

Family/Student Handbook 2023-2024



Administration

Elmer Myers
Danielle Papa-McDonagh
Danka Amtzis

Principal
Assistant Principal
Assistant Principal

www.PS3blueherons.org



Public School 3

We fly We soar We achieve

Elmer Myers, Principal

Danielle Papa-McDonagh, Assistant Principal

Danka Amtzis, Assistant Principal

Dear Parents/Guardians and Students,

Welcome to the 2023-2024 school year. P.S.3 is a community of people who respect, appreciate and care about others. At P.S. 3 we are concerned with every aspect of our students' development: academic, as well as social. We believe that school must provide a stable, consistent, safe and nurturing environment. Therefore, every child who walks through the doors of P.S. 3 is respected, valued and understood.

This Family Handbook was prepared to provide a summary of our school's routines and procedures. Please use it as a handy reference to become familiar with our daily events and schedules. We hope it will facilitate communication and serve as a road map to help you navigate through some of the details of the P.S. 3 community. We welcome your suggestions to make this handbook even more user-friendly and comprehensive.

During the year, you will receive separate notices informing you of timely events, learning opportunities for you and your child, and safety and health protocols. May I suggest that you establish a special place to keep this booklet and the notices you will receive throughout the school year. Also, please make our school website www.PS3blueherons.org a "favorite" on your desktop.

Learning is a partnership between you, your child, and your child's teacher. We look forward to working together to provide our students with a strong foundation to inspire them to become lifelong learners.

PARENT TEACHER ASSOCIATION (PTA)

The PTA is a vital part of our school. Becoming involved in the PTA provides an opportunity to be informed and become involved in the educational program. PTA meetings are held monthly, and attendance at these meetings provides an excellent opportunity for parents to learn about school life and how to establish improved communication. Throughout the year many educational, fun-filled and fund-raising events take place. All parents are welcome and are encouraged to join. If you would like to assist the PTA in any of their endeavors, please contact them as all assistance is welcome. Executive Board- officers and chairpersons of various committees meet monthly. It is important to join our PTA meetings as much as you can.

**Co-President -
Co-President-**

**Nancy Centeno
Billy Owens**

1st VP-

Karina Montalvo

2nd VP-

Tara Malundrucolo

Recording Secretary-

Catherine Forzano

Treasurer-

Michelle Orlando

Corresponding Secretary

Lisa Lomangino

Parliamentarian

Dana Ruggeri

Sgt. at Arms

Melissa Zeh

PTA CONTACT INFORMATION:

Email: ps003pta@gmail.com

Like at Facebook P.S.3 PTA

School Leadership Team

This panel composed of teachers, parents/guardians and administrators, meets monthly to discuss school policy and practices. All interested community members are invited to visit and observe. Evidence of the accomplishments of the School Leadership Team can be seen in various school beautification projects, grant writing, and student achievement.

District 31's Vision & Mission Statements

Our collective District 31 VISION of equity is to empower every student's voice to cultivate their brilliance & intellectualism, so that they think critically about the world around them, problem solve tomorrow's future, feel included in the community, value differing perspectives, advocate for themselves - to discover their inner champion, so they are successful post-secondary. (VOICE - Vision of Inclusivity & Collective Efficacy)



Guided by our beliefs:
 Our students CAN learn and grow
 Staff DESIRE the best for ALL D31 students
 Equity-in-action
 Student SHOULD have voice and choice
 Parents are OUR partners

The MISSION of all District 31 schools (Staten Island) is to deliver rigorous, student-centered, culturally relevant, and high-quality instruction to all students regardless of ability, gender, race, zip code, culture, & identity, so that students can aim towards achieving content proficiency and mastery to reach their personal highest potential - socially, cognitively, and personally.



Dr. M. Wilson, Superintendent, 2021

Section 15: Bell Schedule

Daily Schedule: Staff is to report to assigned post at 8:15 AM

Arrival	8:15 AM
Late Arrival	8:20 AM
AM Announcements	8:20 AM
Dismissal Bell	2:35 PM

Lunch Periods (Periods 4 and 5): Students are to bring outerwear to lunch every day. The lunch periods will be split at the main building. Escort students to the cafeteria or auditorium as listed below:

Lunch Periods
Period 4 Period 4: Pre-K, K, 1, 3 and 901 Period 4 FIRST HALF in the cafeteria: Pre-K, 301, 302, 1st grade, 901 Period 4 FIRST HALF outside: Kindergarten, 303, 304,
Period 5 Period 5: 2, 4, 5, 902 Period 5 FIRST HALF in the cafeteria: 2, 4 Period 5 FIRST HALF outside: 5, 902

*schoolyard weather permitting

Periods	Full-Day Schedule	Half-Day Schedule
Arrivals/Breakfast	7:55 – 8:15	7:55-8:15
1	8:15 – 9:05	8:15-8:41
2	9:07 – 9:57	8:43-9:09
3	10:00 – 10:50	9:12-9:38
4	10:53 – 11:48	9:41-10:07
5	11:50 – 12:45	10:09-10:35
6	12:48 – 1:38	10:38-11:04
7	1:40 – 2:30	11:06-11:32
Dismissal	2:35	11:32-11:35

SCHOOL CONTACT INFORMATION

Main Building Telephone	718-984-1021
Main School Fax Number	718-984-3628
Parent Coordinator	718-984-1021 ext.1574
School Nurse, Main Building	718-227-5399
Attendance	718-984-1021 opt#9
School Aides-Main	718-984-1021 ext.1582
Office of Pupil Transportation (Bus Issues)	718-392-8855
Department of Education Website	www.nyc.gov/schools



NYC Department of Education School Year Calendar 2023-2024

This is the 2023–24 school year calendar for all 3K–12 NYCDOE public schools. If your child attends a private, parochial, charter school, NYC Early Education Center (NYCEEC) or Family Childcare Program, please contact your child's school for information about their calendar. Please note the following:

- On days when school buildings are closed due to inclement weather or other emergencies, all students and families should plan on participating in remote learning.
- Individual schools' Parent-Teacher Conference dates might be different from the dates below. Your child's teacher will work with you to schedule your conference.
- On this schedule, **elementary schools** are defined as programs that serve kindergarten (K) through grade 8, including schools with 3-K and Pre-K programs, as well as those that end in grade 5. **Middle schools** are defined as programs that serve grades 6–8, and **high schools** are defined as programs that serve grades 9–12.

DATE	WEEKDAY	EVENT
September 7	Thursday	First day of school
September 14	Thursday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
September 21	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 25	Monday	Yom Kippur, schools closed
September 28	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
October 9	Monday	Italian Heritage/Indigenous Peoples' Day, schools closed
November 2	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools; students in these schools dismissed three hours early
November 7	Tuesday	Election Day, students do not attend school
November 9	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early
November 16	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
November 17	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early
November 23–24	Thursday–Friday	Thanksgiving Recess, schools closed
December 25–January 1	Monday–Monday	Winter Recess, schools closed
January 15	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 23– 26	Tuesday–Friday	Regents Administration

NYCDOE School Year Calendar 2023-24



January 29	Monday	Professional Development Day; no classes for students attending high schools and 6–12 schools, all other students attend school
January 30	Tuesday	Spring Semester begins
February 19–23	Monday–Friday	Midwinter Recess, schools closed
March 7	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
March 14	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools, students in these schools dismissed three hours early
March 21	Thursday	Evening Parent-Teacher Conferences for high schools, K–12 and 6–12 schools
March 22	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12 and 6–12 schools; students in these schools dismissed three hours early
March 29–April 1	Friday–Monday	Easter Weekend, schools closed
April 10	Wednesday	Eid al-Fitr, schools closed
April 22–30	Monday–Tuesday	Spring Recess, schools closed
May 9	Thursday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
May 16	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 23	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
May 27	Monday	Memorial Day, schools closed
June 4	Tuesday	Regents Administration in Algebra I
June 6	Thursday	Anniversary Day/Chancellor's Conference Day for staff development; students do not attend
June 7	Friday	Clerical Day; no classes for students attending 3-K, Pre-K, elementary schools, middle schools, K–12 schools, and standalone D75 programs
June 14–26	Friday–Wednesday	Regents Administration (excluding June 17 and June 19, when schools are closed)
June 17	Monday	Eid al-Adha, schools closed
June 19	Wednesday	Juneteenth, schools closed
June 26	Wednesday	Last day of school for students

ARRIVAL/LATENESS AND DISMISSAL PROCEDURES

STOP, DROP and GO: If you drive your child to school, please take advantage of our “Stop, Drop and Go” morning procedure. Parent volunteers and staff wait on South Goff at main building. This practice helps us keep traffic flowing and most importantly, ensures a safe arrival for our students. We have two lanes on Goff Avenue: one for through traffic, and one for drop-off lane. Please follow the line of cars pulling up as far as possible, in order to make room for the row of cars behind you.

When using Stop, Drop and Go please:

- **do not get out of your car.**
- **do not double park your car.**
- **drive off as your child exits your car.**
- **drive slow and safe!!**

ARRIVAL PROCEDURES

Breakfast starts at 7:55 A.M. in the cafeteria. All students participating in the breakfast program enter through the main door and proceed directly to the cafeteria. When they finish breakfast, children are escorted to class. Please note that the breakfast program is free for all students. We strongly suggest that each child eats a healthy breakfast each morning. Teachers pick up their students at 8:15 promptly. Please manage your morning routines to ensure a prompt arrival at P.S. 3. Official start time is 8:15 A.M. Students are marked late at 8:20 A.M.

LATENESS

Students arriving after 8:20 A.M. are marked late and must obtain a late pass at the School Safety Agent at the front desk in each building. Please note that when lateness is reported, it becomes an official part of your child’s permanent school record

SCHOOL FOOD SERVICES

Breakfast and Lunch are free

<http://www.schoolfoodnyc.org>

Parents and guardians must complete **one** form for **their family** attending **any** NYC DOE school, regardless if they will be eating school lunch.

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

We encourage households to use a computer at home, at libraries or their smart phones and go to www.nyc.applyforlunch.com to complete the online form. If you have any meal eligibility questions, contact the Office of School Food Help Desk at (877) 363-6325 or email foodcompliance@schools.nyc.gov.

DISMISSAL PROCEDURES

We have found that certain procedures help make P.S. 3 a safer environment and alleviate unnecessary traffic problems. To ensure a safe dismissal:

- ☐ Please do not obstruct areas where children are being dismissed.
- ☐ Please park legally. Do not double park, or park in restricted areas
- ☐ Children should be met and escorted to a legally parked car and should not enter the street on their own.
- ☐ Be mindful of idling. NYC is enforcing an anti-idling law, limiting the amount of time a car may idle around schools.

ALL STUDENTS MUST BE PICKED UP AT ASSIGNED AREAS. NO STUDENT CAN BE LEFT IN MAIN OFFICE. IF RUNNING LATE PLEASE CALL MAIN OFFICE AND MAKE ARRANGEMENTS. NO ONE IS AVAILABLE TO SUPERVISE CHILDREN AFTER 2:35. YOU MAY SPEAK WITH MS. BARSALONA AND INQUIRE ABOUT LATCHKEY IF YOU HAVE AN ISSUE.

EARLY SIGN OUT POLICY

Continuity of instruction is imperative for all students. We strictly enforce the *NO EARLY SIGN-OUT POLICY* except in emergencies. We appreciate your cooperation by having your children remain in school when trips return before dismissal time. All students are to be dismissed with the class. **There will not be any students released between 2:15-2:35 PM. If you need to pick up before dismissal time please make sure it's before 2:15.** Your cooperation will help us create a learning environment where we can meet high academic standards.

DISMISSAL SAFETY PROCEDURES

Children will not be released to anyone not documented on the Blue Emergency Home Contact Card. Instructions for releasing students cannot be done by telephone. If you wish a change in your child's daily schedule (i.e. your bus child will be a walker, someone other than yourself is picking up your child, etc.), you must write a note to the teacher indicating what change you want and specify the date the change will occur.

Any child who is not bus eligible will not be permitted to ride a school bus at dismissal. Students will be released only to those persons listed on the Blue Emergency Contact Card. All persons listed on the Blue Emergency Card must be over 18 years old.

Bus Children

Buses depart after dismissal at 2:40PM. Each child's bus tag will list the bus stop, please check carefully. It is the parents' responsibility to coordinate pickup of their children from the bus stop. Please visit website for current PS 3 bus schedule www.PS3Blueherons.org.

EXITS FOR DISMISSAL OF WALKERS

Class	Room	Exit	Location	Class	Room	Exit	Location
097	103	7	Cordelia / Everett(Small Playground)	K001	164	16	Cordelia/Everette
098	101	7	Cordelia / Everett(Small Playground)	K002	162	17	Cordelia/Everette
101	163	16	Cordelia / Everett	K003	165	8 yard	Cordelia/Latourette
102	161	17	Cordelia/Everett	K004	166	8 yard	Cordelia/Everette
103	127	3	South Goff	501	141	13	Schoolyard/Gym
104	160	3	South Goff	502	148	13	Schoolyard/Gym
201	128	4	South Goff	503	146	13	Schoolyard/Gym
202	129	4	South Goff	504	144	13	Schoolyard/Gym
203	125	4	South Goff				South Goff/Everett
204	126	4	South Goff	901	116B	6	Everett
301	108	6	Everett	902	109	3	South Goff
302	142	9	Cordelia / Latourette				
303	143	9	Cordelia / Latourette				
304	159	3	South Goff				
401	107	5	Everett				
402	106	5	Everett				
403	105	6	Everett				
404	104	6	Everett				

** Please note, the Dismissal Plan will be updated to accommodate overcrowding at exits if necessary.

ATTENDANCE

Daily school attendance is essential for a successful school year. Teachers take attendance and record it each day. Your child's attendance and punctuality record become official school documents. Students are marked late at 8:20 A.M.

If your child is going to be absent for three or more days, please call the school. When your child returns to school after any absence, he/she should have a note from you (or a medical professional) indicating the reason for the absence. Teachers will keep notes on file for the entire year. **If you call to arrange for homework pick-up, please call the general office before 11:00 A.M.**

PLEASE NOTE: Lateness and/or early sign out *three or more times* in one month **excludes** a student from receiving Perfect Attendance rewards/incentives for that month. A pattern of lateness and/or early sign out will also jeopardize any perfect attendance incentives/awards for the school year.

Law mandates school attendance for children ages 6-12. Doctor and dentist appointments should be scheduled when school is not in session. Vacations should be planned in conjunction with the official school calendar. Signing children out of school early is discouraged. **As per Chancellor's Regulation: 90% attendance is required for promotion.**

According to the Chancellor's Regulations, please note the following attendance procedures:

- Parents are expected to submit a note or letter explaining their child's absence from school. A note from a doctor or health care professional should be provided in cases of extended (3 or more days) or frequent absence due to illness.
- If students have been absent from school for reasons other than illness, documentation of the reason for the absence is to be presented to the school (e.g. examination schedule of special examination, court order, etc.).
- Students who observe the religious holy days recognized by the New York State Commissioner of Education or other holy days not recognized on the calendar distributed annually may be excused based on a parent's request in writing prior to the date of observance.

PARENT/SCHOOL COMMUNICATION

The classroom teacher serves as the primary liaison between the school and home. The first line of communication is a written note to the classroom teacher. A written note is required for the following reasons:

1. Any concerns you have regarding your child.
2. Any changes in your child's dismissal routine (i.e., if your child is being "picked up" instead of taking the bus; if you are picking up your child early).
3. When you authorize another person to pick up your child at dismissal. (*Note: No child can be released to any person not listed on the blue emergency card.*)
4. When you have a change in address or phone number. Staff members cannot change blue cards! PLEASE COME IN AND VISIT MAIN OFFICE.

Parent Notices

All parent notices must contain the date, child's name, class and parent or guardian signature. Changes in dismissal routines should be kept to a minimum and occur only in emergencies. Please return all forms (medical, dental, home contact cards, school notices, etc.) promptly. Check your child's folder for notices daily. Place your responses and any additional correspondence for your child's teacher in the folder. Permission slips for all class trips must be signed by a parent or guardian and returned before any child may participate in any class trip. Permission slips and other notices will have a tear-off to return to the classroom teacher. Please respond promptly.

SIBLINGS

During assembly, or school events, siblings attending PS 3 may not be pulled from their classes to attend these events or leave early from school. Every effort will be made to include as many classes as possible. This applies to Kindergarten Stepping-up.

PARENT COORDINATOR

Parent Coordinators were hired and trained to work in every school as liaisons between parents, staff and administration. The Department of Education realizes that most problems involving students and their families must be solved at the school level. Therefore, the responsibility as Parent Coordinator and as a Staff Professional is to work closely with colleagues to solve problems and to assure parents that their issues can be resolved. This level of communication brings a much greater and immediate understanding between parents, teachers, staff and administration. A genuine effort to achieve the greatest level of academic success for all of our children's education is a constant goal.

Among the various Parent Coordinators responsibilities is to create a welcoming environment for all parents in the school. By doing this, we strongly believe in the objective of increasing parent involvement in education with the following:

- 1) Fostering Communication: School and families engage in an open exchange of information regarding student progress, school-wide goals and support activities.
- 2) Encouraging Parent Involvement: Parents have diverse and meaningful roles in the school community and their children's achievements.
- 3) Creating Welcoming Schools: Creating a welcoming, positive school climate with the commitment of the entire school community.
- 4) Partnering for Students Success: Schools engage families in setting high expectations for students and actively partner with parents to prepare students for their next level.
- 5) Collaborating Effectively: School community works together to make decisions about the academic and personal growth of students through school-wide goals. School fosters collaboration with community-based organization to create a vibrant, fulfilling environment for students and families.

EMERGENCY SCHOOL CLOSING/DELAYED OPENING

In the event of inclement weather, the Chancellor determines delayed openings or school closings. Please listen to media broadcasts or check the DOE website: <http://schools.nyc.gov> and you will receive an automated school message with information.

EMERGENCY CONTACT CARD

Parents/Guardians are required to supply two up-to-date emergency information “**Blue Cards**”, which are kept on file in our school. **If any of your home contact information changes, please notify the school immediately. TO MAKE CHANGES PLEASE VISIT MAIN OFFICE.** Please understand the importance of keeping this information current.

Should your child become ill at school and have to be picked up, you or your emergency contact person(s) will be contacted. Students will be released **only** to those persons listed on the Blue Emergency Contact Card. All persons listed on the Blue Emergency Card **must be over 18 years old**. Children will not be released to anyone other than those listed on your emergency contact emergency contact and you should list more than three contacts. Photo I.D. must be shown by these contacts.

Often times phone numbers and emergency contacts change throughout the year. Please make sure your information is up-to-date. (All updates must be done in person by the parent or guardian).

FIRE DRILLS/LOCKDOWNS

- I. EMERGENCY DRILLS** – All staff have the responsibility for the safety and welfare of our students at all times. This is a prime consideration during fire drills, lock down drills and evacuation drills. The importance of these drills cannot be over-stressed. Many of the steps that are taken during crisis/emergencies drills are transferable and can be used during most emergencies. Based on the specific situation and after an assessment of the emergency, a decision will be made by administration as to the appropriate response to ensure the safety of school staff and students.

Basic rules during emergency drills:

Teachers are to always carry evacuation/assembly cards to show status of their class (“all accounted for,” “student missing,” “need first aid/assistance”).

1. Students are to maintain **absolute silence** from the first signal to the return to the room.
2. Students are to be directed by staff to move swiftly in a double line.
3. All classroom doors are to be closed by the last student/adult out of the room.
4. Classes are to leave the building, cross the street and proceed far from the building to allow others to get out without crowding.
5. Teachers are to carry an accurate record of attendance and class lists with phone numbers in order to make an immediate student count and identification.
6. NO ONE is to remain in the building during a fire drill.

Bus Safety Drills

Bus Safety Drills are scheduled **three times per year** in accordance to NYC DOE school safety protocols.

Main building drills will be held on buses lined up on Cordelia Avenue.
ECC drills will be held in the front parking lot.

The following is what is expected of each student.

Arriving and waiting at the bus stop

- Walk, don't run
- Be polite and orderly
- Stay at least 6 feet from the curb
- DO NOT stand in the roadway-including the intersections

Boarding Procedures

- Wait 6 feet from the bus until the bus door opens
- Enter with care, use the handrail

- Move to your assigned seat
- Sit 2 to 3 to a seat
- REMAIN SEATED AT ALL TIMES!!!!!!

Riding the Bus

- SEATBELTS SHOULD BE WORN AT ALL TIMES!
- Stay in your seat while the bus is in motion
- Keep the bus clean and the aisles clear
- Keep your head, hands and arms inside the bus
- Be courteous and speak quietly-do not distract the bus driver!
- Do not throw objects in the bus or out any windows or doors.
- There is no fooling around or pushing on the bus.
- NO CHILD MAY RIDE ANY BUS OTHER THAN HIS OR HER ASSIGNED BUS (This is an Office of Pupil Transportation rule!)
- Only those children who are normally entitled to ride the shuttle bus and those children who attend latch key may ride the shuttle bus back to the main building in the afternoons.

Exiting the Bus

- Stand only when the bus is stopped
- Exit in an orderly manner
- Walk directly from the bus to the school

Returning home from school

- Remain seated until the bus stops
- Use caution when it is raining or snowing
- If crossing the street, cross at least 10 feet in front of the bus
- Await the signal from the bus driver
- Look both ways; continue to look while crossing
- Never GO back!

VIOLATION OF BUS RULES MAY RESULT IN LOSS OF THE PRIVILEGE OF RIDING THE BUS. THREE WARNINGS WILL BE GIVEN BEFORE A BUS SUSPENSION IS IMPOSED.

SAFETY IS OUR PRIORITY

Your child's teacher must receive a note any time there is a change in dismissal routines, earlier pick up, not taking the bus, not attending after school program, etc.

Verbal or phone requests will not be honored. Any pertinent legal (and active) documents pertaining to custodial care must be on file in the general office and updated upon expiration.

When there is an emergency, and you cannot pick up your child, please make arrangements with one of the contacts on your blue card. List multiple contacts and keep phone numbers up-to-date on blue cards. Students cannot stay unattended in the main office.

All parents and visitors must use the main entrance. All visitors must sign in and show PHOTO identification to the school safety agent. You will be instructed to go to the main office where the staff can further assist you. Parents are only allowed in classrooms with prior approval of the teacher. If you need to confer with your child's teacher, send a note and the teacher will get in touch to schedule an appointment for you.

- To ensure the safety of all school children, safety drills, and bus safety drills are conducted routinely.
- Crossing guards are present to cross children and direct the flow of traffic. .
- “Designated “Stop, Drop & Go Area” is along South Goff Avenue.

<https://www.schools.nyc.gov/school-life/safe-schools/emergency-readiness>

BUS RULES AND CONDUCT

The NYC guidelines set by the Office of Pupil Transportation for eligibility are as follows:

- K-2 eligible 1/2 mile or more, but less than 1 mile
- K-5 eligible more than 1 mile, but less than 1-1/2 miles

Our school cannot make an exception to the eligibility rules.

NO student is permitted to ride a bus other than the one they are assigned to. Students not entitled to bus service are NOT permitted on any bus, even if they are accompanying another student home. ANY permanent changes are made by OPT. Students must practice appropriate behavior while riding the bus. There should be no standing, pushing, shoving, throwing objects, etc. Any misbehaving on the bus will be subject to the Chancellor’s Discipline Code and Bus Incident Reports. 3 or more reports will result in bus suspension for the student.

PBIS SOARS PROGRAM

PBIS is an acronym for Positive Behavior Interventions and Supports. This is a structure that will be implemented at PS 2 during the 2017-2018 school year. PBIS is intended to increase the attention the staff pays to positive behaviors exhibited by students. The program is implemented in all grades K-5, in classrooms and throughout the building.

PBIS Soar Matrix

P.S. 3's SOAR MATRIX	CLASSROOM	HALLWAY	CAFETERIA	BUSES	RESTROOMS	Recess Area
Safety	Follow directions Maintain a clear work/ floor space Handle materials with care	Walk quietly and try to earn a channel on your class remote!	Eat in your seat!	Please remain in your seat!	Flush, Wash, & Leave!	Play & Share!
On Task	Come to school on time Actively participate Take responsibility for your own actions and choices	Hands and feet to yourself at all times Follow directions from adult	Clean up and recycle Keep your hands & feet to yourself Use appropriate lang. & volume	Keep your hands & feet to yourself Use appropriate lang. & volume Listen to the bus driver or matron	Keep your hands & feet to yourself Use appropriate lang. & volume Clean-up after yourself	Keep your hands & feet to yourself Use appropriate lang. & volume Return equipment neatly
Attitude	Be positive Do your best Restart your day when needed	Help others Stay calm and quiet	Wait patiently in line Make your clean- up a team effort	Leave it better than you found it! Be polite to everyone	Be a problem solver! Demonstrate good sportsmanship!	Invite others to join you
Respect	Supports others ideas and opinions	Share space Pass through the hallways quietly	Allow others to sit with you Keep voices down	Use appropriate lang. and volume Be aware of others	Use appropriate lang. and volume Maintain privacy of others	Include others

HOMEWORK

Homework has a positive influence on student learning and achievement. Students who benefit the most from formal education are those who approach it with curiosity, varied interests and a willingness to work hard. It is important that homework be viewed as a cooperative effort between home and school.

Research shows that completing homework assignments successfully has a strong positive effect on the academic achievement of students as they progress through the school grades. The most favorable kind of homework for elementary school students consists of assignments and materials that are not completely unfamiliar to them. The purpose of homework is to reinforce what is learned during classroom instruction and to help children strengthen their sense of self-discipline, personal responsibility and independent thinking. Assignments can serve as preparation for class lessons or a reinforcement of a lesson that has already been taught. The development of appropriate study skills starts with homework activities that are carried out properly.

Homework is the perfect opportunity to review and practice with your child. Give encouragement and assistance, but don't do the homework. Check homework daily to support and encourage your child's efforts. Homework prepares students to learn new ideas by encouraging research and additional reading so they will develop into independent learners and competent problem solvers.

When your child is not bringing work home, find out if they're completing it in school or at an after-school program or forgetting to bring it home. Check to see the assignment is understood and completed. Check your child's study habits. Do they have difficulty completing homework? Poor study skills are signs that a child may have problems that reduce their ability to complete homework. Try to identify personal problems that might affect a child's ability to concentrate. Contact your child's teacher for assistance.

Responsibilities of Student

- ☐ write down homework assignments and due dates
- ☐ take home all materials needed to complete assignments
- ☐ please ask the teacher for help, if you are having difficulty
- ☐ inform parents/guardians of assignments and due dates
- ☐ submit completed assignments on time, including reading logs
- ☐ assume responsibility for making up work when absent
- ☐ practice good study habits and set a time for homework.

Responsibilities of Parents/ Guardians

- ☐ ask students to see a record of daily homework assignments and check reading logs
- ☐ provide a suitable environment for homework
- ☐ plan time for homework as a regular part of the day
- ☐ help students discover resources and materials needed to complete assignments
- ☐ keep lines of communication open between home and school
- ☐ instill an attitude of self-worth and responsibility by giving praise and support
- ☐ address your concerns or questions to the teacher.

“Dial A Teacher” is a homework help program that can help you and your child with questions in regard to homework and study skills. Call 212-777-3380.

CHANCELLORS REGULATIONS

<https://www.schools.nyc.gov/school-life/policies-for-all/chancellors-regulations>

The New York City Department of Education's (NYCDOE) [Chancellor's Regulations](#) cover a wide range of policies, divided into four sections.

- A – 101
 - Students in Temporary Housing Liaisons
- A – 125
 - Non-Resident Enrollment
- A – 190
 - Citywide Instructional Footprint
 - (Open external link)
 -
- A – 240
 - Transfer Discharge Guidelines
 - (Open external link)
 -
- A – 250
 - Application for Employment Certificate
- A – 420
 - 48 Hours' Notice
 - (Open external link)
 -
 - Privacy Acknowledgment
 - (Open external link)
 -
 - Instructions for Investigating SBIs
 - (Open external link)
 -
- A – 660
 - Parent Association Guide to Raffles
 - (Open external link)
 -
 - Fundraising Activity Report

- (Open external link)
-
- PA/PTA Interim and Annual Financial Reports
- (Open external link)
-
- How to File an Appeal or Complaint
- A – 663
 - Bill of Parent Rights and Responsibilities
 - (Open external link)
 -
 - Language Access Policy
- A – 670
 - Parent Notification/Consent Forms for DOE-Sponsored
 - Day Trip
 - International Trip
 - Overnight/Extended Day Trip
 - Trip Plan (required for all DOE-Sponsored School Trips)
- A – 701
 - Immunization Requirements
- A – 710
 - Notice of Non-Discrimination Under 504
 - Request for Section 504 Accommodation Form
- A – 715
 - Medication Administration Form
 - Allergy Response Plan
 - Standing Order for Administration of Epinephrine for Nurses
 - (Open external link)
 -
 - Training Program for Unlicensed School Personnel to Administer Epinephrine by Auto-Injector in Life-Threatening Situations
 - (Open external link)
 -
 - Medical Review of Student with Severe Allergies
 - (Open external link)
 -
- A – 750
 - CPS Contact Email Addresses
 - (Open external link)
 -

- DOE-ACS Joint Policy on Educational Neglect Reporting
- (Open external link)
-
- Highlights of Chancellor's Regulation A-750
- (Open external link)
-
- Child Abuse Prevention Materials and Resources
- (Open external link)
-
- Child Abuse Prevention Poster
- A – 750 (LDSS-2221-A)
- A – 755 (LDSS-2221-A)
- A – 780
 - Students in Temporary Housing Liaisons
- A – 820
 - Bill of Parent Rights and Responsibilities
 - Student's Bill of Rights
- A – 825
 - Military Opt-Out Letters
 - (Open external link)
 -
- A – 830
 - Non-Discrimination Policy
- A – 850
 - Sustainability Resources

Data Privacy and Security Policies

The New York City Department of Education (DOE) takes the confidentiality of information about you and your children seriously. Several federal and state laws and regulations protect the confidentiality of your children's education records, including information that can be used to identify your children. Such information, which includes student-specific data, is known as "personally identifiable information" or "PII."

These laws and regulations also place requirements on the DOE and other parties to ensure your child's PII remains confidential and secure. Below are descriptions of these various laws, along

with the rights they grant you as a parent. If you are a student who is 18 years or older, the information shared below about "your child" or an "eligible student" refers to you directly.

This page also includes a notice to users of the DOE's websites and applications.

Overview of Laws and Regulations

The federal laws that protect your child's PII include:

- [Family Educational Rights and Privacy Act \(FERPA\)](#)
- [Children's Online Privacy Protection Act \(COPPA\)](#)
- [Protection of Pupil Rights Amendment \(PPRA\)](#)
- [Individuals with Disabilities Education Act \(IDEA\)](#)

State laws, such as [N.Y. Education Law 2-d](#) and the related regulations of the N.Y. State Commissioner of Education, as well as the DOE's [Chancellor's Regulation A-820](#), protect the confidentiality of your child's information.

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records. FERPA gives parents certain rights with respect to their children's education records.

If you are a student who is 18 years or older (also known as an eligible student), these rights belong to you, and not to your parents or guardians.

In short, FERPA grants you the right to:

1. [Inspect and review your child's education records within 45 days after the DOE receives your request and has verified your identity. Parents and eligible students should submit a written request to their school's principal. Your school will arrange for access and notify you of the time and place where you may inspect your requested records. Sample records request and consent forms are in \[Chancellor's Regulation A-820\]\(#\) and can be found below. Chancellor's Regulation A-820 also gives you the right to receive copies of your child's education records.](#)
2. [Request changes to your child's education records when you believe they are inaccurate, misleading, or violate your child's privacy rights under FERPA. View our \[How to Request Changes to Education Records\]\(#\) section below for more information.](#)

3. Provide written consent before personally identifiable information (PII) in your child's education records is disclosed. Please note: in certain cases, FERPA allows disclosure without consent. Learn more about this provision in the [When Consent is Not Required to Disclose Student PII and the Directory Information and Opt-Out Forms](#)"
4. (Open external link)
5. sections below.
6. File a complaint with the U.S. Department of Education if you believe the DOE failed to comply with FERPA's requirements.
7. Receive notification of your rights under FERPA.

Visit the DOE's [Annual FERPA Notification](#) and the U.S. Department of Education's [Protecting Student Privacy](#) page for more information and resources about these rights, including printable documents and translations.

New York State Education Law § 2-d

New York State Education Law § 2-d is a state law that places responsibilities on the DOE and outside parties who receive your child's PII from the DOE through a written agreement. Education Law § 2-d requires the DOE to do the following:

- Publish a [Parents Bill of Rights for Data Privacy and Security](#). You can read more about the Parents Bill of Rights in the next section.
- Provide annual training to DOE staff who have access to your child's PII.
- Ensure that the use and disclosure of PII benefits students.
- Ensure outside parties who receive your child's PII have appropriate safeguards, policies, and practices in place to protect the data.
 - These safeguards must meet industry standards and best practices.
 - Examples of safeguards include encryption, firewalls and password protection.
- Enter into written agreements with outside parties who receive your child's PII from the DOE. The written agreements outline how outside parties will keep your child's data confidential and secure.
- Post [Supplemental Information for Parents About DOE Agreements With Outside Entities](#). On this page you will find information about what data an outside party is collecting, their reason for collecting the data, and how they plan to protect the data.
- Notify families of unauthorized release of student data in a timely manner. Visit the [Data Security Incidents](#) page for information on incidents of note, including the [Illuminate Education data security incident](#).

Education Law § 2-d also requires outside parties that receive student information from the DOE to address legal and privacy requirements in a written agreement with the DOE. These safeguards

promote transparency and provide additional protections for the benefit of our families. For example, outside parties must agree to the following:

1. Collect and disclose students' PII only as necessary and only for educational purposes.
2. Minimize the collection, processing and transmission of PII.
3. Have safeguards in place to protect students' PII when it is stored or transferred. These safeguards must meet industry standards and best practices.
4. Not sell, use, or disclose PII for marketing, advertising, or other commercial purposes.
5. Train staff in applicable laws, policies, and safeguards associated with industry standards and best practices.
6. Not maintain copies of PII once it is no longer needed for the agreed upon educational purpose. Outside parties should permanently and securely delete PII no later than when the contract ends.
7. Abide by the DOE's [Parents' Bill of Rights for Data Privacy and Security](#)
8. ([Open external link](#))
9. within their written agreement with the DOE and provide supplemental information for parents about their agreement with the DOE.

The New York State Education Department has [additional resources](#) for you regarding the rights of your children regarding [New York State Education Law § 2-d](#).

Parents Bill of Rights for Data Privacy and Security

Under [New York State Education Law § 2-d](#), if you are a parent of a child in the New York City public school district (the DOE), you have several rights regarding the privacy and security of your child's PII, including the following:

- Your child's personally identifiable information (PII) cannot be sold or released for any marketing or other commercial purposes.
- If your child is under 18 years old:
 - You have the right to inspect and review the complete contents of your child's education records within 45 days of the DOE receiving your request and verifying your identity.
 - You also have the right to request changes to your child's education records when you believe they are inaccurate, misleading, or violate your child's privacy.
 - Your rights extend to education records stored by DOE contractors or other outside parties on the DOE's behalf.
- You have the right to be notified if a breach or unauthorized release of your child's PII occurs.

- You have the right to make complaints about possible breaches and unauthorized disclosures of your child's PII and to have such complaints addressed. The DOE must provide you with a response no more than 60 calendar days from when we receive your complaint. If more time is needed, the DOE will provide an explanation to you, along with an approximate date for a response.

Visit the [Parents Bill of Rights for Data Privacy and Security](#) for the complete list of your data-related rights.

Chancellor's Regulation A-820

Chancellor's Regulation A-820 outlines your rights and the DOE's responsibilities for keeping student education records confidential. The regulation also includes sample consent forms and information on how to request education records. The sample consent forms are also linked in the [Consent for Disclosing Student PII](#) section below.

Visit our [Volume A Regulations](#) page to view printable and translated versions of A-820.

DOE Privacy and Data Security Compliance Process for Outside Parties

The DOE is committed to protecting the privacy of our students', families' and staff members' personal information. The DOE has a process in place to help make sure that outside parties who access, receive, or host PII from the DOE agree to comply with the law and help protect your information. The compliance process, which consists of up to three parts, requires outside parties to:

1. [Sign an agreement with data privacy and security requirements](#)
2. [Complete a security assessment conducted by the DOE's Division of Information and Instructional Technology \(DIIT\)](#)
3. [For outside parties storing PII or other sensitive DOE information in the cloud, undergo a cloud review, conducted by the NYC Office of Technology and Innovation \(OTI\)](#)

[For More Information Click link below:](#)

<https://infohub.nyced.org/in-our-schools/policies/data-privacy-and-security-compliance-process>

Consent for Disclosing Student PII

You have the right to provide written consent before PII in your child's education records is disclosed

CELL PHONE/ELECTRONIC POLICY

11.3 Cell Phone Policy (Students)

<https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/a-413-english.pdf>

As you may be aware, the mayor has changed the official policy on cell phones in schools. As part of this new policy the DOE is directing schools to set forth their own policy as to when and where cell phones and other personal electronic devices may be used throughout the school day. After consultation with the School Leadership Team and the Cabinet Team, we have agreed on the policy outlined below. All key stakeholders agreed that, given our school's access to portable technology, the introduction of cell phones in classrooms, etc. is only necessary when required by the teacher to be used for instructional purposes.

- Phones should not be seen or heard in school. This includes timers, alarms and any other noises. **If a student's device is seen or heard it will be confiscated** unless the teacher grants permission of this usage for instructional purposes.
- If a device is confiscated, the school will return the device within two school days.
- Use of electronic devices outside of school **after official school hours** on the immediate perimeter will be allowed with the exception of crossing streets due to safety reasons.

- Field trip use will be based on chaperone / administration discretion and will be added to permission slip.
- The DOE is not responsible for lost or damaged electronic devices. You bring these items to school at your own risk.
- Students will not be permitted to use electronic devices during lunch, recess, or any other free period.
- Electronic devices may not be turned on or used during fire drills or other emergency preparedness exercises.
- Use of an electronic device during an exam or other assessment, even just to check the time, is prohibited.
- Electronic devices **may not be used in bathrooms.**

As always, we remind students that these devices often invite the attention of individuals with the desire to steal them when displayed in public places to and from school. Students must be aware of their surroundings and keep these devices in their bags.

11.4 Protocol for Students Being Non-Compliant with Cell Phone Policy

During the school day cell phones may not be turned on or used while on school property. Cell phones may not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.

If a student is found to be in violation of the cell phone policy, the following protocol will be followed:

- 1st Violation: The phone will be taken from the student and returned at the end of the day.
- 2nd Violation: The phone will be taken from the student and the parent is contacted to pick up the cell phone.
- 3rd Violation: Use of cell phone is suspended for the remainder of the school year.

11.5 Social Media Memo

The Department of Education has begun to develop guidelines and recommendations on best practices for the use of social media in our schools. These guidelines will be reviewed every three months for potential updates. They have also established a new email address: where we are invited to submit feedback about the new guidelines. You can search the DOE homepage for the most updated information on social media guidelines.

RESPECT FOR ALL

<https://www.schools.nyc.gov/school-life/policies-for-all/respect-for-all>

PS 3 Respect for all Liaison is MS. Amtzis

DISCIPLINARY CODE

<https://www.schools.nyc.gov/school-life/rules-for-students/discipline-code>

Children at PS 3 are expected to behave in a respectful and courteous manner. In the event a student is disruptive, appropriate disciplinary action will be taken according to the Department of Education guidelines. All children will receive their own copy of the Citywide Standards of Discipline and Intervention Measures: (The Discipline Code) to be reviewed by child and parent. Weapons whether category 1 or 2 which include water guns, stun pens, sharp objects and tools are not permitted in school and result in a Superintendent Suspension. (*See complete list within the discipline code book.*) Verbal threats and racial slurs are also prohibited within the school environment. Progressive Discipline may include but is not limited to:

- ☐ Parent Outreach (which may include parent conference)
- ☐ Exclusion from lunch time activities
- ☐ Guidance Intervention
- ☐ Exclusion from class trips or extra-curricular activities
- ☐ Principal's Suspension
- ☐ Superintendent's Suspension.

The Discipline Code covers infractions and the range of possible disciplinary and other responses for grades K-5 and grades 6-12, including how students/families can appeal decisions. It also includes the Student's Bill of Rights and Responsibilities. The guide is available in all nine covered languages

Reading Incentive Program

Research shows that leisure reading enhances students' reading comprehension (e.g., Cox & Guthrie, 2001), language (e.g., Krashen, 2004), vocabulary development (e.g., Angelos & McGriff, 2002), general knowledge (e.g., Cunningham & Stanovich, 1998), and empathy for others (e.g., McGinley et al., 1997), as well as their self-confidence as readers, motivation to read throughout their lives, and positive attitudes toward reading (e.g., Allington & McGill-

Franzen, 2003; Eurydice Network, 2011). The benefits of leisure reading apply to English learners (ELs) who read in English as well as in their native languages. Because interesting texts provide comprehensible input as well as practice with reading, leisure reading offers many benefits for ELs.

In response to the research listed above, we are emphasizing the importance of independent reading by our students. Teachers and families should support students' reading choices by making available a wide range of print, digital, and multimodal texts that align with and expand on students' interests and that students are able to read without great struggle (Books on their reading level). These reading materials can come from classroom, school, public, home, and online libraries and other relevant sources.

Our expectation is for students to read for 30 minutes every day at home. For lower grade students, this would include students being read to by an adult or older sibling. To incentivize this process, we will be using medals and wrist bands from the 100 Book Challenge program. As part of the process, students will log the reading that they do both in school and outside of school. Every 15 minutes will count as one step (4 steps for each hour). Students will receive an incentive award for every 100 steps that they complete

ELA/MATH TEST SCHEDULE 2023-2024

2024

ELA April 10th-April 12th

Math May 7th-May 9th

NYSESLAT April 15-May 24

Science Test: TBA

AUTOMATED COMMUNICATION SYSTEM

Our automated telephone system enables us to make calls, texts and emails to homes regarding student absences, special school events, and school closings. We at PS 3 use this often to keep you up-to-date with all that is happening at PS3.

My student account(www.mystudent.nyc) enables these features: all families must be set up to receive communications, report cards and texts.

If you are not receiving/have any changes to phone number please contact **Janine Guerrieri, Parent Coordinator** at jguerrieri@schools.nyc.gov 718-981-1021 ext 1574 or option #2

NY SCHOOL ACCOUNT

www.mystudent.nyc

By creating an **NYC Schools** account (<http://schools.nyc.gov/myaccount>) families will have access to transparent, easy to read, and up-to-date key information about their child's school records in one of ten DOE languages.

[Set up guide link](#)

MORNING CARE

We are pleased to inform you that our school offers a Self-Sustaining Morning Care Program for children in Grades PREK – 5th

SESSION:	Monday through Friday when regular school is in session.
DOORS OPEN:	6:55 am - Main Entrance
COST:	\$120.00 for first child \$100 all other children
PAYMENTS DUE:	2 nd Tuesday of each month.
PAYMENT METHOD :	Money Order Payable to PS 3 – Personal checks
BREAKFAST:	FREE for all students
SUPERVISION:	PS 3 Staff

LATCHKEY

We are pleased to inform you that our school offers a Self-Sustaining Latchkey Program. The program begins on the first day of school for all. The program operates Monday through Friday from the end of the school day to 6:00 p.m. The program does NOT operate when schools are closed or on a half day schedule. Parents are to make arrangements to pick up their child(ren) at P.S. 3 by 6:00 P.M. There will not be adult supervision after 6:00pm.

Parents who are late more than three times in picking up their child(ren) will be asked to withdraw from the Latchkey Program. No exceptions will be made.

The Latchkey program will continue to include time for snack which your child can bring and/or purchase, homework assistance, recreation, sports, board games, and/or arts and crafts. Your

child will be supervised by experienced and licensed Department of Education staff who will conduct the program in a wholesome atmosphere. While attending the after school program, we expect your child to behave at all times and follow the rules as stated in the Chancellor's Regulations. It is the responsibility of the parent to review and reinforce with his/her child the standards of behavior established by the New York City Department of Education in the Chancellor's Regulations. **In the event that a student's behavior presents a clear and present danger of physical injury to the student, other students or school personnel, or prevents the orderly operation of the self –sustaining Latchkey Program, he/she may be removed from the program at the discretion of the Principal.**

Your child will not be released to any person who is not listed on the emergency contact sheet (attached). Every person must have a photo ID when picking up a child.

If you are interested in having your child in the Latchkey Program an application must be filled out and fees sent in the form of a MONEY ORDER/Check in the amount of \$225.00 for each student. Forms are located in the Main office and on the website. www.ps3blueherons.org.

AFTERSCHOOL PROGRAMS

During the year, you will also receive information about our self-sustaining After-School Program.

2023-2024 BIRTHDAY CELEBRATIONS

*****(DATES SUBJECT TO CHANGE)*****

<i>Month</i>	<i>Day/Date</i>	<i>Grade</i>	<i>Time</i>
<i>September</i>	Friday 9/22	1-5	1:30
<i>October</i>	Friday 10/20	1-5	1:30
<i>November</i>	Friday 11/17	1-5	1:30
<i>December</i>	Friday 12/15	1-5	1:30
<i>January</i>	Friday 1/26	1-5	1:30
<i>February</i>	Friday 2/9	1-5	1:30
<i>March</i>	Friday 3/22	1-5	1:30
<i>April</i>	Friday 4/5	1-5	1:30

<i>May</i>	Friday 5/24	1-5	1:30
<i>June Summer birthdays July & August</i>	Friday 6/14	1-5	1:30
	Friday 6/21		

REPORT CARD DISTRIBUTION

Report cards are distributed in November, March and June to students in Grades 1-5. Kindergarten students receive Progress Reports in November and Report Cards in March and June. Final Report Cards, issued in June, include information about promotion and future classes.

Our teachers are always available to discuss your child's instructional program and learning goals.

MP	MP ENDS	COMPLETE GRADES	DISTRIBUTION
1	November 30	December 7	December 8
2	February 9	February 15	February 26
3	June 7	June 14	June 26

PTC/PARENT CONFERENCES

Meetings are held at the beginning of the school year for each grade level. These conferences are an opportunity for parents to meet their child's teacher. The year's curriculum and the children's responsibilities will be outlined. Look for notices for these meetings. Please keep a look out for notices.

PARENT TEACHER CONFERENCES/Parent Engagement Nights

Conferences are held twice a year to provide an opportunity to discuss student progress, behavior and reasons for success. Parent Engagement Nights 2 times a year.

NY SCHOOL ACCOUNT

www.mystudent.nyc

By creating an **NYC Schools** account (<http://schools.nyc.gov/myaccount>) families will have access to transparent, easy to read, and up-to-date key information about their child's school records in one of ten DOE languages.

[Set up guide link](#)

NURSE CONTACT INFORMATION

(718) 227-5399

MEDICATION

Your child may be entitled to special accommodations in school under Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and various state and city laws. These laws protect the rights of students with special health needs who might have difficulty attending school or participating in regular school activities without support services or reasonable accommodations being provided. For example, students with asthma, seizure disorders, etc. should contact the school nurse.

Students are not permitted to self-medicate. Teachers are not permitted to administer any medication. If a situation exists or arises where students must take medication during school hours, please notify our school nurse. Appropriate arrangements will be made to ensure your child's safety and continued good health while at school.

ALLERGIES

There are students in our school and perhaps in your child's class that have severe allergies to peanuts, tree nuts (cashews, pecans, walnuts, pistachios) and sesame seeds. We are distributing this letter to you to help you understand this situation and to help foster a safe and worry-free year for these students and their parents.

These allergies can be life-threatening and the students need to have Epi-Pens available all times. We need your help in maintaining a nut-free environment in the classroom and ask that any classroom snacks or treats that you send be nut-free. The allergy can be triggered not only by directly eating or coming into contact with the above, but also by exposure to foods that contain any peanut/nut traces, oils, or food that is processed in a plant with peanuts, nuts, or sesame seeds. For this reason, most pre-made cookies, prepared cookie dough, and cookie mixes are **off limits**. Also, many bakeries use nut products, flavorings, or oils in their facilities or products. When you are sending in any type of classroom treats, please notify the teacher in advance so that arrangements can be made to ensure that allergic students have a safe snack or treat.

We want you and your child to understand that even ingesting or exposure to very small amounts of the above allergens can trigger the students' allergies. Teachers who have students with allergies will talk about this in class to discuss ways we can all help keep the classroom safe, such as always washing hands after lunch or snacks, not bringing snacks with these allergens, etc.

The school realizes that helping us to maintain a nut-free classroom takes a certain amount of effort and diligence on your part. We thank you in advance for your cooperation in helping us maintain a safe, healthy environment for all of our students.

HEAD LICE

According to the Chancellor's Regulations, there is a "no head lice" policy for all NYC public schools, but no longer a "no nit" policy. Students found to have live head lice will be excluded from school and not permitted to return to school until they are lice-free.

HEALTH SERVICES

Parents should make the school aware of any medical problems a child may have- especially when planning school trips.

The school nurse will notify parents/guardians when students have fevers, injuries or medical emergencies. Minor issues will be addressed; however, parents will be notified. School personnel may not administer medicine to any student unless the school has the appropriate form (#504) completed by the pediatrician. 504 documentation is valid only for one school year.

The Nurse's Office must be notified of any injuries prior to your child's return to school.

IEP AND SERVICES RELATED ISSUES

School Psychologist (718) 984-1021

Please contact the School Assessment Team with questions regarding IEPs and other services your child may receive.

DANCE PROGRAM

For several years our fifth grade students have participated in the *Dancing Classrooms* program. Dancing is a wonderful skill for children to learn at a young age. It teaches them how to develop respect, collaboration, manners, self-esteem, how to trust themselves and of course, how to dance.

As seen in the films *Mad Hot Ballroom* and *Take the Lead*, the *Dancing Classrooms* program was started in one school by Pierre Dulaine, a world champion ballroom dancer. Inspired by his own achievements and the impact dancing had on him as a child, Pierre felt that the most important work he could do was to teach ballroom dance to NYC Public School children. The program is now in 200+ schools reaching over 28,000 children in 4th, 5th, 8th, 11th and 12th grades in Queens, Brooklyn, The Bronx, Staten Island and Manhattan.

The mission of the program is to build social awareness, confidence and self-esteem through the practice of social dance. Your child will be taught traditional ballroom dances in a learning environment, which fosters respect, teamwork, confidence, and politeness. They will emerge as “ladies and gentlemen” with a renewed sense of accomplishment and elegance.

The ballroom dance classes are part of the school day and are provided as a way to enrich the academic learning experience. Classes are conducted with individual classroom groups, twice a week for ten weeks. *Dancing Classrooms* teaching artist, Ms. Silvia, along with Ms. Damato, our dance teacher, will lead the classes. The journey of ballroom dance will take students through the history and cultures of the Merengue, Foxtrot, Rumba, Tango, Swing, and Waltz.

We believe all students can learn and we expect all children to participate. At the end of the twenty lessons, you will be invited to a ballroom dance presentation. You will watch the students perform the dances and hear them speak about their ballroom dance journey. We invite you to engage your children’s learning by dancing with them at home. Periodically throughout the residency, *Dancing Classrooms* may take photos of our program for their organizational, fundraising and/or marketing purposes. We look forward to another successful year, step by step!

LOST AND FOUND

Our students are so busy during the day, that sometimes they forget their hats, scarves and even books or lunch bags. We understand how important these items are to families, and so we have placed a “Lost and Found” bin/Rack in Main Lobby. When students report missing items, please encourage them to ask for assistance in checking the Lost and Found bins/racks.

TRIPS

Trips are part of instruction and an extension of the grade's curriculum. Prior to any school-planned field trip, a note is sent home describing the trip and explaining the activities and fees involved. The note includes a permission slip, which must be signed by the parent/guardian and returned to the teacher in a timely fashion. As per Chancellor's Regulations, each student must have the signed permission slip on file before he/she can leave the building.

Please be advised that only the parents/guardians selected by the teacher may accompany the class on a school trip. Siblings may not accompany Adult chaperones.

School Nurse: Students requiring nursing services on trips must have documentation and paperwork on file with our school nurses. In the event that a school nurse is unavailable, a parent/guardian may be asked to accompany the student.

Library

20.1 Mission Statement

The mission of the P. S. 3 Library Media Center is to provide a multi-purpose space with accessible resources that support the intellectual, social and personal development of students. We believe the P.S. 3 Library Media Center can inspire children to become information literate citizens and life-long readers and learners.

20.2 Library Procedures / Circulation Policy

Check Out

- 1st Grade students may check out one book each week.
- 2nd to 5th grade may check out up to two books each week

Check In

- Books must be returned after one week. No other books may be borrowed if student has any late books.
- As you enter the library, place books you wish to return in the book drop (marked "Check In") at the circulation desk.

Overdue Materials

- Students who have overdue materials may not check out other materials until overdue materials are returned. There are no exceptions to this policy.
- Overdue notices are sent out on a routine basis, approximately every month. At that time, students will receive a written overdue notice from the library.

Lost/Damaged Books

- Students are responsible for paying the average replacement cost of each book lost or significantly damaged. Fines will be assessed.
- If the replacement fee for lost or damaged books is not paid by the end of the school year, students will not be allowed to borrow materials for one year following the lost item's due date.
- Students will not be allowed to check out other books until the fine is paid.

Exceptions

- The librarian/principal reserves the right to make accommodations to the policy depending on individual circumstances.

20.3 Borrowing Policy

- Kindergarten in the Main bldg. & 1st Grade – 1 book per week
- 2nd to 5th grade – 2 books per week
- Books may be renewed if there is no waiting list.
- There are no fines for overdue books, but there is no borrowing of other books until overdue materials are returned.
- Students will receive a written overdue notice from the library approximately at the end of each month.
- Books that are lost or damaged must be paid for. Fines will be assessed. If the replacement fee for lost or damaged books is not paid by the end of the school year, students will not be allowed to borrow materials for one year following the lost item's due date.
- Please encourage your children to take responsibility for their library books.
- Help them remember their library day to return books.
- Set aside a place at home for school library books to avoid loss or damage.
- Use a Ziploc bag to protect books in backpacks.
- Encourage your children to come to me with any questions regarding their books.
- Please have your child bring a plastic folder (any color) to school for library.

School Snacks

As part of a collaborative effort to foster healthy eating and snacking habits while offering a variety of interesting snack products, we have partnered with a DOE-approved vendor, *School Snack Shop*. The following approved products are offered at \$1.00 per item Monday through Friday after the students have finished eating their lunch. Snacks will also be available for sale Monday through Friday for students who participate in the *Latchkey Program*.

- ☐ Cereal Bar
- ☐ Linden's Chocolate Chip Minis
- ☐ Doritos Spicy Sweet Chili Tortilla Chips
- ☐ Snyder's Olde Tyme Pretzels
- ☐ Doritos Cool Ranch Reduced Fat Tortilla Chips
- ☐ Baked! Lays Potato Chips
- ☐ Baked! Lays Barbeque Chips
- ☐ Baked! Lays Sour Cream & Onion Chips
- ☐ Welsh's Real Fruit Snacks

Under the Department of Education School Food healthy eating guidelines, we will only sell products that do not contain artificial sweeteners and are no more than 200 calories per serving. Our products contain no more than 200 mg. of sodium and contain less than 10% of total calories from saturated fat. All of our grain-based products contain at least 2 grams of fiber per serving. The proceeds of the sale of healthy snacks will contribute toward our Reading Incentive program and Attendance Incentive program, *Every Student, Every Day*.

Thank you for your continued support and partnership. You make a difference at P.S. 3!

Public School 3

We fly We soar We achieve

Elmer Myers, Principal

Danielle McDonagh, Assistant Principal

Danka Amtzis, Assistant Principal

**PLEASE VIEW HANDBOOK AT WEBSITE
WWW.PS3BLUEHERONS.ORG**

Student/Parent Handbook Sign-Off Page

P.S. 3 STAFF VALUES OUR STUDENTS, THEIR THOUGHTS, THEIR FEELINGS, THEIR TROUBLES AND THEIR TRIUMPHS. WE PROMISE TO DO ALL THAT WE CAN TO PREPARE THEM FOR THEIR FUTURE. WE ASK THAT YOU DO YOUR PART IN FOLLOWING THE RULES AND REGULATIONS LISTED IN THIS HANDBOOK, SO WE MAY PROVIDE THE BEST OPPORTUNITY FOR A WONDERFUL ACADEMIC YEAR.

Please sign and return the copy of the parental sign off.

I have read and understood the PS 3 Handbook and will review the handbook with my child.

Parent/Guardian's Signature: _____

Student's Name: _____ Class: _____

Teacher's Name: _____ Date: _____



Public School 3
We fly We soar We achieve
Elmer Myers, Principal
Danielle McDonagh, Assistant Principal
Danka Amtzis, Assistant Principal

September 2024

Dear Parents/Guardians,



School Perimeter Walks: There are times during the school year when the teachers take the students for walks around the perimeter of the school such as nature walks, the March of Dimes mini-walk in October, etc. We need your permission for your child to participate in these walks.

Permission to be photographed: On many occasions during the school year students participate in activities that will be preserved in photographs, movies or videotapes, newspaper articles. We need your permission for your child to be photographed. Examples of such occasions are included below but not limited to:



- P.S. 3 Yearbook
- Class activities – trips, assemblies, student performances, etc.
- Awards – attendance, honor roll, etc.
- School newsletters, programs, publications
- Newspaper articles, online articles related to school activities.

Complete your preference below. Return to classroom teacher by **Monday, Sept. 11th**

* Please note that as per Office of Pupil Transportation, Pre-K students are not permitted on the yellow school bus for any reason.

Sincerely,
Elmer Myers
Principal

-----Tear-off-----

Perimeter Walk/Photograph Option 2023-2024

Return completed form to teacher by **Monday, September 11, 2023**

Child's Name _____ Class _____

Permission for School Perimeter Walks:

_____ Yes, I grant permission _____ No, I DO NOT grant permission

Permission to be photographed:

_____ Yes, I grant permission _____ No, I DO NOT grant permission

Parent/Guardian print name _____

Parent/Guardian Signature _____

Date ____/____/____

Public School 3

We fly We soar We achieve

Elmer Myers, Principal

Danielle McDonagh, Assistant Principal

Danka Amtzis, Assistant Principal

Bill of Student Rights and Responsibilities Contract and Discipline Code.

I know that I have a right to:

- be in a safe school, free from discrimination, harassment and bigotry;
- know what is correct behavior and what behaviors may result in disciplinary actions
- counseling by staff about my behavior and how it affects my education and welfare in school
- due process of law when I violate school regulations for which I may be suspended or removed from class.

I agree to:

- come to school on time with the assistance of my parents, prepared to work
- use courteous and polite language
- participation in class/community meetings to acknowledge a person's thoughtfulness, assistance or courtesy
- resolve conflicts peacefully and express my feelings in words;
- dress in a clean, neat and safe manner
- take care of my personal belongings and respect other people's belongings
- tell my parents what I learned in school each day
- complete my homework every day and show it to my parent(s)/guardian(s)
- follow the rules in the Discipline Code.

I have discussed this with my parents and I will follow this agreement.

(Please Print)

Student Name: _____ **Student Signature:** _____ **Date** ____/____/____

Parent/Guardian Section

I have reviewed a copy online of the **Discipline Code** and **Bill of Student Rights and Responsibilities** and understand the behavior that is required of my child. I understand that my participation in my child's education will help him/her be successful in school. I have read this agreement and I will carry out the following responsibilities to the best of my ability.

- Encourage my child to be a respectful and peaceful member of the school community.
- Discuss the Discipline Code and the Bill of Rights and Responsibilities with my child.
- Participate in parent conferences, class programs and other activities in which my child is involved.
- Assure that my child will arrive at school on time every day. School begins at 8:15 am.
- Provide a quiet place for my child to do his/her homework.
- Spend at least 15 minutes per day reading with my child.
- Listen to my child retelling of his/her school day experiences.
- Provide the school with current telephone numbers and emergency contact information.
- Alert the school if there are any significant changes in child's health or well-being that affects his/her ability to perform in school.

Parent/Guardian Name: _____ **(Please Print)** **Date:** _____

Parent/Guardian Signature: _____

Facts Every Family Should Know

1. All behavior is a form of communication.

Everybody communicates through behavior. An infant may cry when she is hungry or wet, just like an adult may yawn when he is bored at work. Adults and children are communicating something through their behavior during every moment in every day, even if they are not aware of it. A child's problematic or inappropriate behavior is a sign that he is upset and that something is not right.

2. There is always a reason for problem behavior.

Children sometimes have trouble communicating, because they may not know the words to describe how they are feeling or what to do in a difficult situation. At these times, children may act out their feelings or needs. Thus children engage in challenging behavior for a reason. The purpose may be getting someone's attention, stopping an activity they don't like, or gaining sensory pleasure — but there is always a reason behind the behavior.

3. There can be many reasons behind one specific behavior.

Children with challenging behavior are sending adults the message that something is not right or that their needs are not being met. There could be many reasons for a single behavior, such as being hungry, scared, hurt, tired, bored, wet, sad or angry. Some children have a hard time knowing how to tell adults they are angry, so they act out in ways that get them into trouble. Other children may engage in behavior that seems destructive, because they enjoy the physical sensation, for example punching things or pulling threads from clothing. Sometimes children feel unsafe or out of control, so they take inappropriate action over the things they do control, like

being able to kick or hurt someone. A child who has tried several times to communicate to adults about what he needs, but whose needs remain unmet, will often use problem behavior as a way of sending a very loud message.

4. **Adults can learn to understand and interpret children's challenging behavior.**

Since children often use their behavior to tell us what they need, adults can help the child by figuring out the meaning behind the child's behavior. All children, but especially those who display challenging behavior, need the consistency of a reliable and loving adult who will provide support and guidance, especially during difficult times. Just as it is important to find meaning in children's behavior, it is equally important for adults to be aware of the meaning in their own behavior. Children learn a lot through the messages that adults send everyday.*

5. **Children's challenging behavior can be reduced with support, not punishment.**

Once adults understand what children are communicating through their behavior, they can respond better. When children feel respected and have their needs met, there is no longer a reason to use challenging behavior to communicate. Yelling at or punishing a child for a behavior may stop the behavior for the moment, but it does not give the child support or provide alternate ways to act in difficult situations. When adults use punishment, they are sending the message that anger is a good way to solve problems. When adults help children find positive ways to communicate their needs to others, children learn important social and problem-solving skills that will help them throughout their life.**

* For more information on sending positive messages through behavior, read the PBS Parents article on [Everyday Ways to Teach Children About Respect](#).

**For more ideas on teaching children to deal with difficult emotions, read Mister Rogers' article on [Mad Feelin](#)

Nine Ways to Reduce Challenging Behavior

After you have identified what triggers challenging behavior in your child, you can use that information to respond more positively to your child's needs. Here are some tips for how to get started:

1. **Change the setting.**

Change the room, activity, or people involved, so your child feels supported. For example, if your child becomes over-stimulated when playing games with her friends, you might recommend she limit the number of activities going on at one time ("Why don't you turn off the TV while you're playing your game?") or try a different activity (such as painting or playing outside).

2. **Respond calmly.**

Respond to the situation calmly and without your own anger — adults may need quiet time too. If your child's behavior has made you angry, take a few minutes to calm down before deciding how to respond.

3. **Teach alternate behaviors.**

Teach your child alternate and more socially appropriate ways of expressing what he wants or needs. For example, if your child fights over sharing toys with friends or siblings, teach him how to ask to borrow ("Can I play with your puzzle for a little while?") and trade ("If I loan you my book, can I play with your puzzle?")

4. **Offer choices.**

Offer choices and opportunities for your child to have more control over her environment. For example, if your child is a fussy eater, ask her what she'd like to eat, provide her with one or two options ("Would you like a peanut-butter or tuna-fish sandwich?"), or make her part of the planning ("Why don't you help me cook dinner/pick out groceries?").

5. **Notice the positive.**

Notice positive behavior when it occurs and provide genuine praise. For example, "That was very

nice of you to let your brother play with your toy." Noticing your child when she is using positive behavior lets her know that you respect her.

6. **Be consistent.**

Make sure there are consistent and predictable routines. "We wash our face, brush our teeth, and put on our pajamas every night before we go to bed." Make sure that you are consistent in what you ask and that you follow through on what you say. If you say "you can watch TV after you finish cleaning up" make sure there is enough time for this to happen.

7. **Avoid surprises.**

When there is a change in a routine or schedule, prepare your child ahead of time so he knows what to expect. For example, "Mommy and Daddy are going out tonight, so we won't be able to read you your bedtime story. But why don't we pick out a book together for us to read before we go out?"

8. **Have fun.**

Make sure there is joy and fun in your child's life every day. Many parents find it helpful to play with their children before they have to do housework or errands. Think of what brings a smile to your child's face and make time each day to smile together.

9. **Practice yoga.**

Yoga has many wonderful benefits for kids (and adults!). Some of these include feeling more relaxed, focused and energized. For more information or how to get started, read [Let's Practice Yoga](#)

PS 3 Standard Promotional Criteria

All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the NYS Learning Standards for Literacy and Mathematics, will be reviewed periodically to ensure that students are moving toward attainment of literacy and math skills and that appropriate support and intervention strategies are in place for those students whose progress is of concern.

Attendance

Students will be encouraged to develop good habits of attendance, beginning with their first school experience. Therefore, the attainment of at least 90% is the goal that parents should be informed of.

Grades K-2

In the event that promotion may be considered not to be in a child's best interest, parents will be notified and actively involved in reaching a decision of whether to promote or retain their child. Promotion decisions for students in grades K-2, including students with disabilities and English language learners, will be made by the principal in consultation with the child's teacher and parent. If a parent disagrees with the promotion decision, the

parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make a final determination.

For students in grades K-5, the following measures will be evaluated to determine the amount of progress that a student is making toward meeting the NYS Learning Standard in both Literacy and Mathematics.

Grades 3-5

Promotion to the next grade will be based on the integrated use of multiple measures, including State test scores, course grades, on demand student writing, projects, assignments, Running Records, and other performance-based student work. State test scores will not be the primary or major factor in promotion decisions. On the next page you will see the measurements that PS 3 will utilize to evaluate performance.

If the promotion standard is not met, the principal shall recommend that the student attend summer school. Summer School is an additional opportunity for students to make progress toward meeting a standard. This decision and the results of the student's work should be shared with parents. All student work during the summer will be reviewed to determine if the student has made satisfactory progress toward the promotional standard. A final decision at the conclusion of summer school will be made by the principal to promote or retain. If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal's decision and make a final determination.

GRADING POLICY

KINDERGARTEN

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes 25%</u>	· <u>Quizzes 25%</u>	
· <u>Classwork 15%</u>	· <u>Classwork 15%</u>	
· <u>At home work 10%</u>	· <u>At home work 10%</u>	

GRADE 1

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes 25%</u>	· <u>Quizzes 25%</u>	
· <u>Classwork 15%</u>	· <u>Classwork 15%</u>	
· <u>Homework 10%</u>	· <u>Homework 10%</u>	

GRADE 2

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes 25%</u>	· <u>Quizzes 25%</u>	
· <u>Classwork 15%</u>	· <u>Classwork 15%</u>	
· <u>Homework 10%</u>	· <u>Homework 10%</u>	

GRADE 3

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes/Projects/Labs 20%</u>	· <u>Quizzes/Projects/Labs 20%</u>	
· <u>Classwork 20%</u>	· <u>Classwork 20%</u>	
· <u>Homework 10%</u>	· <u>Homework 10%</u>	

GRADE 4

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes/Projects/Labs 20%</u>	· <u>Quizzes/Projects/Labs 20%</u>	
· <u>Classwork 20%</u>	· <u>Classwork 20%</u>	
· <u>Homework 10%</u>	· <u>Homework 10%</u>	

GRADE 5

<u>ELA</u>	<u>MATH</u>	<u>SOCIAL STUDIES/SCIENCE</u>
· <u>Assessments 50%</u>	· <u>Assessments 50%</u>	· <u>Pass/Fail</u>
· <u>Quizzes/Projects/Labs 20%</u>	· <u>Quizzes/Projects/Labs 20%</u>	
· <u>Classwork 20%</u>	· <u>Classwork 20%</u>	
· <u>Homework 10%</u>	· <u>Homework 10%</u>	

PS 3 Promotional Measurements

Measure	Grade Level(s)	Standard	Administration
Course Grades	K-5	65% or greater	End of Year
On-Demand Writing	K-5	65% or greater	Throughout Year
TCWRP Running Records	K 1 2 3 4 5	5+ Levels or D 5+ Levels or I 4+ Levels or M 3+ Levels or P 3+ Levels or S 3+ Levels or V	June Assessment
NYSED Assessments	3-5	Level 2 or Higher	March/April

NYSED Simulated Exams	3-5	Level 2 or Higher	January/February
NYC DOE Promotional Portfolios	3-5	Level 2 or Higher	June Administration
Math Exemplars	3-5	Level 2 or Higher	Each Chapter

Promotion in Doubt

Each year, between mid-January and mid-February, the school will evaluate how each student is progressing toward meeting the Math and ELA standards for their grade. Below are the criteria that teachers will utilize to determine how a student is progressing. When it is determined that a student is not making adequate progress toward meeting a standard, the student will be considered “Promotion in Doubt”.

Students that are determined to be “Promotion in Doubt” will have that information entered into the DOE ATS system, which will automatically generate a Promotion in Doubt letter to be sent to the parents. In addition, the homeroom teacher should reach out directly to the parent to continue conversations that have been occurring regarding any lack of progress for the student.

Promotion in Doubt Criteria

Measure	Grade Level(s)	Standard	January Check
Course Grades	K-5	<75% in ELA or Math	Mid-January
On-Demand Writing	K-5	<75%	Fall Writing Pieces
TCWRP Running Records	K 1 2 3 4 5	No movement or EE No movement or < E No movement or < I No movement or < M No movement or < P No movement or < R	January Assessment
NYSED Simulated Exams	3-5	Level 1 equivalency	January/February
Math Exemplars	3-5		
Attendance	K-5	<90%	January

Kindergarten Standards

Kindergarten Math Standards

K.C.C	Counting & Cardinality- Know number names and the count sequence. Count to tell the number of objects. Compare numbers.
K.OA	Operations & Algebraic Thinking- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.
K.NBT	Number & Operations in Base Ten- Work with numbers 11-19 to gain foundations for place value.
K.MD	Measurement & Data- Describe and compare measurable attributes. Classify objects and count the number of objects in each category.
K.G	Geometry- Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.

Kindergarten ELA Standards

Reading Standards for Literature & Informational Texts (RL.K & RI.K)

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, identify characters, settings, and major events in a story. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Ask and answer questions about unknown words in a text. With prompting and support, ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems). Identify the front cover, back cover, and title page of a book.
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills (RF.K)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are

represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

4. Read emergent-reader texts with purpose and understanding.

Writing Standards (W.K)

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production & Distribution of Writing

5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language Standards (L.K)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives)

- (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

3. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
4. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
5. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Grade 1 Standards

Grade 1 Math Standards

- | | |
|-------|--|
| 1.OA | Operations & Algebraic Thinking- Represent and solve problems involving addition and subtraction. Understand and apply the properties of operations and the relationship between addition and subtraction. Add and subtract within 20. Work with addition and subtraction equations. |
| 1.NBT | Numbers & Operations in Base Ten- Extend the counting sequence. Understand place value. Use place value understanding and properties of operations to add and subtract. |
| 1.MD | Measurement & Data- Measure lengths indirectly and by iterating length units. Tell and write time and money. Represent and interpret data. |
| 1.G | Geometry- Reason with shapes and their attributes. |

Grade 1 ELA

Reading Standards for Literature & Informational Texts (RL.1 and RI.1)

Key Ideas and Details

1. Ask and answer questions about key details in a text.
2. Retell stories, including key details, and demonstrate an understanding of their central message or lesson. Identify the main topic and retell key details of a text.
3. Describe characters, settings, and major events in a story, using key details. Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
6. Identify who is telling the story at various points in a text. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

7. Use illustrations and details in a story to describe its characters, setting, or events. Use the illustrations and details in a text to describe its key ideas.
8. Identify the reasons an author gives to support points in a text.
9. Compare and contrast the adventures and experiences of characters in stories. Identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. With prompting and support, read informational texts appropriately complex for grade 1.
11. Make connections between self, text, and the world around them (text, media, social interaction).

Reading Foundational Skills (RF.1)

Print Concepts

1. Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produced single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.1)

Text Types & Purposes

1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production & Distribution of Writing

5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
11. Create and present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Language Standards (L.1)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., and, but, or, so, because). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., during, beyond, toward). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition & Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Use frequently occurring affixes as a clue to the meaning of a word. c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).
5. With guidance and support from adults, demonstrate an understanding of word relationships and nuances in word meanings. a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. b. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes). c. Identify real-life connections between words and their use (e.g., note places at home that are cozy). d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Grade 2 Standards

Grade 2 Math

- 2.OA Operations & Algebraic Thinking -Represent and solve problems involving addition and subtraction. Add and subtract within 20. Work with equal groups of objects to gain foundations for multiplication.
- 2.NBT Number and Operations in Base Ten -Understand place value. Use place value understanding and properties of operations to add and subtract.
- 2.MD Measurement & Data- Measure and estimate lengths in standard units. Relate addition and subtraction to length. Work with time and money. Represent and interpret data
- 2.G Geometry- Reason with shapes and their attributes.

Grade 2 ELA

Reading Standards for Literature & Informational Texts (RL.2 & RI.2)

Key Ideas and Details

1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3. Describe how characters in a story respond to major events and challenges. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas

7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8. Describe how reasons support specific points the author makes in a text.
9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
11. Make connections between self, text, and the world around them (text, media, social interaction).

Foundational Skills (RF.2)

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.

Fluency

4. Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards (W.2)

Text Types and Purposes

1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.
2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section
3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

8. Recall information from experiences or gather information from provided sources to answer a question.

11. Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class, with support as needed.

Language Standards (L.2)

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., group). b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). c. Use reflexive pronouns (e.g., myself, ourselves). d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). e. Use glossaries and beginning

dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

5. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Grade 3 Standards

Grade 3 Math

- | | |
|-----------|---|
| 3.OA.1-4 | Represent and solve problems involving multiplication and division. |
| 3.OA.5-6 | Understand properties of multiplication and the relationship between multiplication and division. |
| 3.OA.7 | Multiply and divide within 100. |
| 3.OA.8-9 | Solve problems involving the four operations, and identify and explain patterns in arithmetic. |
| 3.NBT.1-3 | Use place value understanding and properties of operations to perform multi-digit arithmetic. |
| 3.NF.1-3 | Develop understanding of fractions as numbers. |
| 3.MD.1-2 | Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. |
| 3.MD.3-4 | Represent and interpret data. |
| 3.MD.5-7 | Geometric measurement: understand concepts of area and relate area to multiplication and to addition. |
| 3.MD. 8 | Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures. |
| 3.G. 1-2 | Reason with shapes and their attributes. |

Grade 3 ELA

Key Ideas and Details

- | | |
|--------------|--|
| 3RL.1 & RI.1 | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| 3RL.2 & RI.2 | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Determine the main idea of a text; recount the key details and explain how they support the main idea |
| 3RL.3 & RI.3 | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Describe the relationship |

between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

- 3RL.4 & RI.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area
- 3RL.5 & RI.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3RL.6 & RI.6 Distinguish their own point of view from that of the narrator or those of the characters. Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

- 3RL.7 & RI.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- 3RI.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- 3RL.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

- 3RL.10 & RI.10 By the end of the year read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Responding to Literature

- 3RL.11 Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations.

Text Types and Purposes

- 3W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 3W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 3W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- 3W.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- 3W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 3W.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

- 3W.7 Conduct short research projects that build knowledge about a topic.
- 3W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories

Range of Writing

- 3W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Responding to Literature

- 3W.11 Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class

Conventions of standard English

- 3L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 3L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 3L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- 3L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- 3L.5 Demonstrate understanding of word relationships and nuances in word meanings.
- 3L.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Phonics and Word Recognition

- 3RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Fluency

- 3RF.4 Read with sufficient accuracy and fluency to support comprehension.

Grade 4 Standards

Grade 4 Mathematics

In Grade 4, instructional time should focus on three critical areas: (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

The 4th Grade Math Team uses the 4th Grade Common Core Learning Standards in Mathematics, focusing on the major work of the grade. While all standards will be taught, for 4th Grade students there are 8 (out of 12) strands for the entire year that all students must show growth.

4.OA.A - Use the four operations with whole numbers to solve problems

4.OA.B - Gain familiarity with factors and multiples

4.OA.C - Generate and analyze patterns

4.NBT.A - Generalize place value understanding for multi-digit whole numbers

4.NBT.B - Use place value understanding and properties of operations to perform multi-digit arithmetic.

4.NF.A - Extend understanding of fraction equivalence and ordering

4.NF.B - Build fractions from unit fractions

4.NF.C - Understand decimal notation for fractions, and compare decimal fractions

4.MD.A - Solve problems involving measurement and conversion of measurements

4.MD.B - Represent and interpret data

4.MD.C - Geometric measurement: understand concepts of angle and measure angles

4.G.A - Draw and identify lines and angles, and classify shapes by properties of their lines and angles

Grade 4 ELA

In grade 4, instructional time is focused on implementing a balanced literacy approach to learning. Students are engaged daily and weekly in word study, guided reading, independent reading, writing through the use of School wide materials, guided reading and independent reading books as well as additional materials utilized by the teacher.

Reading

Key Ideas and Details

4RL& RI 1-3 Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine theme and main idea from details in text, summarize text. Describe character, setting or event in depth, using specific details from text. Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specifics in text.

Craft and Structure

4RL&RI 4-6 Determine the meaning of words and phrases (and general academic and domain specific words) as they are used in a text, including those that allude to significant characters found in mythology. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text. Describe the overall structure (eg. Chronology, comparison, cause/effect, problem/solution) of events, ideas, and concepts in a text. Compare and contrast the point of view (and firsthand and secondhand account) from which different stories are narrated, including the difference between first and third person narrations.

Integration of Knowledge and Ideas

4RL&RI 7-19 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. Explain how an author uses reasons and evidence to support particular points in a text. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature

from different cultures. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Writing

Text Types and Purposes

- 4W 1-3 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- 4W 4-6 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as interact and collaborate with others; demonstrates sufficient command of keyboarding skills to type a minimum of one page in a single setting.

Research and Build and Present Knowledge

- 4W 7-9 Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 4W 10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Responding to Literature

- 4W 11 Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

Conventions of Standard English

- 4L.1-2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language and Vocabulary Acquisition

- 4L.3-6 Use knowledge of language and its conventions when writing, speaking, reading, or listening. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined,

stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Phonics, Word Recognition and Fluency

- 4RF.3-4 Know and apply grade-level phonics and word analysis skills in decoding words.
Read with sufficient accuracy and fluency to support comprehension.

Grade 5 Standards

Grade 5 Math

- 5.OA.1-2 Write and interpret numerical expressions.
5. OA.3 Analyze patterns and relationships.
5.NBT 1-4 Understand the place value system.
5. NBT.5-7 Perform operations with multi-digit whole numbers and with decimals to hundredths.
5.NF.1-2 Use equivalent fractions as a strategy to add and subtract fractions.
5.NF.3-7 Apply and extend previous understandings of multiplications and division to multiply and divide fractions.
5. MD. 1 Convert like measurement units within a given measurement system.
5. MD. 2 Represent and interpret data
5. MD. 3-5 Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
5.G.1-2 Graph points on the coordinate plane to solve real-world and mathematical problems
5.G.3-4 Classify two-dimensional figures into categories based on their properties.

Grade 5 ELA

Key Ideas and Details

- 5RL.1 & 5RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
5RL.2 & 5RI.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
5RL.3 & 5RI.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

- 5RL.4 & 5RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area.
- 5RL.5 & 5RI.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- 5RL.6 & 5RI.6 Describe how a narrator's or speaker's point of view influences how events are described. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

- 5RL.7 & 5RI.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- 5RI.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
- 5RL.9 & 5RI.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

- 5RL.10 & 5RI.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Responding to Literature

- 5RL.11 Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.

Text Types and Purposes

- 5W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
- 5W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- 5W.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Production and Distribution of Writing

- 5W.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- 5W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
- 5W.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

- 5W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- 5W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- 5W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

- 5W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.

Responding to Literature

- 5W.11 Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class.

Conventions of Standard English

- 5L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 5L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

- 5L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use

- 5L.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- 5L.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- 5L.6 Acquire and use accurately grade-appropriate, general academic, and domain-specific words and phrases, including those that signal spatial, addition, and other logical temporal relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

Conventions of standard English

- 5RF.1 Know and apply grade-level phonics and word analysis skills in decoding words.
5RF.2 Read with sufficient accuracy and fluency to support comprehension