P.S. 138
The Samuel Randall School

PARENT HANDBOOK
2026-2027

"At P.S. 138 we impact every child daily utilizing data to meet their individual needs"

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VISION & MISSION

Vision

P.S. 138, home of the Wolfpack, is an academic home that provides and nurtures each child's social and emotional development. We impact every child daily by utilizing data to meet their individual social emotional, academic, relational, and community needs. We improve student achievement through shared and inclusive curricula that goes beyond skills to action that empowers. We utilize data, through continuous cycles of improvement and learning to provide appropriate enrichment, support, and scaffolds for every child. The school staff promotes and encourages joy in learning by inviting students, teachers and families to bring the fullness of who they are to the learning every day, ensuring that critical thinking through multiple perspectives is present and examined. P.S. 138 has a learning culture in which staff members are relationship facilitators that project positivity and have a holistic and a shared approached to learning. In addition to our robust academic program, we offer extracurricular opportunities where our students and teachers can showcase their various talents. All staff member share responsibly for recognizing each other's successes and celebrating both individual and group accomplishments.

Mission

"At P.S. 138 WE IMPACT EVERY CHILD DAILY BY UTILIZING DATA TO MEET THEIR INDIVIDUAL NEEDS"

Values (Beliefs about how children learn best)

- Every action is focused on student achievement, effective data driven instruction, collaboration and/or parent communication.
- Celebration is everyone's responsibility.
- Be honest, communicate.
- Lead and learn.
- Teach, assess, reflect.
- We serve as relationship facilitators.

PARENT ENGAGEMENT

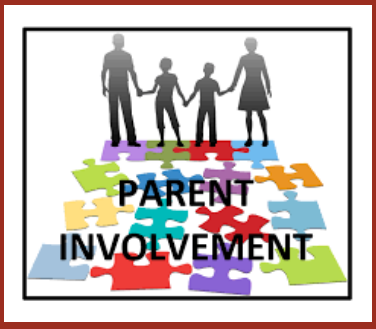
55 Minutes Weekly (Remote)

This time is designated for parent outreach and engagement that will sustain the home-school connection and encourage parents to support their child academically. During this time parents/guardians and teachers can engage in the following ways:

Some examples include (not limited to):

Parent Engagement (40 minutes)

- Via (telephone, text, email, in person, etc.) to discuss pertinent student matters (ie. Attendance, concerns, positive reinforcement, etc.)
- Written correspondence (including e-mail)
- Newsletter outlining curriculum, current homework assignment, ways that parents can help at home, etc.
- Sharing information on (ie. Assignments, photographs, upcoming events, etc.)
- Sharing projects that students need to work with parents at home to complete (ie. Interview, parent's hobby, research about native home, etc.)
- Parent Workshop based on informing parents about new concepts in the classroom
- Progress Report to show student needs and growth
- Weekly e-mail blast for parents to keep them in touch with what is currently happening in class.
- Student led conferences, where students identify and articulate their next steps/growth
  Plan for an event in school (ie. Publishing party, parent volunteer, guest speaker, etc.)



Report Cards & Progress Reports

Report cards afford teachers, parents, and guardians the opportunity to discuss each child's academic and behavioral status. They are distributed four times a year: November, January, March and June. Parents receive report cards at parent teacher conferences (November & March). No report cards will be sent home (except in June) with a child without permission from administration.

Progress Reports will be distributed to PreK/Kindergarten students in November. The grades placed on each child's progress report is based on assessments taken by the child. This involves using a minimum of three pieces of recent evidence, e.g. documented data from running records (formal & informal), performance tasks, post-tests, quizzes, etc. to determine the appropriate grades in each subject area for each child.



Please refer to the grading policy handbook for further details.

Parent Meetings

Parent orientations and conferences are held to increase the collective partnership among students, parents, and teachers. Afternoon and evening conferences are held during the Fall and Spring terms. Student digital portfolios will be available for parents to review. Parents may view the system in place to show parents assessments that helped determine students' overall grade.

Parent-Teacher Conferences are being held:
September 30, 2026 from 4:00-7:00 (Remote)
November 2, 2026 from 1:00-3:00, and 4:00-7:00 (Remote)
March 3, 2027 from 1:00-3:00, and 4:00-7:00 (Remote)
May 26, 2027 from 4:00 pm to 7:00 pm. (Remote)

Arrival procedures

Students

Official school day for students:
3K – PK: 8:15 AM – 2:25 PM
K - 5: 8:15 AM – 2:35 PM

- Breakfast will be served from 7:45 am – 8:10 am
- All doors are open at 8:15 am for regular arrival and close at 8:21 am.
- At 8:21 am the main doors to the building are opened for additional latecomers.
- 3K/Pre-K enters/exit using Exit 4 and proceeds directly to class at 8:15 AM
- Kindergarteners-Grade 2 enter/exit using Exit 3.
- Grades 3, 4, 5 enter/exit using Exit 6.
- During inclement weather, students can be picked up in the cafeteria, Parents will enter Exit 6, walk through the cafeteria and exit through the side exit of the new building.

STUDENT ATTENDANCE AND LATENESS
Mandated procedures for recording students' attendance and lateness must be followed. It is the responsibility of the classroom teacher to keep accurate attendance records, and to communicate with you regarding poor attendance.

- Any student arriving after 8:21 must be marked late.
- Notes regarding students' absences are placed in the attendance folder and forwarded to the main office.

DISMISSAL PROCEDURES

- **Students are not permitted to go home alone,** without written consent. Teachers will ascertain how and when the child will be picked up and inform office staff or administration. Students in grades K-2 who are being picked up by an older sibling in our school must have written consent from their parent or legal guardian. No students in 3K-2 may walk home alone. Students are to be released only to the adults or siblings designated on the child's Emergency Blue Card.

- **Release of Students at Dismissal to Guardians, Buses and After School Programs:** Dismissal is a very challenging part of the day. Any correspondence from a guardian requesting a change to a student's usual routine should be in writing and immediately shared with the main office. Changes to a dismissal routine must be put in writing NO EXCEPTIONS! There are sometimes legal arrangements which may indicate persons who the child may not be released to, which the school is required to follow regarding the release of students. These are for the safety of the child. Parents must provide legal documentation in order for the school to abide by this request. Students may not be released to anyone that is NOT on the emergency card.



- **YMCA After School Program.** YMCA After School Program is funded in large part by DYCD (Department of Youth and Community Development). They create an environment where our students have access to stimulating activities through arts & culture, health & wellness and academic enrichment. The program strives to develop the individual interests of every student while supporting their academic success. The program schedule coincides with the DOE academic calendar and offers "Holiday Camp" programming on select school holidays. On regular school days, the program begins promptly after the school day ends (2:35 pm) and concludes at 5:30 pm**.**

- **Early Student Pick-Up.** Each time a parent or guardian visits the main office to pick up a student, the person must first show photo identification and sign in at the security desk. The name of the person picking up the child **MUST** be checked against the child's official emergency card. The name on the identification card presented must match the name of the custodial parent or guardian, or any other person that is listed on the emergency card. A child should not be released, under any circumstance, without following these protocols. All students leaving the building before the end of the school day must be signed out in the main office. No child is to be released from any other area of the school premises including the cafeteria, or schoolyard.

- If a visitor comes to pick up a child, and that visitor is not listed on the child's emergency card, UNDER NO CIRCUMSTANCES can the child be released to the visitor. Verbal approval for the release of a child to a person not listed on the child's emergency card cannot be granted if the visitor calls the parent or if the parent calls the visitor or the school. In such a case, a supervisor MUST be contacted to make a decision about the release of the child (children).

- If a school supervisor authorizes the release of the child, the following measures MUST be followed:

    - Make a copy of the undocumented person's official identification card (drivers I.D. passport or non-drivers I.D.
    - The child or older child, if there is a group of siblings, must verbally speak to the parent in the presence of the supervisor and other adult(s) overseeing the child.
    - The person picking up the child must sign the child out in the sign-out book.
    - The parent/guardian must be reminded of the guidelines for releasing children and handed a new emergency blue card that is due the next school day. The person overseeing the child must ensure that the new emergency blue card is received the next school day.

Safety first At P.S. 138!

Read the school safety plan. A copy is available in the main office.

Emergency Cards

Emergency Cards are sent out the first week of school. We must have an emergency home contact card for every child in the school which includes important information such as:

- Valid (and current) telephone numbers and e-mail addresses
- Names of contacts (other than parents) who can pick their child up
- Media Consent
- Allergy Information

Please inform the teacher and main office right away if there are any updates to contact information, so we can update their information on the emergency card. Fall and Spring Parent-Teacher Conferences are good opportunities to review emergency card information with teachers and notify the office of any changes. Information on the emergency card will not be shared with anyone outside of the school at any time.

Safety Agent & Visitors

The School Safety Agent works under the auspices of the NYC Police Department and is responsible for ensuring the safety of all individuals who enter the building. The School Safety Agent will make sure all visitors who enter the school building sign-in the visitor's book. All visitors to the building must enter through the main entrance and check in with security. Each visitor is to present an official and current photo identification card each time they enter the building regardless of the number of times they enter the building. Each visitor will be given a visitor's pass that must be worn while in the building. Visitors who are in the building must show a proper pass.

Parents are not allowed to walk children to the classroom. Parents are not allowed in classrooms without an appointment or pass. School Safety will sign in and ID the visitor and provide a pass, which must remain visible throughout the visit. All visitors must then report to the main office to state the reason for the visit.

Sick or Injured Students

Sick or injured students must be sent to the Nurse accompanied by another student or available adult. The Nurse will notify the student's guardian, teacher and main office if necessary for the student to be sent home. If well enough to remain at school, a note will be sent home by the nurse describing the diagnosis and any first aid given. No medication (aspirin, cough syrup, inhaler, epi-pen, etc.) may be administered without a 504 form. It must be signed by the child's physician and guardian, and on file with the school nurse. Parents of students requiring use of an Epi-pen will be asked to provide (2) to be kept in the medical room and the Principal's office.

➢ **Emergency Drills**

Drills are conducted to assure the best possible outcome in the event of various types of emergencies. Refer to the Emergency Drill Protocol memo which is provided at the beginning of each school year.



-Sheltering-In During a Shelter-In Drill, no one leaves or enters the building. Staff and students move away from windows and doors and move into the hallways to avoid a potential physical threat outside the building. Security and admin ensure that all exits are locked.

-Lockdown (Soft or Hard) Lockdown Drills are conducted each year in the event an intruder should enter the building. Remember ***Look, Lock, Light***! Teachers first look by checking the hallway for students, Lock the door and turn off the light. All students and staff remain silent and out of sight.

-Code Blue Drills/BRT Drills During Code Blue situations, staff members who have been trained and certified in CPR are mandated to respond to medical emergencies within our building. Code Blue drills are conducted and timed to minimize response times and assure correct medical protocols are carried out by the team.

➢ **Fire Drills** Fire Drills (8 per year, 6 by December 31st), and soft lockdown drills (4 per year) are requirements of the NYC Department of Education. Fire Drills prepare all school members for mass evacuation emergencies such as fire, bomb threats, etc.

- **Emergency Contact Folder.** Each classroom teacher is responsible for having an emergency contact folder which must contain a copy of each child's most recent emergency card, and any other medical emergency contact information and the Reunification Forms. The Emergency Contact Folder is to accompany every teacher each time they leave the building for a fire drill. This binder serves as a resource should a real emergency arise and re-entry to the building is prohibited. Please be sure this binder is complete and updated at all times. Carry this folder with you for each fire drill. **THERE MAY NOT BE ANY REAL DISTINCTION BETWEEN A PRACTICE FIRE DRILL AND A REAL EMERGENCY. BE READY AT ALL TIMES.**
- **Emergency Assembly Cards.** Each teacher is required to bring their Emergency Assembly Card with them during a fire drill or any school evacuation. Once your class has assembled in their spot, teachers should take attendance, check their students and display the symbol on their Emergency Assembly Card that reflects their class status. Teachers will hold up the green side of the card if all students are accounted for and there are no other issues. Red will be held up if there is a problem with your class (i.e. missing student) or any other non-medical concern. Teachers will hold the Emergency Assembly Card featuring the two crosses if there is a medical concern with your class. See the General Response Protocol (GRP) curriculum for further information.

➢ **Bus Drills.** ALL schools are required by the DOE to conduct 3 Bus Drills for students who are transported to and from school in a yellow bus.

➢ **Additional Safety Measures**

- Administration will be notified if the police or EMS need to be contacted.
- Students **must always** travel in pairs and have a pass when leaving the classroom.
- Students must sign out in the "Class Sign Out Book" when leaving the room indicating the time they left and their intended destination.

Medical Attention and Emergencies are to be treated as such. Children who are diagnosed with medical illnesses such as asthma, lupus, cancer, etc. are to be given medical attention if the child requests it or if the need is brought to the attention of an adult. Under no circumstances are staff members to refuse medical attention to a child. It is therefore the responsibility of all adults in the building to know of medical conditions of children that can endanger their lives.

Accidents

- **Accidents resulting in injury to a student** during school hours must also be reported immediately to the main office. The teacher or staff member in charge when the accident occurred must complete and sign an accident report obtained from the office. A written statement must also be obtained from the person injured signed by a witness and the teacher in charge if applicable. (A student's statement may be spoken and transcribed.) The classroom or cluster teacher is ultimately responsible for making sure that parents are contacted in the event of an accident. Accident reports must be submitted to the main office immediately since they must be entered within 24 hours online in the OORS system.

OORS Reporting Policy

All occurrences must be entered in the NYCDOE Online Occurrence Reporting System (OORS). This is particularly important and required for all student removals and Principal suspensions. When you wish to have an incident documented in the OORS system, you must provide a brief description of the incident (including date, time, location) to the administration for data entry within 24 hours.



Child Abuse/Neglect

All employees of the NYC Department of Education, **are mandated reporters of any suspicion of child abuse or neglect**. Teachers must not ignore the signs. Reporting and follow through work is done in collaboration with the school's social worker and administration.

Door Alarms

All exit doors except the main entrance are equipped with alarms. Each door has clear signage indicating the door is alarmed and can only be used in an emergency. Alarms remain activated unless specific signs posted indicate times when they are temporarily de-activated. Alarm **may not** be de-activated for convenient access to the street or any other reason not identified below. Each alarm operates on its own battery, has a low battery alert (whistle sound) and operates using a universal key. **Alarms will ONLY be temporarily de-activated** during entry or dismissal.

Instructional Practices

2026-2027 Initiatives

- **PBIS Rewards (Positive Behavior Intervention Supports)**. The PBIS Rewards is an app that allows students to track their own points progress, view and shop the school store, and set points goals for specific rewards. Likewise, the PBIS Rewards Parent app gives parents insight into their child's behavioral progress and allows them to see the rewards their child has earned
- **Math Stations.** The use of Math Centers can have a positive effect on student confidence, comprehension and performance, and autonomy. Math Centers are able to meet the unique needs of students by flexibly offering diverse activities and hands-on materials.

Communication Procedures

The P.S. 138 community's main method of communication is via the SOLVE app, or Instagram. Each of the school year you will receive a Monthly calendar. The calendar includes information on upcoming events and much more.

Digital device, (other than school device,) usage is not permitted while in the building. All cell phones, tablets, smart watches, etc. must be powered off and locked up in the classroom every morning.

COLLABORATIVE TEAMS

P.S. 138 is composed of several collaborative teams. Each week, teams meet to discuss and analyze data, resolve various issues, and determine the next steps. The following is a brief summary of these teams:

Multi-Tiered Systems of Support (MTSS): Tier 2 & 3 instruction

MTSS is a multi-tiered instruction and intervention model adopted to ensure all students have equal access to high-quality, differentiated instruction that is matched to their needs. Classroom teachers are responsible for Tier 1 and Tier II instruction.

The MTSS team is composed of all teachers who provide Academic Intervention Services (AIS) to academically at-risk students. This includes those who teach Speech, SETSS, English Language Services, 12:1:1 and Integrated Collaborative Team (ICT) teachers. The role of the MTSS team is to examine the data of struggling general education and special education students and to determine a system for addressing their needs. This system includes developing a timeframe, identifying materials to be used and collaborating about what is working, why certain systems may not be working, and next steps.

Guidance Counselors

Although the classroom/cluster teacher is responsible for student behavior in the classroom, guidance support is available to students with severely disruptive behaviors.

Guidance counselors' roles are to help refocus students who display challenging behaviors so that they can be returned into the classroom environment and continue learning.

Special Education Implementation Team (SIT)
The Special Education team is made up of all special education teachers, related service providers, guidance counselors, school-based support team (SBST), and school administrators. The purpose of the team is to collaborate about the challenges and needs of the students they serve as well as to implement strategies to help them meet grade level standards. After MTSS has been done to fidelity a parent may request an evaluation. This procedure involves writing a letter to the principal to request the evaluation. The SBST team will determine whether the child is eligible for special education services.

School Based Support Team (SBST)
The school assessment team is composed of the school's psychologist, social worker, and family worker. Together they are responsible for evaluating the special education needs of selected students.

The psychologist administers various tests to evaluate the academic performance of the child. Each child is tested individually. After the evaluation, a report is developed and shared with the family during the child's Initial Evaluation.

The social worker is responsible for gathering background data about the child from his/her guardian. This data may include the child's birth history, academic struggles as well as information about the child's social development and siblings.

The family worker is responsible for inputting information in SESIS, as well as fixing any discrepancies in ATS and scheduling meetings with parents and contacting parents to remind them of scheduled meetings.

Attendance Team
The Attendance Team is composed of the following members: parent coordinator, guidance counselor, attendance teacher, school aides and an administrator. The purpose of the team is to monitor and analyze attendance and create school-wide prevention plans.



Special education

Individual Education Plans (IEP) are developed for students with special needs. An IEP is completed on an annual basis by a team of staff members. It is the teachers' responsibility to become familiar with each student plan and modify the IEP as needed. If you have any questions or concerns, speak with a member of the School Based Support Team (SBST) or IEP Teacher.



- Extreme discretion must be exercised when referring to medical privacies and services outlined in a student's IEP. **All information is confidential**. Speak privately to a child or parent about services, accommodations, or medical needs.
- Both general and special education teachers must be familiar with the IEPs of their assigned students and share all academic responsibilities for meeting the needs of all students in their care. This includes joint responsibility for determining grades for classwork, assignments, assessments and report cards.
- Special subject teachers are responsible for familiarizing themselves with IEPs on SESIS for students assigned to them. As per DOE regulations, evidence that IEP goals and mandates are being met for students must be entered into SESIS **on time**.
- IEP meetings are to be scheduled using Outlook, with all attendees copied.
- IEP meetings are to be scheduled ONLY during parent engagement, before or after school**.**

Related Service Expectations

- Related service providers are responsible to call in first attend dates and to enter service dates into SESIS throughout the school year. It is recommended that this is done on a weekly basis.
- Related service schedules must be submitted to the administration within 10 days of the start of school. Any revisions made to schedule thereafter must be submitted to the administration before services commence.
- All related services must commence immediately
- It is the responsibility of the special education and/or general education teacher to inform the administration if the child is not receiving his or her related services.
- As per DOE regulations, evidence that IEP goals and mandates are being met for students must be entered into SESIS **on time.**

Other important information

Learning Standards

Learning Standards are set forth by the New York State Education Department. The Standards set the learning expectations for students at every grade level. Each pedagogical staff member is responsible for ensuring that students meet the standards at the end of each school year and that the students are on a path to be college and career ready. Please visit the Learning Standards link on the NYC Department of Education website for more information.

Literacy

We will continue to use Into Reading (HMH) school wide.

Math

We will continue to use Desmos Amplify school wide.

Science

We will continue to use Amplify Science school wide.

Social Studies

We will continue to use The Passport to Social Studies program school-wide.

Exams for 2026-2027

The NYS Exams are scheduled on the following dates:

ELA - Grades 3-5	Date: April TBD
Math - Grades 3-5	Date : April TBD
Science - Grade 5	Date: May TBD



English Language Learner (ELL) students are required to take additional tests. The New York State Identification Test for English Language Learners (NYSITELL), and the NYSESLAT.

Student Lunch Period

- Grades 3K / PK, 1 & 3: 11:00 AM - 11:50 PM.
- Grades 2 & 4: 11:50 PM - 12:40 PM
- Grades K & 5: 12:40 PM – 1:30 PM

Nurse Office/Medical

Student Illness

1. Students who become ill during the school day should be sent to the Nurse's Office with a pass and two partners.
2. If necessary, the Office will call the student's home requesting that the child be picked up.
3. Students must await pick-up by a parent or guardian in the classroom. In the event a child cannot be picked up, he/she may remain in school.
4. The Nurse leaves for lunch from 1 -2 pm daily. If it is an emergency, students go to the main office.
5. The principal is to be notified of any emergency situations.

Please note:

1. All medication, including over the counter medicine and topical creams, brought to school by a student must be catalogued, stored, and administered in the Nurse's Office.
2. At no time is a teacher administering medication to any students.

Promotional Policy
This policy is subject to change by order of the Chancellor or by the New York State Department of Education.

Student promotion is determined by the degree to which a student has met the minimum standards required in each grade. In all cases, retention is considered as the option of last resort. Promotional criteria are determined by the Chancellor and are based on the integrated results of multiple criteria, including standardized reading and mathematics tests, attendance, and student work. The decisions to retain a student in any grade will be based on a comprehensive assessment of the student's academic record, which includes but is not limited to:

1. Standardized test results
2. Attendance
3. Classroom performance
4. Teacher observation
5. Samples of student work

Any student in danger of failing to meet promotional criteria must receive advance notice of this status. This notification, a "Promotion in Doubt" letter, will be mailed out according to Department of Education guidelines. The report cards will also prominently feature this warning.

Registration
Registration takes place throughout the school year from 9:00 a.m. to 11:00 a.m. and on selected days for incoming kindergarten students. Registrants must be the biological parent of the child or an official legal guardian. Guardians must present documented proof such as a notarized letter from the biological parent in order to register a child that is not theirs.
Children in foster care do not require regular documentation in order to be registered. Instead, the foster parent must present the CIN letter from the foster care agency.

Pupil Secretary
The **Pupil Accounting secretary** is responsible for all aspects of student information within Automate the Schools (ATS) and (STARS). This includes admitting and discharging students,
making interclass transfers in ATS, setting up classes at the end of each school year for the following year, transferring student records to schools to which students transfer and receiving records from former schools, maintaining and safeguarding students' emergency blue cards, handling orders of protection, etc.
Main Office staff members are responsible for professionally receiving visitors and guests to the main office and expeditiously directing them to the appropriate parties.

Additional Student Information
Personal information regarding a student may not be given to any person other than the legal guardian and may not be disseminated over the telephone. Discussions about the child must be made in person. Information being requested by anyone other than the child's legal guardian must be approved by the legal guardian. Exceptions to this rule are courts, foster care agencies, and other government offices.

To ensure the accuracy of the information on the emergency cards, classroom teachers must verify each student's address, telephone number, and contact names during the first week of school. A class "bio" list will be distributed for this purpose. Please review the information individually with each student and return it to the pupil accounting secretary. Any changes throughout the year should be forwarded to the pupil accounting secretary.

Student Lateness
Students who arrive after 8:21 a.m. are considered late and must sign your *Late Book* indicating the time they arrived in the classroom. Excessive lateness must be reported to the grade supervisor. A log will be kept by a school aide.

PUBLIC SCHOOL 138

THE SIX ELEMENTS OF THE FRAMEWORK FOR GREAT SCHOOLS

Rigorous Instruction	Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment	The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
Collaborative Teachers	Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
Effective School Leadership	Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
Strong Family-Community	Ties School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
Trust	Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.