). In addition, PC's provide assistance to PA/PTA guiding them on the drafting and revising of bylaws, observing and conducting elections, developing new parent leaders and resolving disputes, upon appropriate request.
- **Community and Citywide Education Councils** are deliberative bodies that help to shape educational policies and priorities in their districts. CEC members are parent volunteers who provide hands-on leadership and support for their community's public schools. Participation on these councils is an important responsibility that we encourage every public school parent to consider.
- **Stroud Café - Breakfast with the Principal:** monthly program designed to encourage parents to come to our school to learn about current and important school events.
- **Learning Leaders:** innovative program which recruits and trains parents to serve as school volunteers; has been shown to increase student achievement and improve student behavior
- **Class Parent:** Parents can serve as class parents; a minimal time commitment is necessary and these parents work together with the Parent Coordinator and PTA to increase communication between parents and school.

## **PS 316 Parent Teacher Association (PTA)**

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Our PTA is excited for the 2014-2015 school year. We look forward to collaborating with the school to create a place of learning where all students can excel. Parent involvement is essential to your child's education and our PTA will work with you to determine what level of involvement is best for you. We recognize that all parents are busy and your time is valuable. Whether it is a school or PTA function, we welcome all help and have worked hard to find ways you can be involved.

All parents and guardians of students currently attending P.S. 316 are automatically members of the PTA. Membership is also open to all teachers and staff including paraprofessionals, school aides, school secretaries, and food service workers currently employed at the school.

The objectives of our association are:

- to foster programs that enable parents to become partners with the school in the education of their children
- to promote and develop a cooperative working relationship between parents and staff
- to promote an effective educational environment for students and to provide support and resources to the school for the benefit and growth of all children
- to provide opportunities and training for parents to participate in school governance and educational decision-making, and encourage parent participation at all levels

Elections for the PTA Executive Board are held the previous spring. Your new PTA Executive Board are:

**President**, Melissa Phillip ([president@ps316pta.org](mailto:president@ps316pta.org))

The President is the public face of our PTA both in the school and the community. The President presides over Executive Board and General Membership meetings. The President shall encourage meaningful participation in all parent and school activities.

**Co-Vice Presidents**, Awilda Gomez ([vp1@ps316pta.org](mailto:vp1@ps316pta.org)) & Rosalba Rosario ([vp2@ps316pta.org](mailto:vp2@ps316pta.org))

Co-Vice Presidents are not a mandatory position required for PTAs. These roles are flexible for our organization and our current co-vice presidents will be working to ensure our PTA can communicate with parents of all languages.

**Secretary**, Tarrah Lantz ([secretary@ps316pta.org](mailto:secretary@ps316pta.org))

The Secretary is responsible for creating meeting notices with agendas and distributing those to the membership as well as recording and distributing meeting minutes of both the Executive Board meetings and General Membership Meetings. The Secretary is also required to update the by-laws with amendments and distribute those to the membership. These documents will be on file in the school office.

**Treasurer**, Jennyfer Bagnall ([treasurer@ps316pta.org](mailto:treasurer@ps316pta.org))

The Treasurer handles all of the financial information for our organization and all funds. The Treasurer is responsible for creating monthly Treasurer's Reports to share with the membership and is also in charge of creating an annual budget.

General Membership Meetings are currently held the 3rd Wednesday of every month from 3:00-5:00pm and 6:00-8:00pm at the school. Months where this impossible the Executive Board will move the meetings to either the previous or following Wednesday. Meetings will be run using a simplified version of Roberts Rules of Order.

### **Committees**

Having functional and working committees is imperative to the success of our organization. Committee meetings will be on school premises and occur at least monthly. Chairpersons, dates and times are TBD. Reports will be filed with the Executive Board of committee workings so the membership knows what each committee is doing. This information will be given out at each General Membership meeting.

We will definitely have Standing Committees of Fundraising and Communication & Outreach. As an organization we will determine further committees based on the ideas and talents of our parents. We'll need to create Ad-Hoc Committees as needed, like a 5th Grade Committee (to handle Graduation, class trip and Prom) and a Stepping Up Committee for Pre-K and Kindergarten Graduation.

Our PTA has a new website [www.ps316pta.org](http://www.ps316pta.org). This site will serve as the main online presence for our organization. Within weeks it will have a full calendar of events, accept online donations, have a suggestion box and a host of other features. We also have a Facebook page under PS 316 PTA.

## **PARENT VOLUNTEER ETIQUETTE**

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**All Parent Volunteers are welcome at PS 316. Parents and Visitors are required to show photo identification and sign in at the security desk located at the main entrance and in the Parent Coordinators sign in Log.**

### **Identification:**

School rules require that all visitors check in at the Parent Coordinator's office. As a school volunteer, a volunteer badge will be issued to you. You are asked to wear your identification while at the school. If you are a new volunteer, check in at the school office, and introduce yourself to the office staff.

### **School Days, Dear Old Golden Rule Days:**

When you volunteer at PS 316, please follow the rules. We welcome you and encourage you to do your best at the assigned and accepted task. Please do not impose, or make demands on the school staff. If you have any questions or concerns about anything please ask in the Parent Coordinator for assistance. Your cooperation will keep things running smoothly and you'll be modeling good behavior for our students.

### **Classroom Volunteer**

Even though you are volunteering your time, think of yourself as a guest in the classroom. It is important for you to remember that even the most menial task can make a difference for a child. Simple tasks like sharpening pencils and filing papers may not seem like a good use of your time, but those may be the tasks that are of most use right now to the classroom teacher.

### **Confidentiality:**

As a volunteer in the classroom, you might become aware of performance and/or personal information about a student. It is very important to remember that all personal information is confidential and should not be discussed with others.

### **Quiet Please:**

It's easy to strike up an animated conversation with another parent while working in the School. Please try to remember that classes are in session, and move your conversations away from classrooms to avoid interruptions or distractions (of the class . . . not your conversation).

### **Volunteer Safety**

#### **Suspicious Activity:**

As an on-site volunteer, you are another set of ears and eyes that can help keep our school safe. If you notice anything that strikes you as dangerous or suspicious, report it to a school staff member immediately.

#### **Evacuation Drills:**

In the actual event of an emergency, or during scheduled drills, volunteers are also required to evacuate with students and staff and should follow the instructions of teachers or staff.

## Important Contact Numbers

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<b>P.S. 316 Main Office</b>	<b>(718) 638-4043 (718) 638-4044 (718) 230-5366 (Fax)</b>
<b>Community School District 17 Superintendent Dr. Buffie Simmons District Family Advocate' Margot Sargeant</b>	<b>(718) 221-4372</b>
<b>School Support Network- CFN 410 Network Leader Altagracia Santana</b>	<b>718-759-4809</b>
<b>New York City Homework Hotline Dial-A-Teacher</b>	<b>(212) 777-3380</b>
<b>NYC Help Hotline</b>	<b>311 (212) NEW-YORK (639-9675) Outside of NYC</b>
<b>Department of Education Community Education Council (Dist. 17)</b>	<b>718-221-1632</b>
<b>Committee on Special Education (CSE)</b>	<b>(718) 968-6306 (718) 968-6253 (Fax)</b>
<b>Office of Pupil Transportation (Cust. Support)</b>	<b>(718) 392-8855</b>



# Acknowledgements

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**A special thank you to Ms. Grandy, Jennyfer Bagnall and Tarrah Lantz for their efforts to update and publish the P.S. 316 School-Student-Family Handbook.**

# Roberts Rules of Order – Simplified

## Guiding Principle:

Everyone has the right to participate in discussion if they wish, before anyone may speak a second time.

Everyone has the right to know what is going on at all times.

Only urgent matters may interrupt a speaker.

Only one thing (motion) can be discussed at a time.

A **motion** is the topic under discussion (e.g., “I move that we add a coffee break to this meeting”). After being recognized by the president of the board, any member can introduce a motion when no other motion is on the table. A motion requires a second to be considered. Each motion must be disposed of (passed, defeated, tabled, referred to committee, or postponed indefinitely).

## How to do things:

### You want to bring up a new idea before the group.

After recognition by the president of the board, present your motion. A second is required for the motion to go to the floor for discussion, or consideration.

### You want to change some of the wording in a motion under discussion.

After recognition by the president of the board, move to amend by

- adding words,
- striking words or
- striking and inserting words.

### You like the idea of a motion being discussed, but you need to reword it beyond simple word changes.

Move to substitute your motion for the original motion. If it is seconded, discussion will continue on both motions and eventually the body will vote on which motion they prefer.

### You want more study and/or investigation given to the idea being discussed.

Move to refer to a committee. Try to be specific as to the charge to the committee.

### You want more time personally to study the proposal being discussed.

Move to postpone to a definite time or date.

### You are tired of the current discussion.

Move to limit debate to a set period of time or to a set number of speakers. Requires a 2/3<sup>rds</sup> vote.

### You have heard enough discussion.

Move to close the debate. Requires a 2/3<sup>rds</sup> vote. Or move to previous question. This cuts off discussion and brings the assembly to a vote on the pending question only. Requires a 2/3<sup>rds</sup> vote.

### You want to postpone a motion until some later time.

Move to table the motion. The motion may be taken from the table after 1 item of business has been conducted. If the motion is not taken from the table by the end of the next meeting, it is dead. To kill a motion at the time it is tabled requires a 2/3<sup>rds</sup> vote. A majority is required to table a motion without killing it.

**You believe the discussion has drifted away from the agenda and want to bring it back.**

Call for orders of the day.

**You want to take a short break.**

Move to recess for a set period of time.

**You want to end the meeting.**

Move to adjourn.

**You are unsure that the president of the board has announced the results of a vote correctly.**

Without being recognized, call for a "division of the house." At this point a roll call vote will be taken.

**You are confused about a procedure being used and want clarification.**

Without recognition, call for "Point of Information" or "Point of Parliamentary Inquiry." The president of the board will ask you to state your question and will attempt to clarify the situation.

**You have changed your mind about something that was voted on earlier in the meeting for which you were on the winning side.**

Move to reconsider. If the majority agrees, the motion comes back on the floor as though the vote had not occurred.

**You want to change an action voted on at an earlier meeting.**

Move to rescind. If previous written notice is given, a simple majority is required. If no notice is given, a 2/3<sup>rds</sup> vote is required.

**You may INTERRUPT a speaker for these reasons only:**

to get information about business – **point of information**

to get information about rules – **parliamentary inquiry**

if you can't hear, safety reasons, comfort, etc. – **question of privilege**

if you see a breach of the rules – **point of order**

if you disagree with the president of the board's ruling – **appeal**

<b>Quick Reference</b>					
	<b>Must Be Seconded</b>	<b>Open for Discussion</b>	<b>Can be Amended</b>	<b>Vote Count Required to Pass</b>	<b>May Be Reconsidered or Rescinded</b>
Main Motion	√	√	√	Majority	√
Amend Motion	√	√		Majority	√
Kill a Motion	√			Majority	√
Limit Debate	√		√	2/3 <sup>rds</sup>	√
Close Discussion	√			2/3 <sup>rds</sup>	√
Recess	√		√	Majority	
Adjourn (End meeting)	√			Majority	
Refer to Committee	√	√	√	Majority	√
Postpone to a later time	√	√	√	Majority	√
Table	√			Majority	
Postpone Indefinitely	√	√	√	Majority	√