



Elijah G. Stroud
P.S. 316
IB World School



FAMILY HANDBOOK

2025-2026

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PRINCIPAL WEEKES' WELCOME

Dear PS 316 Family,

Thank you for entrusting us with your children each day. At PS 316, we know that a thriving school is built on a strong partnership between families, staff and students. Together, we work to ensure equity, access and opportunity for every child who walks through our doors.

As an International Baccalaureate (IB) World School, we remain committed to developing the whole child who is college and career ready. Through rigorous instruction, the arts, science, technology and a wide range of enrichment opportunities, we develop curiosity, creativity, and a love of learning. Our transdisciplinary units of study and project based learning empower students to think critically, solve real-world problems, and see themselves as global citizens.

At PS 316, we strive to create a safe, inclusive, and nurturing environment where students, families, and staff are valued, seen and heard. We believe in clear, open communication and welcome feedback as we work in partnership to make our school stronger every day.

PS 316 is a safe space where children take ownership of their learning, thrive academically, socially and emotionally. Together, we will continue to empower our students to excel, to lead, and to change the world!

Thank you for being an essential part of the PS 316 family.

With gratitude,

Principal, Karen Weekes

MISSION & VISION

Mission

Our mission is to ensure that children leave P.S. 316 with a set of moral and social-emotional values so that they can make the world a better place. We will do this by encouraging students to be inquisitive, knowledgeable, thoughtful, communicative, principled, open-minded, caring, risk-taking, balanced and reflective.

This is accomplished through concept and standards-based inquiry units of study that incorporate all subject areas through transdisciplinary units of study. Our students are taught in an environment that shows an appreciation and respect for cultures and diversity in our school, in our community, and in the world.

We strive to nurture a community of students and adult learners who are internationally minded and show this through their leadership and how they take action. Our students grow in an environment that promotes critical thinking, problem solving, and creativity through collaboration and teamwork. We value the partnerships that exist between the school, family, community, and throughout the world.

Vision

Our vision of P.S. 316 is to cultivate a diverse, equitable school community where students are agents of their own learning through rigorous instruction, social emotional learning and enriching opportunities that will allow them to become global citizens prepared for college and career readiness.

2025-2026 SCHOOL YEAR CALENDAR

NYC Public Schools (NYCPS)

School Year Calendar 2025-2026



This is the 2025–26 school year calendar for NYCPS schools from 3-K through grade 12. 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. **6-12 schools** are defined as programs that serve just grades 6–12 in a single school.

Date	Weekday	Event
September 4	Thursday	First day of school
September 17	Wednesday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
September 18	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
September 23–24	Tuesday–Wednesday	Rosh Hashanah, schools closed
September 25	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
October 2	Thursday	Yom Kippur, schools closed
October 13	Monday	Italian Heritage/Indigenous Peoples' Day, schools closed
October 20	Monday	Diwali, schools closed
November 4	Tuesday	Election Day; students do not attend school
November 6	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools; students in these schools dismissed three hours early
November 11	Tuesday	Veterans Day, schools closed
November 13	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75; students in these schools dismissed three hours early
November 20	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
November 21	Friday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early

December 24–January 2	Wednesday–Friday	Winter Recess, schools closed
January 19	Monday	Rev. Dr. Martin Luther King Jr. Day, schools closed
January 20–23	Tuesday–Friday	Regents Administration
January 26	Monday	Professional Development Day; students that attend high schools and schools that serve only grades 6–12 are not in attendance. All other students attend school.
January 27	Tuesday	Spring Semester begins
February 16–20	Monday–Friday	Midwinter Recess, schools closed
March 5	Thursday	Afternoon and Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers; students in these schools dismissed three hours early
March 12	Thursday	Afternoon and Evening Parent-Teacher Conferences for middle schools and D75 schools; students in these schools dismissed three hours early
March 18	Wednesday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
March 19	Thursday	Afternoon Parent-Teacher Conferences for high schools, K–12, and 6–12 schools; students in these schools dismissed three hours early
March 20	Friday	Eid al-Fitr, schools closed
April 2–10	Thursday–Friday	Spring Recess, schools closed
May 7	Thursday	Evening Parent-Teacher Conferences for elementary schools and Pre-K Centers
May 14	Thursday	Evening Parent-Teacher Conferences for middle schools and D75 schools
May 21	Thursday	Evening Parent-Teacher Conferences for high schools, K–12, and 6–12 schools
May 25	Monday	Memorial Day, schools closed
May 27	Wednesday	Eid al-Adha; schools closed
June 4	Thursday	Anniversary Day/Chancellor's Conference Day for staff development; students do not attend school
June 5	Friday	Clerical Day; no classes for students attending 3K, Pre-K, elementary schools, middle schools, K–12 schools, and standalone D75 programs.
June 17–26	Wednesday–Friday	Regents Administration (No exams will be held on June 19)
June 19	Friday	Juneteenth, schools closed
June 26	Friday	Last day of school for students

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

2025-2026 School Schedule

BELL SCHEDULE

Breakfast	7:30 a.m.	8:10 a.m.	
Line Up	8:10 a.m.	Grades Pre-K -1 Front Yard (Sterling Place)	Grades 2 & 3 Stroud Playground Grades 4-5 Classon Avenue
Social Emotional Learning/ Morning Meeting	8:10 a.m.	8:25 a.m.	Grades K-5
Period 1	8:30 a.m.	9:20 a.m.	
Period 2	9:20 a.m.	10:10 a.m.	
Period 3	10:10 a.m.	11:00 a.m.	
Period 4	11:00 a.m.	11:50 a.m.	Lunch/Recess Grades K & 1
Period 5	11:50 a.m.	12:40 p.m.	Lunch/Recess Grades 2 & 3
Period 6	12:40 p.m.	1:30 p.m.	Lunch & Recess Grades 4 & 5
Period 7	1:30 p.m.	2:20 p.m.	
DISMISSAL – Pre-Kindergarten		2:15 p.m.	Front Yard on Sterling Place
DISMISSAL – Kindergarten		2:20 p.m.	Front Yard on Sterling Place
DISMISSAL – Grades 1-5		2:25 p.m.	Grades 2&3 Stroud Playground court yard Grades 4 &5 Classon Avenue

MONDAY - FRIDAY - ALL GRADES

Arrival and Dismissal Policy

Arrival

- The school officially opens to students at 7:30 a.m. each day, in order for students to participate in the free breakfast program. Breakfast is served in the cafeteria from 7:30am to 8:10am. After 8:15am the children will be given a bagged breakfast to eat in class.
- Morning lineup for Pre-K students, will be in front of the Pre-K classrooms entry/egress doors in the small schoolyard (located at the main entrance on Sterling Place near the jungle gym). Doors will be opened at 8:10am for arrivals (the first week of school, doors will be opened at 8:00am).
- Morning lineup for K- 1st Grade will take place in the small schoolyard (located at the main entrance on Sterling Place) beginning Thursday, September 4. Classroom teachers and assigned educational assistants will escort students from lineup to their classroom each day. **Please note that during cold or inclement weather, line up will occur in the gymnasium.** Our 1st Graders will transition to the gymnasium for lineup beginning Monday, September 22. Our Kindergarteners will transition to the gymnasium for lineup beginning Tuesday, October 14th.
- Due to the large number of younger students, Kindergarten and 1st Grade parents are requested to have their children enter the main entrance doors (please ensure that your children enter the building) if they arrive after 8:11am and classes have gone inside. Once in the building, staff will escort students to their classrooms. We cannot have parents enter the building during arrivals or waiting in the lobby since it is not safe.
- Morning line up for Grades 2-5 will be on Stroud Playground from September 4-12th. Beginning September 15th students will enter the building and proceed directly to their classroom. Once in the building staff will accompany students to their classrooms where needed. (Doors will be closed at 8:20 am). After that time students will enter through the main entrance on Sterling Place. Grab and Go breakfast will be available upon arrival.
- Students who are bussed to school will be dropped off at the Sterling Place entrance, and then escorted into the building by assigned school aides.
- Parents/guardians/caregivers **may not** escort any student to the classroom at any time. The exception to this policy is during the transitional school period (typically the first 2 weeks of school), when parents of Kindergarten and Pre-K students may escort their child(ren) to their classes after speaking to School Support Staff (Guidance Counselor, Social Worker, Psychologist) or Administration.

Dismissal

- Pre-K students are dismissed at 2:15pm and will exit from their exterior classroom doors in the front yard on Sterling Place, adjacent to jungle gym.
- Grades K-1 will exit through the main entrance (Sterling Place) and line up in the front yard.
- Grades 2-3 will exit through the doors at Stroud Playground.
- Grades 4-5 will exit through the doors on Classon Ave.
- Students who are bussed from school will be picked up from their classrooms at 2:15pm and escorted to the auditorium, where they will remain until they are summoned by an assigned school aide once their bus has arrived. They will then be escorted to the bus by a school aide.
- **PLEASE NOTE:** PARENTS OF STUDENTS IN GRADES PRE-K-5 MUST SUBMIT THE NAMES AND INFORMATION FOR ANY INDIVIDUALS BESIDES PARENT/GUARDIANS, WHO ARE REGULARLY AUTHORIZED TO PICK OF THEIR CHILD(REN) ON THE EMERGENCY CARD (BLUE CARD). *To ensure the safety of all of our students, we can ONLY release children to those adults listed on the Emergency Card / Blue Card.*
- Students attending after school programs (CCM, Teams, Trailblazers) will be picked up from their classrooms and remain in the school building. Students in Friends of Crown Heights will be picked up from the classroom and line up in the gymnasium for pick up by FOCH staff.
- In order to create a culture of responsibility for our students, after dismissal, children are not permitted back into the building and upstairs unaccompanied. This is for safety and security purposes. If a child forgets an item of extreme importance (house keys, glasses, a coat, lunchbox, a musical instrument), a staff member will accompany the child back into the building. If the child forgets an item that is not of extreme importance, they will not be permitted back into any classroom. Families can enter the building with their child if they need to use the bathroom.
- **PLEASE NOTE:** PARENTS OF STUDENTS IN GRADES 3-5 MUST SUBMIT A SIGNED WRITTEN PERMISSION TO THE CHILD(REN) TEACHER IN ORDER FOR THEM TO BE DISMISSED WITHOUT BEING PICKED UP BY ANY INDIVIDUAL. PLEASE INCLUDE THE DATE, KEY INFORMATION, PHONE NUMBER, AND EMAIL.
- **YOU ARE STRONGLY URGED TO ARRANGE FOR A TIMELY PICKUP OF YOUR CHILD AT DISMISSAL. DUE TO AFTERSCHOOL PROGRAMS AND ACTIVITIES, THERE ARE A VERY LIMITED NUMBER OF STAFF AVAILABLE TO CARE FOR STUDENTS WHO HAVE NOT BEEN PICKED UP. IN ADDITION, SUCH SITUATIONS CAN RESULT IN UNDUE ANXIETY AND CONFUSION FOR THE CHILD(REN) LEFT WHO ARE NOT PICKED UP ON TIME.**

- Any student in grade Pre-K, Kindergarten or first grade who has not been picked up by 2:30pm will be taken to the Lower Grade late pick up location (Small Cafeteria) and parents will be contacted beginning at 2:40pm. Students must be signed out on the sign out sheet upon pick up.
- Any student in grade 2-5 who has not been picked up by 2:30pm will be taken to the Upper Grade late pick up location (Gymnasium) and parents will be contacted beginning at 2:40pm. Students must be signed out on the sign out sheet upon pick up.
- Students who are not picked up by 3:00pm will be taken to the Main Office and parents/guardians/caregivers will be called. When the student is picked up, they must be signed out in the Main Office, including the time of pick-up.
- Because our team has many commitments (professional development, prior engagement, or their own families) please help us maintain the safety of all our children by picking up your child on time, and by communicating changes in arrangements by dojo-ing your child's teacher and calling the Main Office to keep us informed.

Attendance

In order for students to excel and achieve their personal best, they must attend school regularly and on time. Each minor from 5 to 17 years of age in New York City is required to attend school on a full-time basis. It is a NYS law, and attendance guidelines are clearly outlined in Chancellor's Regulation A-210. Did you know that a student with 90% attendance has missed one month of school by the end of the year? Students with less than 90% attendance are more likely to have lower test scores and not graduate from high school. 100% attendance is our goal for all students. Attending school every day will support your child's academic success. **If your child is absent 18 or more days, they are chronically absent for the year.** With regular attendance, students learn the skills and habits that lead to success beyond school.

All public schools are required by NY State regulations to maintain records that verify student attendance. Attendance is recorded daily. Late arrivals and early departures are also recorded daily. This applies to all students from grade K through grade five.

NEW ATTENDANCE INDICATOR

In the New York State ESSA Accountability System's Reimagine Phase, which will begin with the 2025-2026 school year (SY), the new Attendance indicator will replace the Rebuild Phase's Chronic Absenteeism indicator at the elementary/middle and high school levels.

<https://www.nysesd.gov/sites/default/files/final-attendance-fact-sheet.pdf>

Attendance Policy

A child who does not attend school must be marked absent, even if the absence is excused. When a student is absent, the school will make a positive call or outreach home to inquire why a student is absent. This will allow us to learn why students missed school and how we can help where needed. A staff member from the school will call on the phone number provided on the Blue card to make the outreach when a student is absent. Parents, guardians, caregivers must provide a reason for absences during the outreach. Please ensure that the school has up-to-date phone numbers and addresses so that we can contact you. It is our hope that all parent(s)/guardian(s)/caregiver(s) will ensure that their child demonstrates excellent attendance and punctuality. Please do not allow your child to miss school except in situations when it is absolutely necessary to do so.

What to Do If Your Child is Absent

Any day your child does not attend is considered an absence, regardless of the reason. An excused absence is still counted as an absence. If your child will be absent on a given day, please use the attendance form on the school website (<https://www.ps316brooklyn.org/report-an-absence>) and Dojo your child's teacher. You can also call the main office at 718-638-4043 ext. 1034 to let us know. Please submit an appropriate note in your child's communicator folder or submit an

appropriate note to Ms. Sheila Garrett in the main office to explain the absence. The school will keep track of attendance on a daily basis, and attendance issues will be addressed by staff immediately.

Excused Absences Illness/injury:

- When a student is unable to attend school due to illness or injury, a document or notification (Doctor's note) is required to document an absence as excused. A note from a doctor must be provided in the cases of extended (3 or more days) absence due to illness. Please submit all documentation to Sheila Garrett sgarrett@schools.nyc.gov or call 718-638-4043 x1036.
- If your child's return to school following an illness/injury requires an accommodation (e.g., cast, need for medication during school hours), families must call the Guidance Counselor, Mr. Abdelrahim Abdelhakeem at 718-638-4043 ext1061-to receive assistance with completing necessary paperwork or Medication Administration Forms. Any continuous absences due to illness or injury, including asthma-related absences, may be considered unexcused if families fail to seek a necessary accommodation plan.
- **Family emergency:** When a student is unable to attend school due to a death or an emergency, notification and documentation are required to excuse an absence due to death/ emergency. If a student requires support to return to school (transportation, counseling, supplies), the family must call the Parent Coordinator, Karen Jenkins at 718-638-4044 ext1241 to discuss their needs.
- **Religious Observance:** When a student is unable to attend school due to religious observance, the family's request in writing is required to indicate an excused absence. Please refer to Chancellor's Regulation A-630.
- **Pre-arranged appointments:** When a student is unable to attend school due to appointments with the court, social services, or other city agencies, notification and documentation by the family is required to indicate an excused absence. Please contact Parent Coordinator, Karen Jenkins at 718-638-4043 ext1241.
- Families are encouraged to schedule appointments, including school visits and doctor's visits, outside of regular school hours, or to schedule appointments so the student does not miss an entire day of school.

Unexcused Absences

- **Unexplained absence:** Families are expected to notify the school whenever a student is unable to attend school, either in advance of the absence (preferred) or following an absence. Without explanation of a reason, the absence(s) are considered unexcused. Contact your child's teacher directly via class dojo. Or call the school and ask for the Parent Coordinator, Karen Jenkins.
 - **Immunization exclusion:** When a student is unable to attend school due to lack of appropriate immunizations the absence(s) are considered unexcused. Please refer to Chancellor's Regulation A-701.

- **Family vacations or travel:** Families should plan vacations and trips when school is not in session. If students do miss school, families must work with the school to develop plans for take-home and make-up work. Absences for travels are considered unexcused.

Attendance impact on grades: Absenteeism cannot prevent promotion to the next grade or graduation. However, it is more likely that a student who misses school will have lower grades, lower test scores and may not meet the academic standards for promotion. In addition, lateness to school may result in a lower academic performance due to loss of instructional time in activities.

Tardiness

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

- Any student arriving after 8:25 a.m. will be considered tardy and will receive a late pass to class. In cases of students arriving on a late school bus, students will not be considered tardy because of circumstances beyond parental and school control.

What to do if your child is Late

- Families are expected to provide a note — either by paper memo shared in the child's communicator folder, class dojo or Operoo — to explain the reason(s) for the lateness. Lateness may be considered excused for the same reasons provided above for absence (illness/injury, religious observation, family emergency, pre-arranged appointments) or documented MTA delays.
- Lateness due to routine delays in public transportation or traffic are not considered excused. Students and families need to allow ample time for travel and monitor MTA updates. There are no exceptions for inclement weather, and families are advised to leave extra time.

Emergency Card / Blue Card

Please fill out the Emergency Card / Blue Card completely, including multiple emergency contact numbers and health conditions/allergies, and return with your child to the school in the Communication Folder. Any changes should also be made in your child's NYCSA. You can also update your child's Emergency Card/Blue Card on Operoo/Forms & Flows.

These are confidential student records and will not be released to anyone other than staff. List any adult (18 years and older) that may pick up your child. **Children will not be released to anyone not on the Blue Card.** Be sure that your child knows his/her main phone number and address.

Should you have a court order, please submit a copy with the emergency card and advise office staff, as well as the Principal, of any changes in custodial rights and 'do not release' indicators. Be sure to report any changes as it is very important to keep this information up-to-date for emergency contact purposes.



Pupil Transportation

The **Office of Pupil Transportation** (OPT) is responsible for ensuring that all eligible New York City students receive safe, clean and timely transportation to and from school. OPT will determine if your child qualifies for yellow bus service or an OMNY Card. In accordance with Chancellor's Regulation A-801, NYCPS provides transportation to all eligible New York City students in public, charter, and non-public schools. In partnership with the **Metropolitan Transit Authority (MTA)** and our **school age** and **preschool** bus companies, our mission is to ensure safe and reliable transportation to and from school.

Stop-to-School (GE) Busing

According to [Chancellor's Regulation A-801](#), transportation eligibility for children who are not mandated for door-to-door transportation because of their IEP (Individualized Education Program), is determined on the basis of the student's grade level, walking distance between home and school, and existing accommodations based on a medical condition, housing status, or safety assessment. The table below shows how student eligibility is determined.

Grade Level	Distance Code A: Less than 0.5 mile	Distance Code B: 0.5 mile or more, but less than 1 mile	Distance Code C: 1 mile or more, but less than 1.5 miles	Distance Code D: 1.5 miles or more
Grades Kindergarten, 1 and 2	Not Eligible	School Bus or OMNY card	School Bus or OMNY card	School Bus or OMNY card
Grades 3-6	Not Eligible	School Bus or OMNY card	School Bus or OMNY card	School Bus or OMNY card

FULL FARE TRANSPORTATION—Yellow Bus Service

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

Students are assigned a Yellow School Bus if:

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

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

Eligible students who do not meet these criteria will receive an OMNY card.

Students are provided a 4-trip OMNY card if:

- The student is in grades K–12
- Yellow bus service is not available or if a new stop cannot be added for the student; in this case, an OMNY card can be issued upon request
- 4-trip OMNY cards are distributed to students by Ms. Sheila Garrett - 718-638-4043 ext1036 in the main office. Families will be notified when OMNY cards will be distributed.

***Admission to a gifted and talented program or school does not guarantee a student yellow bus transportation. Transportation eligibility for G&T programs is based on a student's grade level and walking distance between home and school. See more in the “Transportation Eligibility” chart at the top of this page. Eligible students who do not meet these criteria get a student OMNY card. This means that an eligible student will get a student OMNY card if they live at a distance from the school where NYCPS cannot create an 11-person/5-mile bus route.

G & T Students are assigned a Yellow School Bus if:

1. The school has applied to the Office of Pupil Transportation for yellow bus service. For

information about current bus stops at specific schools, contact the school directly.

2. The student lives in the same district as the school
3. NYCPS can reach the student and at least 10 other students on a bus route that does not exceed 5 miles in length when measured on the streets travelled by the bus through the stops on the route.

Children with IEPs/504

Only students who have transportation recommended on their Individualized Education Program [IEP](#) or 504 Accommodation Plan (504), or have an approved medical exception from the Office of Pupil Transportation, are eligible for curb-to-school transportation (*Curb-to-school or specialized transportation is when a bus picks up a student from the curb nearest their home and drops them off at their school*).

Questions about receiving specialized transportation should be directed to the IEP/ 504 team at 718-638-4043 ext3161.

Families of students who already receive curb-to-school or specialized transportation can request one-way transportation to an afterschool location instead of being dropped off at their home.

The Request for an [Alternate Drop-Off Location Form](#) must be completed by the primary parent/guardian, except for students in foster care; in such cases, the foster care agency can submit it on behalf of the parent/guardian and foster parent. Schools cannot complete this form on behalf of a parent/guardian. The parent/guardian must initiate the request and sign the form.

Students in Temporary Housing

As per Chancellors Regulations A-780, students who are homeless or temporarily housed are eligible for free transportation while they are homeless, through the end of the school year in which they become permanently housed, and for an additional school year if the student will be entering the final grade in their school. Students will be provided an OMNY card if stop to school busing is not available. A [Transportation Exception Form](#) will be filled out by the school to request busing for students in preschool through grade 6 who are [not otherwise eligible for busing](#). Please contact Ms. [Sheila Garrett](#) for more information at 178-638-4043 ext1036.

How to track your child's bus - School Bus App

<https://www.schools.nyc.gov/school-life/transportation/transportation-overview/whats-new/nyc-school-bus-app>

Late/Delayed Bus

Sometimes your child's buses will be delayed because of traffic congestion or mechanical failure. On those occasions please do the following:

Parents and guardians can find out their child's bus information for the 2025-26 school year online <https://www.schools.nyc.gov/school-life/transportation/transportation-overview> or by calling the OPT Customer Service Center (718) 392-8855. Please check back frequently, information is added daily. Use the Student Transportation Information search to look up your child's bus route information online. To view the information, you will need to enter your child's **student ID number** and **date of birth**.

Contact the Bus Company when

- Your child's school bus is late.
- Your child's school bus did not arrive today.
- You're unsure about your child's pick-up and/or drop-off times.

Contact OPT when

- You want to submit a complaint against a bus company.
- You want to report a safety concern about a school bus.
- You need help with an emergency involving a school bus.
- You want to report an accident involving a school bus.

Rights

- Transportation rights for students and their families are available at schools.nyc.gov/transportation-rights.

For more information

- Visit our
- Log into your **NYC Schools Account**
[\(Open external link\)](#)
- [Register online](#) to receive emergency notifications from **Notify NYC** via electronic mail, text messages, and/or phone calls
- Call **311** to register to receive emergency notification phone calls from **Notify NYC**

Student Bus Etiquette

I agree to follow P.S. 316's Bus Behavior Contract to make the bus a safe place for all students.

1. **I will sit in my seat with my seatbelt fastened until I reach my stop.** I will not stand or jump in my seat or climb over or under the seat.
2. **I will use a soft speaking voice on the bus.** I will not shout.
3. **I will keep all of my belongings in my backpack and keep my hands and feet to myself.** I will not throw anything on the bus or out of the bus windows. I will not eat or drink on the bus.
4. **I will be respectful to other students on the bus.** I will not hit them or insult them.
5. **I will be a good friend to others on the bus by allowing others to sit next to me.** I will not tell others where they can or cannot sit.
6. **I will report any unsafe behavior to my parents, school staff, Mr. A, Ms. Diaz, or Ms. Jenkins so that they can support me with being safe on the bus.**

Procedures to the Bus from the Auditorium

- I will follow the directions of the school staff/bus matron, and as a group we will walk to the bus and board the bus quickly and quietly.
- I will enter and exit the school calmly and safely.

Uniform Policy

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

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

- **Shirt:** Gold, long or short-sleeved with PS 316 School Logo.
- **Bottoms:** Navy, dress pants, skirts, jumper dresses, knee--length shorts
- **Footwear:** Appropriate, safe, and comfortable for classroom and afterschool activities; **wheeled sneakers and crocs are unsafe during PE class and recess play**
- **Sweater:** Navy long sleeved with school logo

Friday is school **spirit day**. Students are encouraged to wear the following to school: t-shirts, school sweatpants or jeans.

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

How to Order Uniforms

PS 316 is a uniform school. The PS 316 monogrammed school uniform is available at Cookieskids.com. The uniform is not available at Cookies stores and Ideal Uniforms store.

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

If you have any further questions please contact your Parent Coordinator, Karen Jenkins, at 718-638-4043 ext1241 or the main office at 718-638-4043 ext 1034.



School Lunch

School Lunch

Whether you pack lunch for your child or participate in the NYC School Lunch Program, your child will receive lunch every day. Students in Pre-K will eat all their meals in their own classrooms (breakfast and lunch). PS 316 is a **NUT FREE SCHOOL**.

Students in Kindergarten – 1st Grade eat lunch in the cafeteria during 4th period, from 11:00–11:50.

Students in 2nd Grade – 3rd Grade eat lunch in the cafeteria during 5th period, from 11:50 – 12:40.

Students in 4th Grade - 5th Grade eat lunch in the cafeteria during 6th period, from 12:40-1:30.

Packed Lunch

If your child forgets his or her lunch or if you are unable to provide one for them on a given day, a school lunch will be provided to them. We will NEVER let a child go hungry.

NYC School Lunch Program

Did you know that New York City Public Schools offers **FREE breakfast, lunch, and afterschool meals** to all students during the school year? You can follow school food service program on IG - [Instagram](https://www.instagram.com/nycps.ofns/#) <https://www.instagram.com/nycps.ofns/#> to stay connected and learn more about your food service program. Discover what's on the menu, new items being served, behind-the-scenes efforts to provide healthy meals across the city, and how you can provide feedback on our services.

Menu

Monthly menus are posted on the school website, sent as a backpack and posted in the front of the cafeteria, in classrooms, and online at <https://www.schools.nyc.gov/school-life/food/menus>.

All meals are balanced and include fresh fruit or vegetables. A **fresh salad bar** is also available as a lunch item daily. The school will share daily menu updates with families via class dojo, so please be on the lookout for updates.

Food Allergen Awarenesss

At PS 316, we take allergies, food safety, and student health very seriously. PS316 is a **NUT-FREE** school. Please do not pack any nuts or nut butters in your child's lunch. We use and suggest you use sunflower seed butter for sandwiches.

School Foods treat allergies, food safety, and student health with the utmost importance and work with parents at their request to create management plans for their child, so they are less likely to be exposed to allergens in school. School Foods cannot guarantee a nut-free, milk-free, or allergen-free environment, but they do offer product documentation at request on all food items from vendors and manufacturers regarding allergens present within the food itself or at the facility level.

Please provide a specific item list when requesting allergen information and product documentation. Visit our [allergies](#) webpage to learn more about our policies and forms. To support that effort, we ask that students are not sent to school with foods containing peanuts. Additionally, in order to keep all students safe and prevent allergy episodes, we ask that students do not share lunch or snacks.

Please speak with your child about eating only his/her own lunch and understand why a child may refuse an offer of food. While in the cafeteria, students are seated by class. When it is time to clean up their tables, area and are encouraged to empty food and liquids in the designated lunch bins. Assigned school staff supervise students during lunch and recess time. Throughout the year, our goal is to keep the same staff with the class, however staff assignments may change based on attendance/schedule changes.

Download the School Food app here:

Android: <https://play.google.com/store/apps/details?id=com.osfns.summerschoolsearch>

Apple: <https://apps.apple.com/us/app/schoolfood-feed-your-mind/id984600182?ign-mpt=uo%3D4>

Lunchroom/ Recess Expectations

To keep students safe in the lunchroom and at recess, proper behavior is expected from every child during the school day, including at lunchtime.

We emphasize the following:

- While in the Cafeteria- **The Three Bee's - Be Safe, Be Responsible, Be Respectful.** Therefore, we ask that students remain seated while eating, speak with indoor voices, be kind to others, and clean up your area, listen for instructions e.g. line up, take all belongings. Students must ask for permission to leave their seats.
- While at Recess - **The Three Bee's - Be Safe, Be Responsible, Be Respectful.** Therefore, we ask that students engage in safe play and follow safety rules during recess, speak with outdoor voices, be kind, and be mindful of hands and feet during physical play. To support the safety and wellbeing of students while playing on Stroud Playground during recess. Climbing fences and trees on Stroud Playground during recess is not permitted.
- If your child has food allergies, please inform the Main Office in writing and speak to your teachers about these allergies. If your child requires an EpiPen we will ensure that teachers and the school nurse are ready to assist your child in an emergency.

Half Days

Students will receive breakfast and lunch on all days of the year, including on our scheduled half-days when students are dismissed at 11:30am. 3 hours earlier than our regular dismissal. Students will have lunch at school, and buses will run.

After School Programs will dismiss the following times on Half Days: CCM - 2:45pm; Teams- 6:00 pm; Trailblazers - no program on half days; Friends of Crown Heights - No onsite pick up. The school will follow that day's typical dismissal plan for your child.

Emergency Procedures

General Response Protocol

Schools train and drill all staff and students in the General Response Protocol, which describes what to do in an Evacuation, Shelter-In, or Lockdown (see GRP Summary sheet below). The training is tailored for different grade levels so that students aren't upset by the information. We will also send home a copy of the General Response Protocol, to help you talk to your children about emergency readiness in school. Parents/Families will be notified that the school will engage in a GRP drill within 7 days of the drill on DOE Messenger. Parents/Families will also be notified after a drill (Evacuation or Lockdown) has been conducted. All students must participate in the General Response Protocol drills.

How can Parents/Families stay informed?

We recommend you register with [Notify NYC - https://a858-nycnotify.nyc.gov/notifync](https://a858-nycnotify.nyc.gov/notifync) to receive information about emergency events. It is also important that you create a **NYC Schools Account (NYCSA)** to receive "real-time" emergency notification from school emergencies on DOE Messenger. You can call 311 for additional information about a school during an emergency.

Safer Access Door Locking System

In line with our commitment to enhance security practices, all NYC Public Schools will have a Safer Access system installed during the school year. The Safer Access system is designed to strengthen our existing safety and security practices as part of the overall visitor protocols at our school.

What is Safer Access?

The primary objective of the Safer Access system is to ensure that all doors remain locked outside of the morning-entry (7:30-8:30am) recess (11:00-11:50am) and afternoon-dismissal (2:15-2:45pm) periods. When school doors are locked, visitors wishing to gain access to the building will ring the intercom at the main entrance door (or ADA-accessibility entrance if applicable) and identify themselves before access is granted into the school building. Safer Access allows our dedicated staff assigned to the main desk (School Safety Agents and/or school staff) to be able to see and speak with visitors before granting them access inside. **Please be assured that all visitors to our school will continue to be treated with courtesy, professionalism, and respect while awaiting entry into our building.** In addition to enhancing safety, this system allows for easy access for first responders during an emergency.

GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the "i love U guys" Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of **common language** to identify the initial measures all school communities will take **until first responders arrive**. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented.

Each protocol has specific staff and student actions that are unique to each response. In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.



Lockdown (Soft/Hard) – **Soft Lockdown** implies that there is no identified imminent danger to the sweep teams. Administrative teams, Building Response Teams, and School Safety Agents will mobilize to the designated command post for further direction. **Hard Lockdown** implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

"Attention: We are now in Soft/Hard Lockdown. Take proper action."
(Repeated twice over the PA system.)

Students are trained to:

1. Move out of sight and maintain silence.

Teachers are trained to:

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the "All Clear" message: "**The Lockdown has been lifted**", followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.



Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with "Attention", followed by specific directions. **(Repeated twice over the PA system.)**

Students are trained to:

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.**
Students without proper outdoor attire will be secured in a warm location as immediately as possible.

Teachers are trained to:

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.



Shelter-In – **"Attention. This is a Shelter-In. Secure all exit doors."** **(Repeated twice over the PA system.)**

Students are trained to:

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

Teachers are trained to:

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the "All Clear" message: "**The Shelter-In has been lifted**", followed by specific directions.

BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.



HOLD:

No movement throughout the building. Everyone must remain where they are until hearing the “All Clear.”

Hold is initiated when there is a condition inside the school building, and the immediate need to address the condition **requires staff, students, and visitors to remain in place and conduct business as usual until the “All Clear” is announced.**

Hold might be initiated to manage an incident in the building that does not place the school community in danger, or whenever directed by First Responders

Hold does not replace a soft or hard lockdown.

The Building Response Team and School Safety Agents will sweep the building.

Anyone found in the restrooms, hallways, stairwells, or the lobby will be taken to a designated area until the “All Clear” announcement is made.

Announcements must be made to remind everyone to disregard any “end of class” signals. No one may enter or leave their room or office until the announcement is made indicating that the “All Clear” has been issued and the building can return to regular operation.

During a Hold, anyone entering the school must be informed of the Hold. If students are returning from lunch, they must be escorted to a designated area where they can remain, with proper supervision, until the “All Clear” announcement is made.

Public Address:

The public address announcement for Hold is, **“Attention, This is a Hold. All staff, students, and visitors are to remain where they are until they hear the All Clear.”** This is repeated twice each time the announcement is made.

When Hold is used, additional announcements must be made to:

- provide information to staff,
- remind everyone to disregard the bell signaling the end of the class, and
- remind teachers/staff that they may continue with instruction/business but may not let students/staff in or out of the room.

Actions: Upon hearing the Hold announcement:

Staff must:

- Lock the door.
- Hold in their current location.
- Contact the main office to report any students who were out of the class when the Hold was announced.

Students/staff must:

- Remain where they are until the “All Clear” announcement is made.
- Ignore any bells that usually signal the end of the class.
- Remember that there is no use of the classroom pass and everyone must remain in place until the Hold is lifted.

School Visitor Policy

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

- For the safety of the children and staff, **ALL** parents and visitors must **ALWAYS** use the front/main entrance, located on Sterling Place, to enter and exit the building. Side doors and back doors to the schoolyard are never to be used, as this compromises the safety and security of our entire school community.
- All visitors are required to show **photo identification** and sign in at the security desk located at the main entrance.
- Parents and Visitors are asked to schedule an appointment to meet with any member of staff during school hours. Parents/guardians who would like to visit should simply call the school/ ext of staff that you will be visiting no less than one day in advance (where situations permit) to speak with the Parent Coordinator, Ms. Jenkins 718-638-4043ext 1241 or Ms. Penny 718-638-4043ext 1034 who will assist you or create an appointment for you with the appropriate staff member.
- Upon arrival, all visitors **must sign in** with the **School Safety Agent** on duty. The agent will inquire about the purpose of your visit, provide you with a visitor's pass and then direct you to your destination. Based on the purpose of your visit a staff member may greet you at the safety desk to escort you to your destination, or you may be directed to the main office where they will further direct you to the appropriate location according to your appointment.
- All Parents and Visitors must keep the visitor's pass on at all times during their visit.
- For school wide activities i.e. school performances, plays, assemblies, field trips parents, families, caregivers will be asked to show their id, sign in and await directions as to when they can enter the school auditorium or waiting area.
- For safety purposes during student transitions, parents, families, caregivers are not permitted into the school building from 8:10am – 8:30 am during arrivals, and 2:15pm - 2:40pm for dismissal.
- The Main Office will open for business at 8:40am and will close at 2:15-2:40pm in order to provide dismissal support. The main office will reopen from 2:40-4:00pm.

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

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

School Wide Code of Conduct

All members of the school community -- students, staff and parents -- must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The citywide K-6 discipline code <https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code> applies to all students, including those with disabilities. The Discipline Code is updated each year, can be downloaded in English or eight other language

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

Expectations for Conduct

- **Students are expected to attend School EVERYDAY AND ON TIME.**
- **Students should ALWAYS be prepared with the necessary tools and equipment for learning (i.e., pencils, notebooks, erasers, etc.)**
- **Students are NOT to bring or use any items that are unessential to learning (i.e., gum, toys)**
- ***The use of internet enabled devices i.e. cell phones/electronic devices (DS, PSP), smart watches, ipads, laptops is strictly prohibited! (Please Refer to Internet Enabled Devices Policy).***
Any child seen with an internet enabled device by a staff member will have the device confiscated, parent/guardian will be contacted to retrieve it. 
- **Students are encouraged to wear appropriate uniforms EVERYDAY (unless exempt).**
- **Students are expected to engage in behavior and use language that is respectful and courteous to others.**
- **Students will remain in the classroom at all times, unless given a hall pass to leave the room.**
- **Students will ALWAYS show RESPECT to every member of our school community.**
- **Students will NOT engage in behavior that is disruptive or unsafe to the classroom or school environment (i.e., fighting, hitting, cursing, using inappropriate language, yelling, consistently getting out of seat without permission, running in the halls or cafeteria, loitering in the halls, etc.)**
- **ZERO TOLERANCE on behaviors that are intended to bully, cyberbully, threaten, or intimidate others from students, parents or visitors.**
- **ZERO TOLERANCE on possession of or use of a weapons, illegal and/or controlled substances AT ANY TIME**
- **Students will help to maintain a clean and safe school environment (i.e., no littering, no graffiti, no destruction of property, etc.).**
- **For safety reasons students will walk quietly in the hallways during ALL transitions.**

Discipline

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

We cannot overemphasize the importance of students' understanding and adherence to the School Wide Code of Conduct. However, we recognize that some students may (at times) fail to follow the code. In the event of this, disciplinary consequences will be implemented as a response to student infractions as per the Discipline Code The citywide K-6 discipline code <https://www.schools.nyc.gov/school-life/know-your-rights/discipline-code> and Chancellors Regulations A-443, which applies to all students, including those with disabilities. The following menu represents interventions that are allowable according to Chancellor's Regulation A-443 (CR A-443)

These interventions may be used alone or in combination with one another.

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

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



NYCPS is committed to maintaining a safe and supportive learning environment that is free from harassment, intimidation and/or bullying, sexual harassment, and discrimination on account of actual or perceived race, color, age, creed, ethnicity, national origin, citizenship/immigration status, religion, gender, gender identity, gender expression, sexual orientation, disability, or weight.

P.S. 316 recognizes the importance of promoting respect for diversity in our daily practice. It is vital to creating and sustaining an inclusive school climate and culture in our school so that all students feel valued, supported and safe.

P.S. 316 recognizes that bullying is a challenge that impacts students in all grades. We resolve to work collaboratively with students, parents, staff, and affiliated organizations to ensure a physically and emotionally safe environment for all of our students that is free of bullying.

Kindness over Bullies

The New York Public Schools Anti-Bullying campaign, Kindness over Bullies, is dedicated to building a school culture where respect, inclusion and safety are non-negotiable. By empowering students as upstanders, we inspire them to take an active role in promoting respect for differences, confronting bullying head-on, and fostering a truly supportive, bully-free environment.

How to Report Bullying:

- Speak to your school's Respect for All (RFA) liaison(s) and / or a trusted adult - Guidance Counselor - Ms. Diaz - bdiaz32@schools.nyc.gov
- If an OORS report is generated, it will be provided to the parent upon request
- You can also file a complaint online at schools.nyc.gov/Safety
- Call the P311 Bullying Support Line at **718-935-2289**
- Call the Anti-Hate Hotline at **718-935-2889**
- Email RespectforAll@schools.nyc.gov
- Visit [OSYD Bullying FAQ](#) for more information about RFA FAQ.

PS 316 - SOCIAL EMOTIONAL LEARNING (SEL)

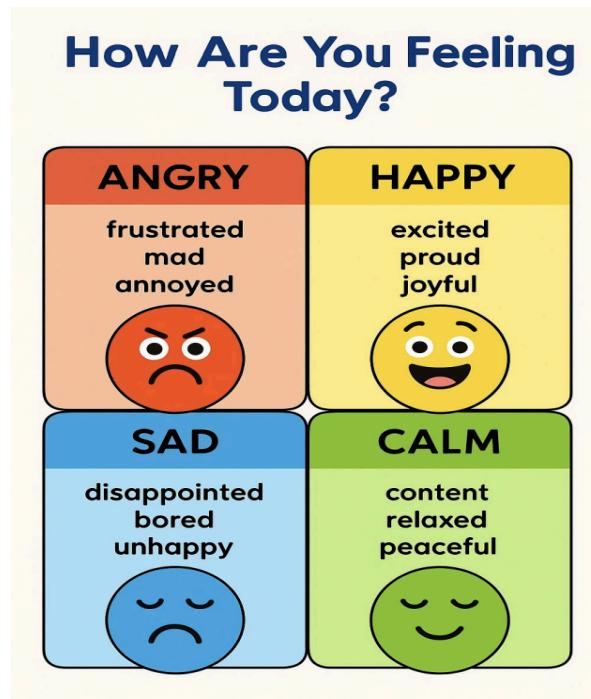
It is the firm belief of the NYCDOE that an environment cannot be supportive if it is not culturally responsive. Culturally responsive environments “affirm racial and cultural identities; develop students’ abilities to connect across lines of difference; elevate historically marginalized voices; and empower areas of social change”. To advance equity, now, and to be culturally responsive, we must ensure that we are creating supportive environments for our students, families and staff during this critical time in our nation.

At P.S. 316 it is our mission to create a supportive school community that supports a young person’s mental, emotional, and physical wellbeing. We support the whole child, caring for them as people and helping them develop a strong foundation of emotional skills to cope with challenging situations, resolve conflict, and build healthy relationships.

District 17 SEL motto is 'We rise by lifting others'.

At P.S. 316 our vision is aligned to that of District 17 and Superintendent Lindsay's vision for SEL:

- SEL must be visible, structured, and deeply embedded in the life of every school.
- Mood Meters in every classroom, SEL visuals on walls, daily emotional check-ins, and concrete responses when a student signals they are unwell.



SEL Resources

- K-12 digital Citizenship Curriculum
- <https://www.commonsense.org/education/articles/elementary-school-activities-to-promote-sel>

-in-digital-life

- PBIS- Positive Behavior Interventions System - Students are reminded to remember The 3 Bs- Be Safe, Be Respectful, Be Responsible
- MTSS - Multi-Tiered Systems of Supports
- Cognimoves - Executive Functioning/SEL - Grades K-3
- Morning Meetings - Daily Check Ins
- Kikori
- Gem Jars
- School Based Support Team (SBST) - Guidance Counselors, Social Worker, School Psychologist
- CCM School Based Mental Health Center. Please reach out to **Taquana Cayenne, MHC** Psychotherapist/School Based Therapist at tcayenne@ccmnyc.org phone #718-230-5100

Health and Wellness

Health

All students entering the NYC schools for the first time are required by law to have a complete medical examination and all required examinations. Please visit the website

<https://www.schools.nyc.gov/school-life/health-and-wellness/health-services>

or call the Office of School Health at 347-396-4751 in order to view the required immunizations and medical documentation.

Medication

All children who receive regular or emergency medication during school hours, including epipens, must register this medication with the school nurse in room 107 B and the main office.

School Nurse

The school nurse is empowered with the following responsibilities:

- give prescribed medicine to students with a medication administration form (MAF) on file.
- provide prescribed nursing services to students with a medically prescribed treatment (non-medication) form on file.
- monitor students with chronic health problems, and inform parents if health problems are getting worse.
- schedule students for physician assessments if needed.
- teach classes on asthma management (Open Airways) and diabetes prevention (HOP).
- support programs like Connecting Adolescents to Comprehensive Health (CATCH).

In the absence of the school nurse, the nurse supervisor contacts the school by 8 AM. The school will reach out to confirm nurse coverage if the supervisor has not contacted us by that time. The substitute nurse has full access to all medication and supplies necessary for students to ensure continuity of care.

Section 504 Policy

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

<https://www.schools.nyc.gov/school-life/health-and-wellness/504-accommodations>

Epinephrine (Epi-pen) -Our school has Epi-pens available for emergency administration by our staff. All team members assigned to work with students are trained each year to use Epi-pens.

Project Open Arms

Project Open Arms is a comprehensive plan to support families seeking [asylum](#) and ensure children are provided a full range of services. This multi-agency plan highlights wraparound services to ensure newcomer families and their children will have access to critical academic, social-emotional, and language-based supports needed to be successful in New York City Public Schools. The mission of Project Open Arms for NYC Public Schools is to coordinate efforts of all divisions in NYCPS to support our newest New Yorkers successfully.

Letters from Our Chancellor - Melissa Alvarez

https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/family-letters/letter-for-families-regarding-non-local-law-enforcement.pdf?sfvrsn=847622ba_2

https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/family-letters/38219-immigration-family-letter-spanish-update-2-6.pdf?sfvrsn=f7831d83_4

https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/family-letters/38219-immigration-family-letter-haitian-creole-update-2-6.pdf?sfvrsn=a516b35d_2

Immunization Requirements

A healthy school setting gives all students the best chance to learn and grow. Vaccines are very important to this effort. They protect children from getting and spreading diseases that can make them very sick. For this reason, we require children aged 2-months to 18-years-old who are entering or attending child care, public school, or private school be vaccinated against certain diseases. The number of vaccine doses your child needs may vary. It depends on: age, grade, medical history, and if they have gotten vaccine doses before. We ask that you talk to your child's health care provider for more information. Immunization letter:https://pwsblobprd.schools.nyc/prd-pws/docs/default-source/default-document-library/health-and-wellness/immunization-requirements-and-letter-for-school-year-2025-26.pdf?sfvrsn=cd6989d7_2 see more information here <https://www.schools.nyc.gov/school-life/health-and-wellness/immunizations>

See Immunization Requirements Letter Below:



Cheryl Lawrence, MD, FAAP
Medical Director

Office of School Health
30-30 47th Ave.
Long Island City, NY 11101

August 2025

Dear Parent or Guardian,

New York City has updated the school immunization requirements for the 2025-2026 school year. A list of the vaccine requirements for the 2025-2026 school year is included with this letter. Vaccines protect children from getting and spreading diseases and are required for children to attend school. Before the school year begins, you must submit proof of immunization or blood test results that show immunity for your child if they are attending child care or school.

All students in child care to grade 12 must meet the requirements for the diphtheria, tetanus and pertussis (DTaP); poliovirus (IPV or OPV but OPV does not count if after April 1, 2016); measles, mumps and rubella (MMR); varicella; and hepatitis B vaccines.

Children younger than age 5 who are enrolled in child care and pre-kindergarten must also meet the requirements for the influenza (flu) vaccine (by December 31, 2025, but preferably when it becomes available in early fall) and the *Haemophilus influenza* type b (Hib) and pneumococcal conjugate (PCV) vaccines.

Children in grades 6 to 12 must also meet the requirements for the tetanus, diphtheria and pertussis (Tdap) booster and meningococcal conjugate (MenACWY) vaccine.

Blood tests that show immunity to MMR, varicella or hepatitis B also meet the requirements (immunity to polio is only acceptable if the lab shows immunity to all serotypes 1,2,3 and was done before September 2019).

Take time this summer to review your child's immunization history with their health care provider. Your child's provider can tell you whether additional doses of one or more vaccines are required for your child to attend child care or school.

Note: If your child received vaccine doses before the minimum age (too early), those doses do not count toward the number of doses needed.

If you have questions about these 2025-2026 vaccine requirements, contact your child care center or school's administrative office.

Sincerely,

A handwritten signature in black ink that reads "Cheryl Lawrence".

Cheryl Lawrence, MD, FAAP
Medical Director
Office of School Health

Vision and Hearing Screenings

All new entrants into a NYC public school must receive a vision screening within six (6) months of entry. In addition all students in grades Pre-K, kindergarten, first, and second grade must be screened. Children will have vision screenings free of charge in the school. Vision Testing will occur this year from December 8 through December 10 for grades PreK - 2. Parents will be notified of the results only if further testing is indicated.

Hearing screenings are no longer mandated, but can be recommended by a teacher if concerns arise.

Kindergarten to 1st Grade Program

DOHMH teams will conduct screening services for K and 1st grade students. Screening for K and 1st grade students involves the use of Tumbling E eye charts to measure distance vision and hyperopia, the Rosenbaum chart to measure near vision, the Ishihara Book to test color vision, and the Lang Stereo Test II to measure fusion.

Students who fail any of these screenings will be offered non-dilated eye examinations and optometric services by on-site optometrists, when one is available. Depending on examination results, students will be provided eyeglasses at no cost or sent home with referrals for follow-up care. These screenings are aimed to detect students who are at risk for amblyopia. When amblyopia is detected and treated during early childhood, it is easily manageable with eyeglasses and eye patches. However, if left untreated, it may cause severe eye conditions or permanent vision loss later in life.

Reasons for Vision Screening

Many children's vision problems may not be obvious to the child or to the parent. When vision problems are not found and treated, a child's ability to learn and to participate in usual human activities may suffer.

The most common vision problems among young schoolchildren are astigmatism, myopia and hyperopia. Wearing glasses can correct all three.

A small number of children suffer from a condition called amblyopia, a vision problem that can lead to permanent vision loss if left untreated.

Signs of Possible Vision Problems

Young children do not know when they have vision problems. They think that what they see is what everyone else sees.

Parents can sometimes see clues of possible vision problems. For example, does your child

- Sit very close to the TV?
- Get headaches or tired eyes?
- Avoid activities for no explained reason?
- Rub their eyes often?
- Squint or tilt their head to see?

- Dislike bright light?

If parents notice any of these signs, the best thing to do is to take their child to an eye doctor.

Children who wear eyeglasses should see their doctors at least once a year. Parents must encourage their children to wear their glasses. A child's vision can be improved greatly if the child wears glasses as directed by the eye doctor.

For more information about the Vision Program and vision problems in children, **call 311**.

For a listing of health care facilities where vision screening is done, see the [Vision Resource List](#) (PDF).

Head Lice

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

How to prevent head lice?

- The best way to stop a head lice infection is for families to learn how to check their own heads. This way they can find any lice before they have a chance to breed.
- Instruct children not to share hats, combs, and brushes. They should avoid touching an infested person's unlauded clothing and bedding.

Bed Bugs

In the event of a suspected bed bug presence or infestation, the school will follow the mandated DOE protocol for identifying, inspecting, and treating the building so that the environment continues to be clean and safe for students and staff. In addition, parents/guardians will be immediately notified in writing and advised of the finding. Parents can inspect backpacks and personal belongings when their child returns home. They can place the child's clothing in a dryer for 40 minutes as a precaution (high heat kills bed bugs) or store clothing in a plastic bag prior to washing. They can also call 311 for more information.

INTERNATIONAL BACCALAUREATE PROGRAM (IB)



PS316 Elijah G Stroud is an IB World School. Teachers align their teaching to create transdisciplinary units that are progressive and student centered. The IB Primary Years Program (PYP) develops a students' abilities to generate their own interests and sense of their place in the larger world.

The PYP offers an inquiry-based, transdisciplinary curriculum framework that builds conceptual understanding. It is a student-centered approach to education for children aged 3-12. It reflects the best of educational research, thought leadership and experience derived from IB World Schools.

The PYP focuses on the development of the whole child as an inquirer, both in school and in the world beyond. The PYP offers a transformative experience for students, teachers and whole school communities and delivers excellent outcomes by providing an education that is engaging, relevant, challenging and significant.

PYP learners know how to take ownership of their learning, collaborating with teachers to deepen understanding and increase their confidence and self-motivation. Through actively engaging in integrated ongoing assessment they become effective, self-regulated learners who can act on constructive feedback.

The early learner

The PYP acknowledges the unique needs of early learners, aged 3 to 6 years. It is a distinguishing feature of the programme which recognizes that learners in this age range require approaches to learning and to teaching that honor their developmental stage, and the importance of play as the vehicle for inquiry. Early learning in the PYP is a holistic learning experience that integrates socio-emotional, physical and cognitive development. In the PYP classroom, it takes place in dynamic environments that promote play, discovery and exploration.

The IB learner profile in the PYP

The IB learner profile permeates all facets of school life in the Primary Years Programme (PYP). All members of the learning community from the youngest learners to school leaders to parents, educators and beyond, have a responsibility to be guided by and demonstrate a commitment to the development of the IB learner profile attributes.

IB Learner Profile

<https://www.ibo.org/contentassets/fd82f70643ef4086b7d3f292cc214962/learner-profile-en.pdf>

Academic Program Offerings

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

All students receive classroom instruction that incorporates reading, writing, math, science, social studies, IB Project Based Learning and aligns to the Next Generation Learning Standards. In addition to these core subjects, all students receive music, visual arts, drama, science, spanish (grades 2-5) technology and physical education. Kindergarten through 5th grade students visit our music, art, drama, technology, spanish, science classrooms and the gym weekly. Pre-K students will receive instruction in their classrooms.

- **Academic Screener Assessments (3x per year)** - iReady - Grades K-5 Math & grades 3-5 ELA.
Acadience: Grades K-2. Screener Assessments are administered three times a year to provide a first look at areas in which students may need extra support. Students who place below (yellow) or far below (red) on the Academic screener will be further assessed using diagnostic assessments.
- **IB PYP Thematic Units:** Offered to students in grades k-5 learning aims to transcend traditional boundaries between subject areas. Students explore six transdisciplinary themes of global significance: **Who We Are; Where We Are in Place and Time; How We Express Ourselves; How the World Works; How We Organize Ourselves; Sharing the Planet.**
- **HMH Into Reading - ELA** - Offered to students in grades K-5. Based on teacher feedback, HMH Into Reading's structured literacy instructional design centers on literature that spurs knowledge-building connections. The curriculum has 12 modules where pacing varies by grade.
- **Envisions Math:** Offered to students in grades K-5. Grounded in problem-based and visual learning that enable students to gain a deeper understanding of math concepts.
- **Visual Thinking Strategies:** Offered to students in Pre-K-2. Focuses on open-ended yet highly-structured discussions of visual art in order to develop students' critical thinking, language and literacy skills.
- **Wilson Fundations:** Offered to students in grades K-3. A phonological/phonemic awareness, phonics and spelling program for the general education classroom. The program serves as a prevention program to help reduce reading and spelling failure.

- **Heggerty:** Developed in 2003 by Dr Michael Heggerty, the Heggerty Phonemic Awareness Curriculum is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement. Each level of the Heggerty Phonemic Awareness Curriculum focuses on six to eight phonemic awareness skills, along with additional activities to develop letter and sound recognition, introduce the phoneme-grapheme connection and extended language awareness.
- **i-Ready:** Offered to students in grades K-5 Math & grades 3-5 ELA. iReady is an online educational program by [Curriculum Associates](#) that offers personalized reading and math instruction and assessment to support student learning and growth. iReady is also used for our screener data three times per year in the grades noted above.
- **IXL:** Offered in grades Prek-5. IXL is a personalized online learning program offering K-12 curriculum support in math, language arts, science, and social studies for students, educators, and parents. It provides adaptive practice, diagnostic assessments to identify learning levels, and detailed analytics to help teachers monitor progress and address specific student needs.
- **VTS:** Offered in Grades K-2- VTS invites learners to look closely, listen deeply, and build meaning together. Turning classrooms into spaces of connection. The program transforms how we see, teach and learn by asking three questions - What's going on here? What do you see that makes you say that? What more can you find?
- **Epic:** Offered in grades Pre-K - 5. Epic is a subscription-based digital reading platform for kids 12 and under, offering a library of over 40,000 books, audiobooks, and educational videos from top publishers
- **Sora:** Offered in Grades Pre-K -5. A digital library of books supported by NYC Public Libraries.

- **Mind Research ST Math and Music Program:** Offered to students in Grades 2–3. An innovative approach to math instruction with an emphasis on visual learning and a reduction of language-based instruction. This adaptive software program enables students to reach math proficiency through self-paced, language independent, mastery-based objectives. The ST Math software games use interactive, graphically-rich animations that visually represent mathematical concepts to improve conceptual understanding and problem-solving skills.
- **CogniMoves:** An innovative classroom program designed to enhance students' executive function skills—the mental processes that help with focus, self-regulation, memory, and flexible thinking. Developed by experts in neuroscience and pediatric psychology, CogniMoves blends cognitive-motor movement with music and visual cues to create engaging, developmentally appropriate activities for children in grades K–3.
- **Dual Language Curriculum:** Dual Language Program for students in grades K through 5. In this program, students receive instruction in phonics, reading, writing, and the International Baccalaureate curriculum in both English and Spanish. The goal is for students to become bilingual, biliterate, and bicultural, fostering deep language proficiency and cultural appreciation.
- **Estrellita-(K-2)** Is a complementary, accelerated, beginning Spanish reading program intended for students in Bilingual and Dual Language classrooms. Based on scientific learning and reading principles, Estrellita provides multisensory instruction in phonemic awareness, phonics and fluency.
- **National Geographic - K-5 -** National Geographic Reach is a culturally responsive, content-rich literacy program that empowers bilingual students to thrive in both English and Spanish. Designed for dual language classrooms, it:
 - Builds on students' cultural and linguistic strengths, using authentic literature and expository texts from diverse authors.
 - Connects language learning to grade-level content in science, social studies, and literacy through inquiry-based instruction.
 - Promotes bilingualism and biliteracy by integrating oral language development, reading, writing, and critical thinking in both languages.
 - Encourages family engagement with multilingual newsletters and home activities that reinforce classroom learning.
 - Supports flexible implementation, making it easy to adapt to various dual language models and district needs.

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

Curriculum is designed for beginning keyboard learners and incorporates current scientific research linking music and cognitive development. This research based music program links early music instruction and cognitive ability. The repertoire includes a variety of music, children's songs and a few original pieces written to teach specific concepts.

Each Music and the Brain lesson focuses on a particular song from the piano book. The lessons usually begin away from the keyboards. Activities include singing, clapping rhythms, movement, listening and music games. Students analyze the piece of the day by studying the musical notation on a poster enlargement. Finally, students are sent to their keyboards to practice playing the piece. Having internalized the song in many different ways, students are better able to interpret the music and also to self-correct as they play. The music room is equipped with as many keyboards as can fit in the room with the goal of each student having their own keyboard and headphones.

Pre-Kindergarten

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

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

The Creative Curriculum for Pre-K

Is a comprehensive, research-based curriculum that features hands-on investigations. Discover this top-rated, award-winning curriculum designed to harness the power of play, nurture the whole-child and individual skill progression, seamlessly connect families to their children's learning, and support teachers every step of the way.

Ages & Stages Questionnaires (ASQ-3) is a developmental screening tool that pinpoints developmental progress in children between the ages of one month to 5 ½ years. Its success lies in its parent-centric approach and inherent ease-of-use—a combination that has made it the most widely used developmental screener across the globe.

Academic Expectations

Classwork

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

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

Homework

- Homework is an important extension of concepts taught in the classroom. In addition, it is a criteria used when determining student promotion.
- Every student will be given weekly homework packets. Homework packets outline the assignments on a daily basis. Students in grades K-2 have a week to complete the homework packet. Students in grades 3-5 have to complete homework assignments based on class requirements. Please see HW information messaged by your child's teacher.
- Parents/guardians should provide their child with a quiet and organized space in order to complete all homework assignments every night. In addition, families are encouraged to assist their child to complete the homework to the best of their ability (Our After-school programs CCM, Teams and Trailblazers offer homework help in their programs).
- Incomplete, late, or missing homework is not acceptable. Every effort will be made to assist any student who is struggling with homework assignments. In the case of several missing/incomplete assignments, parents/guardians will be contacted by the teacher/s who will engage in conversation regarding how they can support you with ensuring that your child can complete the homework when it is due.

PLEASE NOTE: Homework assignments will also include the use of technology--based programs

Grading Policy

PS 316 Elijah G Stroud is dedicated to educating the whole child. We strive to provide the achievement of all students to prepare them with the academic and social skills required for college and career readiness. This document describes our grading scales used, how grades are determined, and the grading timeline.

Our grading policy applies to all students, including Students with Disabilities (SWD), Multilingual Learners (MLLs) and English Language Learners (ELLs). Please note all students, regardless of being an ELL or SWD, are held to grade level promotion criteria, unless it specifically states otherwise on their Individualized Education Program (IEP).

All students, including students with disabilities, receive grades based on how well they master grade level concepts, content, and skills addressed in a subject. The IEP describes specially designed instruction and accommodations for an individual student that is used to create access to grade-level standards and enable progress toward annual goals.

School Wide Grading Policy

All student benchmark assignments are graded and assigned a performance level based on the percentage correct. Benchmark assignments are math unit tests, phonics unit tests (Fundations), writing unit published work, reading unit assigned comprehension responses, and science and social studies unit tests. All teacher rubrics align to the below scale. Attendance is not a factor in a student's grade. When students attend school consistently, they have the greatest opportunity to make progress, receive support from their teachers, and demonstrate their learning.

Performance Level 4

Percentage 92% -100%

Explanation- Exceeds New York State Standards

Performance Level 3

Percentage 75% - 91%

Explanation- Proficient in New York State Standards

Performance Level 2

Percentage 60% - 74%

Explanation- Approaching New York State Standards

Performance Level 1

Percentage 0% - 59%

Explanation- Below New York State Standards

Performance Level NL

Explanation- Newly enrolled student who was unable to complete requirements due to date of enrollment.

At minimum, elementary schools must provide students with instruction in these departments every year. The curriculum is used to create IB units of study, which are transdisciplinary.

Students will be assessed in the core subjects below:

- **English language arts (ELA)** - Reading, Writing, Listening, Speaking
- **Social studies**
- **Mathematics**
- **Science and Technology**
- **Arts education - including music, theater, and visual arts**
- **Physical education- 120 minutes per week Grades K-5**
- **Health education- HIV/Aids Lessons Grades K-5**

Make-Up/ Missed Assignment Policy

Missed assignments should be made up immediately following the student's return to school with an excused absence note. Late assignments should be made up. Please coordinate with classroom teacher/s to work out making up assignments. Parents and students are responsible for reaching out to teachers if there are any foreseeable obstacles in the completion of an assignment before the due date.

Report Card Grades

Report cards are distributed electronically three times per year in November, March, and June; with an overall grade reported in June. Report card grades follow the numeric system as outlined above. The minimum grade a student must receive to "pass" or meet NYS Standards is a level 3. The Performance Level of 2 is below New York State Standards. While it is approaching standards, a performance level of below standards (2) is not on grade level or meeting Standards. Grades are cumulative and show students' progress throughout the year. Parents may view their child's report card by accessing their child's New York Schools Account (NYSCA). Report cards may be viewed online in November, March, and June.

Progress Reports

Progress reports are distributed at the end of January, following the completion of our mid-year screener assessments. Each child will receive a progress report which will provide student progress in the core content areas (reading, writing, math). The report will indicate what your student is doing well and what they need to improve on. Your child's teacher will be able to discuss your child's Progress Report during the weekly parent engagement time.

Parent Engagement Time

Parent Engagement Time takes place during the school week. Please reach out to your student's teacher.

During Parent Engagement Time teachers may communicate with parents in the following ways:

- Meetings (individual or group) with parents or guardian
- Telephone conversations with parents or guardians
- Written correspondence with parents or guardians

Schoolwide Assessments

Grades K, 1, 2

Assessment Type - Academic Screener- Acadience (ELA), iReady (Math)

Administration Dates- September, January, May

Benchmark Levels

- Blue- Above Standards
- Green – Meets Standards
- Yellow – Approaching Standards
- Red- Below Standards

Grades 3-5

Assessment Type - iReady Reading Diagnostic Screener

Administration Dates - September, January, May

Benchmark Levels

- Blue- Above Standards
- Green – Meets Standards
- Yellow – Approaching Standards
- Red- Below Standards

Grades K-5**Assessment Type** - iReady Mathematics Screener**Administration Dates** - September, January, May**Benchmark Levels**

- Blue- Above Standards
- Green – Meets Standards
- Yellow – Approaching Standards
- Red- Below Standards

Grades K-5**Assessment Type**- HMH Into Reading Module Assessments**Administration Dates**- Teacher will share dates in monthly Grade level Newsletter/Class dojo**Benchmark Levels**

Level 1, 2, 3, 4 - See grading scale above.

Grades K-5**Assessment Type**- Envisions Math Chapter and Unit Assessments**Administration Dates**- Teacher will share dates in monthly Grade level Newsletter/Class dojo**Benchmark Levels**

Level 1, 2, 3, 4 - See grading scale above.

IB Unit Projects

Grade specific assessment criteria will be shared by classroom teachers.

Benchmark Levels

Level 1, 2, 3, 4 - See grading scale above.

Teachers will conduct ongoing assessments throughout their daily lessons to continually assess the needs of their students.

Parent Teacher Conference Dates

Parent teacher conferences will be held virtually via Zoom. Teachers will share Zoom PTC Zoom links with families so that they can gain access. School will be dismissed at 11:30 am on all parent conference dates

PTC Dates

September 17 (Wednesday) — Evening parent-teacher conferences for elementary schools - 4:30-7:30 pm

November 6 (Thursday- Afternoon (12:30-3:30 pm) and evening (4:30-7:30 pm) - **Report Card Distribution**

March 5 (Thursday)-Afternoon (12:30-3:30 pm) and evening (4:30-7:30 pm) - **Report Card Distribution**

May 7 (Thursday) — Evening parent-teacher conferences 4:30-7:30 pm

June 26 (Friday) - Final Report Card distribution. There will not be any PTC prior to the Report Card distribution

For PTC where report cards are distributed, please schedule a timeslot with your child's teacher. Individual PTC lasts 7 minutes. For a longer discussion with your child's teacher, please schedule additional time during the week.

Promotion in Doubt Process & Timeline

January – Early February

- Schools identify students who are not on track to meeting promotion benchmarks at the end of the school year.
- Families of students whose promotion is in doubt receive an email or written notice in the mail.

May – June

- Schools do promotion portfolios for students who may not be ready for the next grade level
 - This is based on student work and assessments from throughout the school year.
 - Principals make promotion decisions based on the English language arts and math skills shown in the student's portfolio.
- Families of students who are not promoted are notified by their schools.

July

- Students who were not promoted in June must participate in summer learning.
- Any student may participate in summer learning (not promoted or promoted grades K-5), which provides academic support, arts, recreation, and social-emotional support.

August

- At the end of summer, principals make final promotion decisions based on students' portfolios and summer work.
- Families of students not promoted in June are notified.
- Families may appeal promotion decisions by submitting a written appeal to their student's principal.

Summer School Recommendations

If a student receives an overall grade as a level (1) in English Language Arts and/or Mathematics in the June marking period, they are mandated to attend summer school. If they do not pass summer school, they will be retained.

If a child is potentially “Promotion in Doubt,” a meeting will be held with families in January. Families can discuss their child’s progress with their teacher throughout the school year and at the November and March parent-teacher conferences.

Notices will be sent home to families in January and June to notify parents of the decision. If you are not satisfied with the final promotion decision, you may contact the principal of your student's school appealing the decision at the end of August. The appeal will be reviewed by the superintendent, who makes the final decision.

What if Your Student Is Unable to Attend Summer Rising?

Summer learning is an opportunity for students to develop the skills and knowledge needed for the next grade level. At the end of the summer, schools complete a review of students' portfolios with their summer work and assessments. If your student cannot attend summer learning, you may still submit a written appeal to the principal by the end of August but you may find it difficult to demonstrate that your student is prepared for the next grade level.

Assessments

The calendar below includes all applicable dates for testing, based on the 2025-2026 NY State Assessment Calendar. In addition, students in Grades K-5 will undergo periodic assessments in ELA - HMH Into Reading Module Assessments, Fundations Unit Assessments, IB Project Based Assessments, Mathematics - Envision Chapter Assessments, and Science- Amplify Science Assessments. Teachers will also conduct formative classroom assessments throughout the year. **The data obtained from these assessments will be used to: guide instruction, identify students in need of intervention, and assist in determining promotion.** Results will be communicated to parents/guardians through report cards and conferences during the school year.



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

ASSISTANT COMMISSIONER, OFFICE OF STATE ASSESSMENT
89 Washington Avenue, Room 775 EBA
Albany, New York 12234

December 2024

TO: District Superintendents
Superintendents of Public Schools
Principals of Public, Religious, and Independent Schools
Leaders of Charter Schools

FROM: Zachary Warner *ZW*

SUBJECT: Final Dates for the 2025–26 Elementary- and Intermediate-level Testing

2025–26 School Year Elementary- and Intermediate-level Testing Schedule

Operational Test	Administration Window	Make-up Dates	Scoring Dates	Final Dates to Submit Answer Sheets to Scanning Centers
NYSAE English Language Arts, Mathematics, and Science	Monday, March 9– Friday, June 5	Make-ups must be given within the testing window	N/A	N/A
Grades 3–8 English Language Arts Grades 3–8 mathematics Grades 5 & 8 science	Monday, April 6– Friday, May 15	Make-ups must be given within the testing window	Completed by Friday, May 22	N/A
NYSESLAT Speaking	Monday, April 6– Friday, May, 22	Make-ups must be given within the testing window	Speaking is usually scored as it is administered.	TBD
NYSESLAT Listening, Reading, Writing	Monday, May 4– Friday, May 22	Make-ups must be given within the testing window	TBD	TBD

For the Grades 3-8 English Language Arts and Mathematics Computer-based Tests, schools will select two consecutive days within the respective administration window to administer assessments for each grade level and subject. Schools must test the entire grade, except for make-up testing, on the same two consecutive school days for each subject. More than one grade level may be tested on the same two consecutive school days. For the Grades 5 & 8 Science Computer-based Tests, schools must test the entire grade, except for make-up testing on the same day. Schools may administer the Grades 5 & 8 Science Computer-based Tests on the same day. These rules are school-specific and need not be observed as district-specific. Schools with students that must test on paper per an Individualized Education Program (IEP) or Section 504 Accommodation Plan or who will be taking an alternate language edition of the mathematics or science test on paper, should test on the same days as their CBT grade classmates.

Religious and Independent Schools who due to religious beliefs, do not make use of technology in the classroom and therefore will only be offering paper-based tests, must administer the paper-based tests within the same multiple-week window (Monday, April 6 – Friday, May 15).

Promotion Criteria and Standards

According to Chancellor's Regulation A-501, in the early childhood grades, the school will be required to demonstrate that a variety of intensive, appropriate interventions and instructional strategies have been consistently employed in serious efforts to move all students toward promotion. Promotion decisions are made by each school principal based on multiple measures of student readiness for the next grade level in English and math (as well as science and social studies for grade 8 students).

Promotion Portfolios - How do we determine which students get promotion portfolios

- Schools prepare promotion portfolios for students whose work shows that they may not be ready for the next grade. This can be based on report card grades, student writing samples, projects, assessments, assignments, and other work chosen by the school.
- Schools do not prepare portfolios for students who show they are prepared for the next grade based on their work throughout the school year. The principal promotes these students in June.
- Teachers review student work from the school year to identify students who may not be ready for the work of the next grade in English language arts and/or math, even with support. Students whose work shows they are ready for the next grade are promoted by the principal in June.
- If a student's work shows they may not be ready for the next grade level, the teacher completes and scores the portfolio. The principal makes the promotion decision based on the portfolio results.

Grades K-2

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

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

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

Grades 3-5 (ELL's)

- Promotion criteria for ELL's will be determined according to the student's number of years of enrollment in a United States School System.
- **Students enrolled for 6 or more years** will be held to the same standards as English Proficient General Education Students & SWD with standard promotion IEP's

- **Students enrolled for at least 2 years but less than 6 years**, and those students with Interrupted Formal Education will be promoted based on --satisfactory progress in English as a Second Language (ESL) literacy and Math development (as evidenced by meeting NYS Learning Standards, student work, teacher observation, satisfactory achievement on the NYSESLAT, or Level 2 on the NYS ELA & Math exam)

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

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

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

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

After School Academics, Enrichment, & Social Emotional Learning

The following extracurricular programs will be available to students:

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

PS 316 After School Clubs (**Grades K-2 Wednesdays 2:30-3:30 pm & Grades 3-5 Fridays 2:30-3:30 pm**).

Clubs are based on the offerings available each year from teachers, staff, and the PTA.

Some of our past clubs have included:

- Yoga
- Chess
- Music & Movement
- Drama - Grades 3-5
- STEAM
- Spanish

Sports & Enrichment

- Basketball
- Track & Field
- Road Runner
- Skills & Drills
- Alvin Ailey Dance Residency
- Cool Cultures (Pre-K/3)
- Community Word Project

Music

- Strings- Noel Pointer
- SteelBand
- Drumming

Afterschool Programs

- CCM-- Community Counseling and Mediation Afterschool Program (M-F grades K-5 - on Site)
- Teams - Afterschool Program (M-F grades Pre-K -5- On site)
- TrailBlazers - Afterschool Programs (M-F gades Pre-K -5- Onsite)
- Friends of Crown Heights - (FOCH) (M-F Grades K-5 off site)
- Tiny Scientist
- Shambala

Communication

At PS 316 Elijah G Stroud IB World School, we value consistent, clear communication. We are committed to regular written and verbal communication with parents and families in order to help everyone to do their best as they know what to expect about their child's academic, social, and emotional progress as well as to provide pertinent school information and share upcoming events. We try to communicate mostly electronically. However, we do backpack pertinent information to families. Our methods of communication include:

- Class Dojo – news feed (for reminders and to share school highlights), as well as parent-to-teacher/principal messaging. It is translated.
- DOE Messenger - Key information (for reminders, GRP information, school events and highlights). Messages are shared via email, text or robo call through this platform. It is translated. You must activate your NYCSA to receive DOE messenger.
- Communication Folder – check your child's communication folder daily for flyers and student work. You can also use this folder to send notes and return slips back to your child's teacher.
- Weekly/Monthly Newsletter – sent by classroom teachers (frequency varies by grade level)
- Periodic special notices with tear-off slips – please sign and return them promptly
- Electronic Surveys - 3 times per year via Google Form
- Website: www.ps316brooklyn.org
- Instagram Handle: [@ps316brooklyn](https://www.instagram.com/@ps316brooklyn)

Communicating With P.S 316 Elijah G Stroud Team

We are happy that you can reach out to teachers, staff, and the school in a variety of ways. We value your input and like to hear from you. Please remember that during the school day each teacher's priority is teaching. During instructional time our goal is to keep our students safe, strengthen the relationships between P.S. 316 and our families, and provide our students with the least number of interruptions during their instructional time.

Please be mindful that certain methods of communication are more appropriate than others based on the topics, questions, levels of sensitivity, confidentiality, etc. We ask that you understand that there can also be a delay in response while additional information is being gathered. Please see below for some guidelines on how best to use

different forms of communication. When in doubt, you can always call the Main Office for assistance, however main office staff will not be able to transfer calls to the classroom teacher since they are engaged in instruction.

Class Dojo Messages:

Teachers check their Class Dojo during the school day, however it is not checked often during instructional time. Therefore, these should be sent only when necessary and used for non-urgent matters. Your child's academic progress, learning expectations or behavioral issues are best addressed through a telephone conversation or by scheduling a personal conference with your child's teacher. If you send your child's teacher an email, it should not include any information related to other students or staff, as well as any personal or sensitive information.

Class Dojo Communication with the classroom teacher:

- Checking for homework, flyers and upcoming events
- Setting up a meeting, either by phone or in-person. State the reason and we will be prepared to discuss it further with you.
- A general, non-urgent question.
- Sending a quick note or brief information you would like the teacher to know.
- Dismissal changes - ***Please dojo this information to the teacher in advance, since they are not regularly checking their dojo during instructional times.*** Kindly call the main office for dismissal changes as a backup.
- Urgent matters should be relayed to the main office. Depending on the situation, additional staff may be looped in, should they have more knowledge or are better equipped to support you.

Birthday Celebrations

To celebrate children's birthdays, we will have weekly celebrations for the birthdays during that week. Parents, families and caregivers will have the opportunity to visit their child's classroom throughout the year for celebration. We know that parents and families would love to attend birthday parties, however due to time limitations (50 minutes) and possible overcrowding families and caregivers are not allowed to attend birthday celebrations in the classroom. Teachers can share pictures and highlights of the party with you on class dojo. We ask that you inform your child's teacher in advance that you will be bringing birthday party items. When dropping off the items please inform the Agent, who will notify the main office. A staff member will take the items to the classroom for the birthday party.

Please adhere to the following guidelines:

- Due to the wide range of allergies and dietary restrictions within each classroom, please bring pre-packaged snacks/cupcakes. Friendly reminder: We are a nut and shellfish free school!
- We do not want parents to feel unnecessary pressure, so please avoid bringing goodie/gift bags!
- Birthday celebrations will be limited to the class for one period (50 minutes) at the end of the day on Fridays, so please be mindful that the classroom teacher/s will have to clean up in time for dismissal.
- If you will be having a party outside of school and would like to invite your child's classmates, please invite all students so no student feels excluded.

Classroom Visits

On certain occasions, parents, guardians and caregivers may be invited to visit their student's classroom to read a book, play an instrument, share their talent, or support an end of unit project etc. Since our periods are 50 minute blocks, parents must sign up with your student's classroom teacher(s). Additionally, we ask that you share the book/activity with your student's teacher in advance.

Additional opportunities to visit your child's classroom/the school

We celebrate our students and honor our diverse school community throughout the school year. Please visit our school during the following events listed below:

- Student/IB Scholar of the Month Ceremonies
- Publishing Parties
- IB End of Unit/Project Celebrations
- IB Exhibit (Grade 5)
- Assemblies/Performances
- United Nations Day
- World Read Aloud Day
- Field Trips (Please reach out to your student's teacher)
- PTA Events e.g. Booster Run
- End of Year Events

The school and teachers will share updated information regarding events.

Staff Appreciation/Class Gifts

As per the Chancellor's Regulation C-110-Officials and employees may accept gifts from whole classes of students, their parents and/or guardians, provided that each student, parent or guardian in the class has the opportunity to sign the card or note that comes with the gift, whether or not the student, parent or guardian contributed to the cost of the gift. In addition, students, their parents and/or guardians may not be asked to contribute more than a small amount of money toward such class gifts.

Lost and Found

We encourage teaching children to be responsible for his/her belongings, including their backpack, lunchboxes, water bottles, coats, hats, and gloves. However, we understand that sometimes items are left behind, even with gentle reminders. We ask that you please label the items your child brings to school (not just initials), from school supplies, coats, sweaters, water bottles, lunchboxes and backpacks. Any items found without a label will be placed in the Lost in Found. Please check the Lost and Found periodically for missing items. The Lost and Found is located in the main lobby parallel to the Safety Agent's console (room 126). The Lost and Found is open to parents/caregivers from 8:45-10:45 AM and 2:45- 3:20 PM M-F. If you need access to the Lost and Found, please inform the Safety Agent and a staff member will be notified to support you. Items that are not retrieved from the Lost and Found by the end of the month, will be donated to charity.

Things to Keep at Home:

Please keep the following items at home and do not bring them to school: Glass bottles, hot beverages, laser pointers, toy weapons, large sums of money. This list may be modified throughout the school year.

Distraction Free Policy

Please be reminded of our distraction free policy where all internet enabled devices will be collected at the start of the school day (8:10 am) and returned at the end of the school day (2:30 pm). Devices must be turned off before entering the school building and turned in to a staff member. Devices will be placed in labeled pouches, locked in the main office and returned to students at the end of the instructional day.

Field Trips

Field trips are planned by teachers as part of the curriculum and expose students to the many institutions and resources available throughout our borough and city. Trips are considered an extension of the classroom and are aligned to the curriculum. Our teachers follow clear guidelines to ensure the safety and security of all of our students. Parents will receive notice of field trips via a field trip permission form. Each child will need a signed permission slip prior to the trip date in order to attend the trip. Dojo messages will not suffice. Money may be requested from each student as payment for the trip. All monies should be placed in a sealed envelope with your child's full name and class. We love having parents join us. Please notify the classroom teacher if you are interested in chaperoning. Unfortunately, we cannot permit younger siblings to be part of class trips.

Walking Field Trips

We have many institutions and resources accessible to our students right in our neck of the woods. Therefore, we encourage teachers to have our students participate in walking field trips throughout the school year. Walking field trips are defined as places of educational relevance within walking distance from our school building. Our students will walk to points of interest within our neighborhood with relevance to our curriculum. This may include: the Brooklyn Museum, Brooklyn Botanic Garden, Brooklyn Public Library, the nearby Fire Station, Neptune Diner (Pre-K trip) or a neighborhood walk to observe wildlife. Teachers will give prior notice of any upcoming walking field trips. By signing a 'Walking Trip Permission Slip', you will allow your child to go on these short, local excursions throughout the school year. Parents are welcome to accompany their child's class on these walking trips. Please speak to your child's teacher(s).

Family Involvement Policy

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

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

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

In addition, Parents & Families are encouraged to:

- a. Provide a supportive and encouraging home environment.
- a. We love to have parents, families and caregivers volunteer time, skills, or resources in the school (as often as possible). Please reach out to the Parent Coordinator to volunteer to support our school based events and activities.
- a. Take part in school and community programs that empower parents in educational decision-making
- a. Become active members in the P.S. 316 Parent Teacher Association, Title I Parent Committee, and Learning Leaders.
- a. Become aware of the sources of data on individual school and student performance including (but not limited to by visiting the main Department of Education website www.schools.nyc.gov
 - a. Work with the school to develop their child into a successful and prepared scholar.

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

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

- **THE P.S. 316 PARENT-TEACHER ASSOCIATION (PTA):** The P.S. 316 PTA is a 501c3 non-profit organization operated by an elected board comprising parents and guardians of currently enrolled P.S. 316 students. Our PTA advocates for the welfare and educational success of our students, works to foster strong connections between families and the school, and supports our school community through fundraising and volunteer efforts. Our mission is to maintain and expand equitable access to existing programming and opportunities in accordance with the dynamic needs of our vibrant and diverse school community. We strive to function as a resource to support evolving needs at the school, family, and community levels. *All parents and guardians of children attending P.S. 316 are automatically members of the PTA. Membership is also open to all teachers and staff including paraprofessionals, school aides, school secretaries, and food service workers currently employed at the school.* The current P.S. 316 PTA Executive Board consists of Co-Presidents, Co-Vice Presidents, Secretary, and Co-Treasurers.
- **School Leadership Team (SLT):** Chancellor's Regulation A-655 mandates that every NYC public school have an SLT. to foster collaborative, school-based decision-making by developing educational policies and the school's Comprehensive Educational Plan (CEP), making decisions on programs to improve student achievement, and overseeing their school's alignment with its budget. SLTs are mandated by [New York State Education Law](#) and Chancellor's Regulation A-655, requiring an equal representation of parents and staff, including the principal.
- **President's Council:** According to Chancellor's Regulation A-660, Presidents Councils (PC) are responsible for assisting in the establishment/re-establishment of new Parent Associations (PA).In addition, PC's provide assistance to PA/PTA guiding them on the drafting and revising of bylaws, observing and conducting elections, developing new parent leaders and resolving disputes, upon appropriate request.
- **Community and Citywide Education Councils** are deliberative bodies that help to shape educational policies and priorities in their districts. CEC members are parent volunteers who provide hands-on leadership and support for their community's public schools. Participation on these councils is an important responsibility that we encourage every public school parent to consider.
- **Coffee, Tea and Conversation with Principal Weekes:** monthly program designed to encourage parents to come to our school to learn about current and important school events. 9:00-9:45 am.
- **Class Parent:** Class parents function as trusted parent points of contact for teachers. Each class has one or two class parents who support class-specific communication. Interested parents apply at the beginning of each school year and are elected by lottery at the conclusion of the application period. *The class parent role is a function of the PTA's Class Parent Committee and is managed by the committee chair and the PTA.*

PS 316 Parent Teacher Association (PTA)

PTAs facilitate family involvement in school affairs and decision-making, organize activities for students and families, support teachers and staff, fundraise for parent-selected initiatives, and so much more!

The PTA works to provide:

- **Advocacy:** The PTA serves as a voice for our children and families, advocating for educational standards, resources, and safety
- **Support:** The PTA provides resources for students, families, and teachers to ensure their needs are met and they feel valued and recognized
- **Community Building:** The PTA hosts a packed calendar of events, activities, and volunteer opportunities both in and out of school to build community and connection among our families
- **Supplemental Learning:** The PTA sponsors enrichment programs and residencies where possible when the school requests financial support and the parent/caregiver community is aligned with the initiative's goals
- **Fundraising:** The PTA raises money to fund activities, after school programs, field trips, and essential supplies that would otherwise be unavailable. (Annual fundraising initiatives are determined by the responses in our Back to School survey.)

This year, the PTA is focused on:

- Expanding after school programming, residencies, and extra-curriculars
- Building on the success of prior events
- Increasing scholarship funds and access
- Broadening the scope of community events

The PTA holds monthly general meetings for all parents, caregivers, teachers, and staff where we share important updates, information about upcoming events, and vote on important decisions that impact the school.

PS 316 has a thriving parent community dedicated to ensuring the school's ongoing success. We run solely on volunteers and encourage parents and caregivers to get involved by volunteering with the PTA. Parents can join or lead a committee, volunteer at an event, or even help with tasks as needed in the PTA office, located on the first floor in room 128. There is always something to do, so don't hesitate to reach out!

Elections for the PTA Executive Board are held annually in May for the following school year. Our PTA maintains sole or co-positions for the three mandatory offices of President, Secretary, and Treasurer as well as the non-mandatory supporting role of Vice President.

The 2025-2026 PTA Executive Board members are:

Christina Piechowski and Nicole Clark, Co-Presidents

Nikki Faux and Alicia Rigues, Co-Vice Presidents

Sam Satchell, Secretary

Jamillah Alexander and Paurcha Edwards-Rankin, Co-Treasurers

We look forward to getting to know you!

PS 316 Parent and Family Engagement Policy 2025-26

Parent and Family Engagement Policy

Educational research shows a positive correlation between effective parental engagement and student achievement. The overall aim of this policy is to develop a parent and family engagement policy that will establish expectations and objectives for meaningful parent and family engagement in the school community. PS 316 Elijah G Stroud, in compliance with Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is responsible for creating and implementing a parent and family engagement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making to support their children's education. Parents are encouraged to actively participate on the School Leadership Team, and Parent Association (or Parent-Teacher Association) as trained volunteers and welcomed members of the school community.

Support for Parents and Family Members of Title I Students

PS316 Elijah G. Stroud is not a Title I school, but it serves a diverse population of students, including those who are identified as Title I students. Title I students can be found in both Title I and non-Title I schools throughout the district. These students are eligible for additional academic support and services aimed at promoting educational equity and closing achievement gaps. Although PS316 does not receive Title I funding schoolwide, it remains committed to providing high-quality instruction and support to meet the needs of all learners.

Parental Involvement and School Quality

The school's Parent and Family Engagement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of Multilingual Learners/English Language Learners (ML/ELL), and students with disabilities. The school community, with the meaningful involvement of parents and family members, will conduct an annual evaluation of the content and effectiveness of this parent and family engagement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents and family members and enhance the school's Title I program. The school will maintain this information. In developing the Title I Parent and Family Engagement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent and Family Engagement Policy and asked to survey their members for additional input to increase and improve parent involvement and school quality.

- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional learning, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- Conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system, e.g., ESSA/State accountability system, student proficiency levels, Annual School Report Card, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- Schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed.

Encouraging School-Level Parental Involvement

The school will further encourage school-level parent and family engagement by:

- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams and Parent Association (or Parent-Teacher Association)
- Encouraging and supporting school led family events that address specific community needs based on parent feedback and supporting PTA events through collaboration, outreach, and resource sharing
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- Encouraging more parents to become trained school volunteers and classroom parents. . encouraging parents to join communication, fundraising, diversity, equity, and inclusion, and other committees that support the students, staff, and caregivers of PS 316
- Providing a clear and easily accessible grading policy that outlines how participation, attendance, and other factors are measured and weighted.
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- Providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

School-Parent Compact (SPC)

PS 316 Elijah G Stroud, in compliance with the Section 1116 of Title I, Part A of the Every Student Succeeds Act (ESSA), is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

PS 316 Elijah G. Stroud is committed to fostering strong partnerships between families, students, and staff to support every child's academic and personal growth. Although our school is no longer designated as a Title I school, we continue to uphold the principles of collaboration and shared responsibility that guide effective family engagement. This School-Parent Compact outlines how parents, the entire school staff, and students will work together to promote improved academic achievement and ensure that all children reach high standards of learning.

School Responsibilities: High Quality Curriculum

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently;
- Actively celebrating and affirming all aspects of student and staff identity including cultural, racial, ethnic, linguistic, gender, sexual orientation, neurological, and disability status;
- Ensuring educational resources and lessons reflect and positively represent diverse identities, family structures, and lived experiences;
- Implementing a curriculum aligned to the State Learning Standards;
- Offering high quality instruction in all content areas;
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the Every Student Succeeds Act (ESSA)

School Responsibilities: Supporting Home-School Relationships

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I

programs, Parent and Family Engagement Policy and this Compact;

- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- Providing a clear and easily accessible grading policy that outlines how participation, attendance, and other factors are measured and weighted;
- Ensuring that the Parent and Family Engagement Policy and School-Parent Compact are distributed and discussed with parents each year;

School Responsibilities: Providing Parents Reasonable Access to Staff

Provide parents reasonable access to staff by:

- Ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- Planning activities for parents during the school year, e.g., Parent-Teacher Conferences

School Responsibilities: Providing General Support to Parents

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents, and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional learning opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents and family members;
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent and Family Engagement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the Title I requirement for Every Student Succeeds Act (ESSA) and Title I programs
- Ensuring that grading policies do not disadvantage neurodivergent students by relying solely on traditional behavioral expectations that may not account for diverse learning and communication styles;

- Where applicable, providing explicit support and instruction on Social-Emotional Learning (SEL) to help all students develop the skills needed to engage in classroom participation in a way that aligns with their individual needs;

Parent/Guardian Responsibilities

- Monitor my child's attendance and ensure that my child arrives to school on time as well as to notify my child's teacher via ClassDojo or call the office when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary;
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- Help my child develop healthy screen time habits by setting clear guidelines for television, video games, social media, and other digital content;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Actively participate in decisions related to my child's education by attending meetings, sharing feedback, and collaborating with school staff;
- Communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- Respond to surveys, feedback forms and notices when requested;
- Become involved in the development, implementation, evaluation and revision to the Parent and Family Engagement Policy and this Compact;
- Participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
- Take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Advisory Council, School or District Leadership Teams;
- Share responsibility for the improved academic achievement of my child
- Respectfully interact with members of our school community and understand that the various backgrounds, experiences, family types, and expressions of identity make us a stronger learning community

Student Responsibilities

- Attend school regularly and arrive on time, ready to learn;
- Stay engaged by exploring my interests, asking questions, and challenging myself to grow;

- Take responsibility for my learning by completing assignments, managing my time, and always doing my best;
- Treat classmates, teachers, and staff with kindness and respect, creating a welcoming and inclusive school community;
- Work to resolve conflicts peacefully, take responsibility for my actions, and seek help when needed;
- Use technology and social media responsibly, being mindful of my privacy and how my actions affect others;
- Take care of my school, the environment, and shared spaces by being responsible and respectful.

PARENT VOLUNTEER ETIQUETTE

All Parent Volunteers are welcome at PS 316. Parents and Visitors are required to show photo identification and sign in at the security desk located at the main entrance. The Agent will call the Parent Coordinator to let her know that you have arrived and she will meet you at the safety desk.

Identification

School rules require that all volunteers show identification to the Safety Agent. As a school volunteer, a badge will be issued to you. You are asked to wear your identification while at the school. If you are a new volunteer, check in at the school office, and introduce yourself to the office staff where you will be provided a volunteer badge.

Movement Around the Building

When you volunteer at PS 316, remain within the designated area of your assignment. Please refrain from visiting classrooms or breakrooms, to ensure safety and continuity of instruction. If you have any questions or concerns about anything please ask the Parent Coordinator for assistance.

Confidentiality

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

Suspicious Activity

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

Evacuation Drills:

In the actual event of an emergency, or during scheduled drills, volunteers are required to evacuate the building in a timely manner with students and staff and should follow the instructions of teachers and/ or staff.

Key Contact Information

Principal	Karen Weekes	kweekes@schools.nyc.gov
Assistant Principal	Kamaria Burns	kburns2@schools.nyc.gov
Assistant Principal	Kevin Coyne, Ed.D.	kcoyne@schools.nyc.gov
Parent Coordinator	Karen Jenkins	kjenkins6@schools.nyc.gov
Community Coordinator	Sheila Garrett	sgarrett@schools.nyc.gov