

PS/MS194  
Parent & Student  
Handbook

2008 – 2009

*“Good to Great”*



Elmer Myers, Principal

2365 Waterbury Avenue Bronx, New York 10462

Phone: 718-892-5270 ~ Fax: 718-892-2495

# **Table of Contents**

<b><u>Topic</u></b>	<b><u>Page</u></b>
Principal's Message	3
Administration	3
School Day	4
Daily Period Schedule	4
School Telephone Numbers	4
Mission Statement	5
PBIS Program	5
PS/MS 194 PBIS Matrix	6
PBIS School Cheer	7
NYCDOE School Year Calendar	8
Reminders to Parents	9
Emergency Closing Information	9
Absences and Lateness	10
Dismissal	10
Late Pick-up	10
Class Trips	10
Dress Code	11
Fire and Intruder Drills	11
Guidance	12
Honor Roll Criteria	12
Homework	13
Lost and Found	13
Confiscated Items	13
PTA	14
Lunchroom Procedures	14
Graffiti	15
Report Card for Parents	16
Benchmarks for Independent Reading Levels	17,18
100 Book Challenge	19
Testing Schedule	20

## **Principal's Message**

Dear Parents/Guardians,

We want to welcome you to an amazing year of learning for your child! Our staff has been busy preparing for another great school year.

This year, we look to build on the great work that our staff and students made last year. We look to further enhance two very important programs at the school; PBIS and the 100 Book Challenge. PBIS is a behavioral modification program that focuses on rewarding students for their positive behaviors. The 100 Book Challenge is an independent reading program that is designed to have all children read more through the use of engaging, high interest books.

Our staff is looking forward to be working with your child; however, our success depends on your involvement with your child as well. I expect parents/guardians to be an integral part in the academic learning process, and with your help, I am confident that all children will be successful.

We have a PTA Executive Board that was elected in June. I encourage you to get involved and to be a part of this incredible group of parents. Your input is valuable and we look forward to hearing your ideas.

Let's continue to work together to obtain the best results for our children.

Sincerely,

Elmer Myers

## **Administration**

Principal: Mr. Elmer Myers

Assistant Principals:

Ms. Rena Green	Grades	K-2
Ms. Juliet Young	Grades	3-5
Ms. Rosie Sifuentes-Rosado	Grades	6-8

## **PARENT SUPPORT**

Parent Coordinator: Lois Lombardi (347) 563- 4860

Parent Teacher Association: (718) 892-5270 Ext. 1100

## **School Day**

8:00 AM—2:20 PM Monday—Wednesday (non-mandated)

8:00 AM—3:10 PM Monday—Wednesday (mandated)

8:00 AM—2:20 PM Thursday & Friday (all students)

**Mandated students are students who have been identified by staff as needing additional support in reaching grade level standards.**

## **Daily Period Schedule**

**Period 1 8:00- 8:52**

**Period 2 8:54 - 9:35**

**Period 3 9:37 - 10:18**

**Period 4 10:20 - 11:10 Lunch: Grades K, 2, 6**

**Period 5 11:12 – 12:02 Lunch: Grades 4, 1, 7**

**Period 6 12:04 – 12:54 Lunch : Grades 3, 5, 8**

**Period 7 12:56 – 1:37**

**Period 8 1:39 – 2:20**

**\*Extended Day – Monday, Tuesday, Wednesday 2:20 – 3:10**

## **School Telephone Numbers**

**Main Office:** (718) 892-5270

**Fax:** (718) 892-2495

**Nurse:** ext.106

**Guidance:** ext. 3212 or 3211

## **Mission Statement**

The mission of the PS/MS 194 school community is to provide every student with a quality education that will prepare them for the rigors and challenges of high school, college and life. Guided by the principles of learning, students will be challenged to think critically and become active participants in the learning process. We do this in the spirit of collaboration with educators and parents through our evolving professional learning community.

### **A collaborative community of practice is a place where:**

- We all work together to meet the instructional and social needs of every child
- We all see ourselves as learners
- Teachers work collaboratively to plan and implement instruction
- Classrooms reflect the enthusiasm of teachers and students
- Instruction is rigorous and student-centered
- Parents are welcomed into the building as meaningful contributors
- Students love to come to school to learn, teachers love to come to school to teach, and parents are happy to send their children to our school.

## **PBIS Program**

PBIS is an acronym for Positive Behavior Interventions and Supports. This is a structure that was implemented at PS/MS 194 during the 2007-2008 school year. PBIS is intended to increase the attention that staff pays to positive behaviors exhibited by students. The program is implemented school-wide in grades K-8, in classrooms and throughout the building.

Our PS/MS 194 matrix outlines the positive behaviors we expect students to exhibit throughout the school community (see next page)

Students are rewarded with “Tiger Bills” for exhibiting positive behaviors. “Tiger Bills” can be exchanged at the PBIS store for various prizes.

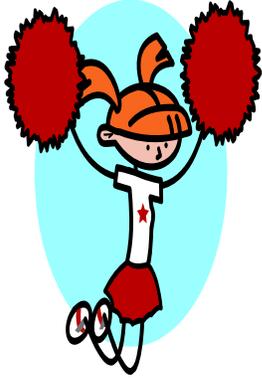
Classes are rewarded with “Tiger Tokens” for exhibiting whole-class positive behaviors. There is a schedule of class rewards once a class has achieved 20 “Tiger Tokens”.



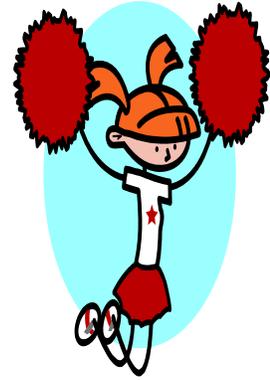
# 194 Matrix



→Setting→ Expectation↓ ↓	Classrooms	Auditorium	Cafeteria	Schoolyard	Corridor/ stairwells	Bathrooms	Offices/ Library
<b><u>G</u>oals</b>	<ul style="list-style-type: none"> <li>Listen and Learn</li> <li>Be Task Oriented</li> </ul>	<ul style="list-style-type: none"> <li>Attend an assembly</li> <li>Read a book</li> <li>Watch a movie</li> </ul>	<ul style="list-style-type: none"> <li>To be seated at appropriate table and to eat lunch in a timely fashion</li> <li>Eat healthy food</li> </ul>	<ul style="list-style-type: none"> <li>Play safely</li> <li>Get exercise</li> <li>Socialize</li> <li>Relax</li> </ul>	<ul style="list-style-type: none"> <li>Travel quickly and quietly to your destination</li> </ul>	<ul style="list-style-type: none"> <li>Use it and return to your class</li> </ul>	<ul style="list-style-type: none"> <li>Enter with a purpose and a pass</li> </ul>
<b><u>R</u>espect</b>	<ul style="list-style-type: none"> <li>Raise Hand</li> <li>Use a quiet voice</li> <li>Use appropriate language</li> <li>Listen while others are speaking</li> <li>Speak appropriately to all staff members at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of performers and those around you</li> <li>Applaud appropriately</li> <li>Speak appropriately to all staff members at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of all school staff</li> <li>Wait your turn</li> <li>Use proper table manners</li> <li>Speak appropriately to all staff members at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to school staff</li> <li>Follow instructions</li> <li>Speak appropriately to all staff members at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Keep area clean</li> <li>Keep hands and feet to yourself</li> <li>Speak appropriately to all staff members at all times.</li> </ul>	<ul style="list-style-type: none"> <li>Keep walls and stalls clean</li> <li>Give privacy</li> <li>Speak appropriately</li> </ul>	<ul style="list-style-type: none"> <li>Wait to be acknowledged</li> <li>Speak appropriately at all times</li> </ul>
<b><u>R</u>esponsibility</b>	<ul style="list-style-type: none"> <li>Be prepared and organized</li> <li>Complete all HW and signed notices</li> <li>Come to school on time</li> </ul>	<ul style="list-style-type: none"> <li>Sit properly in seat</li> <li>Enter, sit and exit in an orderly fashion</li> <li>Stay with your assigned class</li> </ul>	<ul style="list-style-type: none"> <li>Sit at assigned tables</li> <li>Clean up after yourself</li> <li>Line up and move calmly</li> </ul>	<ul style="list-style-type: none"> <li>Keep school yard clean</li> <li>Line up quickly and quietly</li> <li>Put equipment away</li> </ul>	<ul style="list-style-type: none"> <li>Individuals must travel with a pass</li> <li>Stay in line with your class</li> </ul>	<ul style="list-style-type: none"> <li>Flush</li> <li>Wash your hands</li> <li>Throw out garbage</li> </ul>	<ul style="list-style-type: none"> <li>Must ask permission to use the phone</li> </ul>
<b><u>E</u>xcellence</b>	<ul style="list-style-type: none"> <li>Dress for success and practice proper hygiene</li> <li>Know what you need to succeed and put your best foot forward</li> </ul>	<ul style="list-style-type: none"> <li>Be attentive to the program</li> </ul>	<ul style="list-style-type: none"> <li>Think before you act</li> <li>Help clean areas that aren't yours</li> </ul>	<ul style="list-style-type: none"> <li>Safety First</li> </ul>	<ul style="list-style-type: none"> <li>Keep a smooth traffic flow</li> <li>Pay attention and be careful</li> <li>Move calmly from place to place</li> </ul>	<ul style="list-style-type: none"> <li>Keep clean</li> <li>Use quiet voices</li> </ul>	<ul style="list-style-type: none"> <li>Speak in a clear, soft, polite voice</li> </ul>
<b><u>A</u>ttitude</b>	<ul style="list-style-type: none"> <li>Be positive, proud, and proactive</li> </ul>	<ul style="list-style-type: none"> <li>Be mindful that other people are around you</li> <li>Be positive</li> </ul>	<ul style="list-style-type: none"> <li>Keep a gossip free zone</li> <li>Consider the needs of others</li> </ul>	<ul style="list-style-type: none"> <li>Be Present</li> <li>Keep your cool</li> <li>Be active</li> </ul>	<ul style="list-style-type: none"> <li>Use positive language</li> <li>Be polite and courteous</li> </ul>	<ul style="list-style-type: none"> <li>Be considerate of others</li> </ul>	<ul style="list-style-type: none"> <li>Be patient and appreciative</li> </ul>
<b><u>T</u>eamplayer</b>	<ul style="list-style-type: none"> <li>Cooperate with staff and students</li> <li>Be helpful and encourage others</li> <li>Be patient and wait your turn</li> <li>Team work</li> </ul>	<ul style="list-style-type: none"> <li>Participate in programs</li> <li>Encourage peers to participate</li> </ul>	<ul style="list-style-type: none"> <li>Be cooperative</li> <li>Be patient</li> <li>Support fund raisers</li> </ul>	<ul style="list-style-type: none"> <li>Exercise good sportsmanship</li> <li>Play fairly</li> </ul>	<ul style="list-style-type: none"> <li>Help keep the areas safe and quiet</li> </ul>	<ul style="list-style-type: none"> <li>Go only when you have to</li> <li>Observe time limit</li> </ul>	<ul style="list-style-type: none"> <li>Wait your turn</li> </ul>



## *PBIS School Cheer*



**We're the BEST from K to 8**

**We come to school and we're not late.**

**Students move from grade to grade**

**With great teachers we've got it made.**

**If you want the highest score**

**Work with us at one nine four.**

**Start right now we've got a date**

**194 is really... GRREAT!!!!**

**2008-2009 SCHOOL YEAR CALENDAR  
ADDITIONAL INFORMATION**  
April 2, 2008

September	1,	Monday	Labor Day
September	2,	Tuesday	SCHOOL SESSIONS BEGIN FOR ALL STUDENTS.* EARLY DISMISSAL FOR NON-DISTRICT 75 KINDERGARTEN STUDENTS ONLY.
September	3,	Wednesday	Early Dismissal for non-District 75 Kindergarten Students Only
September October	30, 1,	Tuesday and Wednesday	Rosh Hashanah
October	9,	Thursday	Yom Kippur
October	13,	Monday	Columbus Day Observed
November	4,	Tuesday	Election Day Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments. Students will not be in attendance.
November	11,	Tuesday	Veterans Day
November November	27, 28,	Thursday and Friday	Thanksgiving Recess
December January	24, 2,	Wednesday through and including Friday	Winter Recess (including Christmas and New Year's Day), students return to school on Monday, January 5.

**2009**

January	19,	Monday	Dr. Martin Luther King, Jr. Day
February	2,	Monday	Fall Term ends for HIGH school students. NO HIGH school students will be in attendance. Chancellor's Conference Day related to the Regents High Learning Standards and Assessments in ALL HIGH Schools. All other students will be in attendance. (See section 7 below for details on high school student attendance on February 2.)
February	3,	Tuesday	Spring Term begins for HIGH school students.
February February	16, 20,	Monday through Friday	Midwinter Recess (including Washington's Birthday)
April April	9, 17,	Thursday through Friday	Spring Recess (including Good Friday, Easter and Passover); students return to school on Monday, April 20.
May	25,	Monday	Memorial Day Observed
June	4,	Thursday	Chancellor's Conference Day for staff development related to the Regents High Learning Standards and Assessments IN ALL FIVE BOROUGHES. School staff report to work if required by their collective bargaining agreement. Students IN ALL FIVE BOROUGHES will NOT be in attendance.
June	25,	Thursday	In non-District 75 high schools having to administer Regents Exams from June 16 through June 24, students will not be in attendance on Regents Rating Day, Thursday, June 25.
June	26,	Friday	<b>LAST DAY FOR ALL STUDENTS</b> An early dismissal of students is to be scheduled on Friday, June 26 under the guidelines outlined in Section 13 below. Last day for all Classroom Teachers, Bilingual Teachers in School and Community Relations, Attendance Teachers, Nurses, Therapists, Laboratory Specialists and Technicians, and last day for Paraprofessionals.

## **Reminders to Parents**

The following reminders are very important to the smooth operation of our school and can be crucial to the safety and well being of the children. Your cooperation is appreciated.

1. It is extremely important for each child to have two fully completed blue emergency cards on file. One is kept in the Main Office; the other is with the Health Intern. There must be an additional phone number other than the home phone, in case of emergency.
2. Please be sure that we always have your current phone number as well as other emergency numbers. These numbers should be those of responsible people who are easy to reach.
3. If any phone numbers or addresses change, please be sure to call the Main Office with your new number.
4. Students are prohibited from bringing valuable items or large amounts of money to school. This includes cell phones, iPods, MP3, CD or tape players, radios, electronic games, expensive jewelry, sports, Pokemon or other card collections, or any items that would cause a significant problem if they were lost, stolen or damaged. **The school will assume no responsibility for theft or damage to these items.**
5. If there are any special situations regarding who may or may not pick up your child from school, please speak directly to the Principal, Mr. Myers, or the appropriate Assistant Principal for your grade or the Parent Coordinator, to inform them of the situation.
6. Any legal documents bearing on this or other situations should also be directed to the school Principal. In this way we can best protect your child.
7. Most importantly, if you have any questions regarding your child's education and progress in school, please remember that all of us at PS/MS 194 are eager to help. However, teachers cannot be interrupted during class time. A message will be taken and given to the teacher. You can also write a note and send it to school with your child to set up an appointment with the teacher.

## **Emergency School Closing or Delayed Opening**

When hazardous conditions develop because of inclement weather, an announcement to close schools or to delay their openings will be made on the following stations: WINS (1010AM), WCBS (880AM), WLIB (1190AM), WBLS (107.5fm), as well as the following television stations: WCBS (ch.2), WNBC (Ch.4), WNYW (Ch.5), WABC (Ch.7), WNYE (Ch.25) and "NY 1" (Ch. 1 on cable television). You can also use the Internet by accessing [www.cancellations.com](http://www.cancellations.com) Usually, this decision will be made prior to 7:00 AM

## **Absences and Lateness**

Chancellor's Regulations require all students to be in attendance at least 90% or more. Students need to be present in order to make satisfactory academic progress. Remember to call the school when your child is absent or will be late. When students return to school following an absence, they must present a note to the classroom teacher. The note should contain the student's full name, dates of absence and reason for absence. A parent or guardian must sign the note. For extended absences, parents should call the teacher for assignments. Any missed work will be made up upon the child's return to school. A doctor's note should accompany any absence more than 2 days.

Every child who enters the building after 8:15 a.m. needs to get a late pass before proceeding to class. These passes are issued in the cafeteria. If students enter the classroom after 8:05 am they are considered late and will be marked accordingly. Arriving at school on time is important because it directly effects the learning environment. When students arrive late for school it disrupts classroom activities and therefore impacts the education of others. It is also difficult for tardy students to focus quickly, and begin working. **Make every effort to have your child in school on time every day at 8:00 am.**

Please make every effort to schedule all medical and dental appointments for after school hours. If it is necessary for students to arrive late or leave early during school hours, a note must be sent in and signed by a parent or guardian.

## **Dismissal**

In grades K-1 students will be dismissed to parents/guardians in the small playground area; students in grade 2-8 are dismissed to the large school yard. **Please be advised that we can not accommodate early pick-up of students after 2:00pm.**

## **Late Pick-up**

Students are expected to be picked up promptly at dismissal time. In the rare occasion when an emergency arises, the parent or guardian must call the school letting us know that he/she is on the way. The student will be escorted to the main office until parent/guardian arrives. The parent/guardian must sign a late pick-up log. **You MUST have ID to enter the building.**

## **Class Trips**

Class trips are arranged through the main office in coordination with teachers. Students must have written parental consent to go on any school sponsored trip. School rules of conduct prevail on all school trips. Class parents/chaperone may not take children home directly from a field trip. Children must return to school first before dismissal. Siblings are not permitted to accompany parent on class trips.

## **Dress Code**

In order to provide an environment conducive to promoting educational excellence with minimum distractions and disruptions of the learning environment, we expect you and your child's cooperation in complying with the following dress code. All students, both male and female, are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. A student's dress, grooming, and appearance, including hair style/color, jewelry, make-up and nails are all considered as a part of the dress code.

### **All students shall:**

- recognize that garments such as tube tops, net tops, halter tops, tank tops, spaghetti straps, plunging necklines (front and/or back), clothing that exposes mid-section of the body, mini-skirts, and see-through garments are NOT appropriate for school.
- ensure that all underwear is completely covered by outer garments.
- include footwear at all times.
- not wear hats in the building, except for acceptable documentation of medical or religious purposes.
- not wear items that are vulgar, obscene, and libelous, or denigrate others on account of race, religion, national origin, gender, sexual orientation, or disability.
- not promote or endorse the use of alcohol, tobacco, or illegal drugs, and/or encourage other illegal or violent activities.

Students who violate the dress code shall be required to modify their appearance by covering or removing the inappropriate item. If necessary or practical, it shall be replaced with an acceptable item. Any student who refuses to cooperate may be required to return home with a parent/guardian or be suspended.

## **Fire and Intruder Drills**

Each school is required by law to conduct 12 fire drills each year, 8 before December 1<sup>st</sup>. They are an important safety precaution. It is essential that when the first signal is given, students obey the orders promptly and clear the building by the prescribed route as quickly and quietly as possible. The teacher in each classroom will give instructions to the students.

Intruder Drills are conducted each year in the school. During these drills, students remain in a locked classroom while administration and school safety search the building for an intruder.

## Guidance

Our Counselors are Ms. Russo for K-5 and Mr. Saez for grades 6-8. We also have Ms. Goddard who is the SAPIS worker. Some essential programs include individual, group and classroom sessions. Some topics discussed are: Conflict Resolution, Friendships, Communication Skills, Responsibility, Respect, Teasing, Bullying and Understanding Oneself.

## Honor Roll

There are three categories of honors. They are Principal's List, Honor Roll, and Honorable Mention. Below you will find grade specific criteria for each category of honors.

<b>HONOR ROLL CRITERIA</b>			
	<b>HONORABLE MENTION</b>	<b>HONOR ROLL</b>	<b>PRINCIPAL'S LIST</b>
<b>Kindergarten – 5<sup>th</sup> Grade</b>	<p>Attendance is <math>\geq 90\%</math></p> <p>EVERY subject area's overall grade is a 3.</p> <p>There may be no more than one 2 in each subject's individual categories</p> <p>Personal/Social/Conduct grades are S/E or 3/4</p>	<p>Attendance is <math>\geq 92\%</math></p> <p>Most of the overall grades are 3s, <i>but there is at least one 4</i></p> <p>There are no 2s in any of the individual categories</p> <p>Personal/Social/Conduct grades are S/E or 3/4</p>	<p>Attendance is <math>\geq 92\%</math></p> <p>EVERY subject area's overall grade is a 4</p> <p>Individual category grades contain both 3s and 4s, or only 4s. There are no 2s.</p> <p>Personal/Social/Conduct grades are S/E or 3/4</p>
<b>6<sup>th</sup> –8<sup>th</sup> Grades</b>	<p>5 or fewer absences for each marking period</p> <p>Final Average is <math>\geq 80 &lt; 85</math></p> <p>No individual grade is less than 75</p> <p>Personal/Social/Conduct grades are S/E</p>	<p>5 or fewer absences for each marking period</p> <p>Final Average is <math>\geq 85 &lt; 90</math></p> <p>No individual grade is less than 80</p> <p>Personal/Social/Conduct grades are S/E</p>	<p>5 or fewer absences for each marking period</p> <p>Final Average is <math>\geq 90</math></p> <p>No individual grade is less than 85</p> <p>Personal/Social/Conduct grades are S/E</p>

## Homework

The years spent at PS/MS 194 are times for growth and development as well as a time developing self-discipline and a sense of responsibility. Homework is intended to reinforce skills and concepts, stimulate creativity and encourage creative thinking and problem solving. Below you will find the approximate amount of time a child should spend on homework.

*Kindergarten*—20-30 min. (15 min. reading with adult / independent reading)

*Grade 1*—40 min. (15 min. independent reading)

*Grade 2*—40 min. (30 min. independent reading)

*Grade 3*—60 min. (30 min. independent reading)

*Grade 4*—60 min. (30 min. independent reading)

*Grades 5 & 6*—75 min. (15 min. each math/sci/ss)  
(30 min. independent reading/writing)

*Grades 7 & 8*—90 min. (20 min. each math/sci/ss)  
(45 min. independent reading/writing)

**Students will be assigned 2-3 “Homework Buddies.” In the event of an absence, students are to contact one another to obtain the assignment. The Main Office will not contact the classroom teachers for these assignments.**

**Buddy #1: Name:** \_\_\_\_\_ **Tel. #:** \_\_\_\_\_

**Buddy #2: Name:** \_\_\_\_\_ **Tel. #:** \_\_\_\_\_

**Buddy #3: Name:** \_\_\_\_\_ **Tel. #:** \_\_\_\_\_

## Lost and Found

Clothing should be clearly labeled with your child’s name so that in the event it is found the item can be returned.

Articles of clothing will be collected and kept for an extended period of time in our Lost & Found. We will make every effort to return these items to the proper students. Unclaimed items will be donated to charity.

## Confiscated Items

If a student brings an item to school that has been banned, such as a cell phone, Game boy, game cards or MP3 player, the following procedures will be followed:

- Teacher asks student for item.
- Teacher will bring confiscated item to the Principal’s office or Dean’s office clearly marked with the students name and class.
- Parent must claim these items within two weeks. After the two week period, we are no longer responsible.

# **Parent Teacher Association (PTA)**

## **Our incoming PTA Officers for the year 2008-2009:**

Co-Presidents: Shirley Berrios & Rebecca Cruz

Vice-President: Ruth Nimchick

Secretary: Claudia Serratos

Treasurer: Tanya Carrion

## **The parents who represent us on the School Leadership Team:**

Shirley Berrios \_\_\_\_\_

Tanya Carrion \_\_\_\_\_

Rebecca Cruz. \_\_\_\_\_

(There are three open positions for this team.)

## **Our Title 1 PAC members are**

Tanya Carrion, President

Shirley Berrios, Alternate

Felicia Garcia, Secretary

PTA/Title 1 meetings are usually held on the third Thursday of each month. E-mails and flyers will be sent each month.

## **Lunchroom Procedures**

- Students are expected to behave appropriately in the lunchroom.
- Students must respect and respond to all lunchroom supervisors.
- Students in grades K-8 must eat lunch in school.
- Students are to remain seated, unless otherwise directed. They are responsible for discarding their lunch and clearing their area before leaving the cafeteria.
- If students forget or lose their lunch money, arrangements will be made so that they can have lunch. Should this occur, students should inform their classroom teacher, a lunchroom supervisor, or the building administrator.

## **Code of Discipline on Graffiti**

As stated in the New York City Department of Education Discipline Code, graffiti in school and on school property is strictly prohibited and will not be tolerated. Any student caught with graffiti tools (i.e. paint markers, markers, sharpies) will be suspended according to the New York City Department of Education Discipline Code. Students will be assigned numbered textbooks which they are expected to keep graffiti and doodle free. Furthermore, students are not permitted to do any type of graffiti in any notebook or binder that are brought from home. Although teachers will be checking student books and notebooks, please assist us by periodically checking your child's books to ensure they are complying with these regulations.

## **Mathematics Curriculum**

### **Kindergarten to Fifth Grade - Everyday Mathematics**

Our school is using Everyday Mathematics 3<sup>rd</sup> Edition 2007.

You can access information on [www.WrightGroup.com](http://www.WrightGroup.com)

by clicking on Parent Connection for support and resources. Also Family letters explaining the contents of each unit appear in your child's Home Link or Study Link book. The first Family Letter is especially helpful, as it gives a general overview of the program.

### **6<sup>th</sup> to 8<sup>th</sup> Grade- Impact Mathematics**

Our school is using Impact Mathematics Course 1, 2 and 3 © 2009. You can access information on [www.Glencoe.com](http://www.Glencoe.com) by clicking on

Parent/student to get Classroom tools:

- Problem of the week
- Math review
- Multilingual glossary
- Hotmath Homework Help

### **NOTES:**

---

---

---

---

---

---

---

---

# Report Card for Parents

Each statement below describes a practice which will help your child succeed in school. Check the practice which describes things that you do to support your child.

- \_\_\_\_\_ Control the quantity and quality of TV your child views.
- \_\_\_\_\_ Engage in frequent conversations with your child.
- \_\_\_\_\_ Insure that your child gets plenty of rest.
- \_\_\_\_\_ Support your child and protect him/her from anxiety and fear.
- \_\_\_\_\_ Let each of your children be themselves—children are never compared or forced to be something or somebody they are not.
- \_\_\_\_\_ Insure that your child has regular health checks which include vision and hearing examinations.
- \_\_\_\_\_ Help your child with homework, but do not do it for him/her.
- \_\_\_\_\_ Develop a rapport with your child's teacher, principal, and other school personnel who work with your child.
- \_\_\_\_\_ Find time to have fun with your child.
- \_\_\_\_\_ Insure that your child attend school regularly and arrive to school promptly.
- \_\_\_\_\_ Love your child and let him/her know it every day.

**All you checked will help your child succeed in school. There is no intensive training needed to be a supporting person in any of these areas. It does take time and effort . . . but your child is worth it!**



# Benchmarks for Independent Reading Levels (2008-2009) Grades K-5

September 15 <sup>th</sup>	November 15 <sup>th</sup>	March 15 <sup>th</sup>	June 15 <sup>th</sup>
<b><u>Kindergarten</u></b> Emergent Story Books Shared Reading	<b><u>Kindergarten</u></b> Emergent Story Books Shared Reading	<b><u>Kindergarten</u></b> 1= Pre-Emergent 2= Early Emergent 3 = A/B/C with book intro 4 =D or above	<b><u>Kindergarten</u></b> 1 = Early Emergent 2= A with book intro 3= B/C/D with book intro 4= E or above
<b><u>Grade 1:</u></b> 1 = A or below 2= B with book intro 3= C/D/E 4= F or above	<b><u>Grade 1:</u></b> 1 = B or below 2= C/D 3= E/F/G 4= H or above	<b><u>Grade 1:</u></b> 1 = D or below 2= E/F 3= G/H/I 4= J or above	<b><u>Grade 1:</u></b> 1 = F or below 2= G/H 3=I/J/K 4=L or above
<b><u>Grade 2:</u></b> 1 = F or below 2= G/H 3=I/J/K 4=L or above	<b><u>Grade 2:</u></b> 1 = G or Below 2= H/I 3= J/K/L 4=M or above	<b><u>Grade 2:</u></b> 1 = H or below 2= I/J 3= K/L/M 4= N or above	<b><u>Grade 2:</u></b> 1 = I or below 2= J/K 3= L/M/N 4= O or above
<b><u>Grade 3:</u></b> 1 = I or below 2= J/K 3=L/M/N 4=O or above	<b><u>Grade 3:</u></b> 1 = J or below 2= K/L 3=M/N/O 4=P or above	<b><u>Grade 3:</u></b> 1 = K or below 2= L/M 3=N/O/P 4= Q or above	<b><u>Grade 3:</u></b> 1 = L or below 2= M/N 3=O/P/Q 4=R or above
<b><u>Grade 4:</u></b> 1 = L or below 2= M/N 3= O/P/Q 4=R or above	<b><u>Grade 4:</u></b> 1 = M or below 2= N/O 3= P/ Q/ R 4= S or above	<b><u>Grade 4:</u></b> 1 = N or below 2= O/P 3= Q/R/S 4= T or above	<b><u>Grade 4:</u></b> 1 = O or below 2= P/Q 3= R/S/T 4= U or above
<b><u>Grade 5:</u></b> 1 = O or below 2= P/Q 3= R/S/T 4= U or above	<b><u>Grade 5:</u></b> 1 = P or below 2= Q/R 3=S/T/U 4=V or above	<b><u>Grade 5:</u></b> 1 = P or below 2= Q/R 3=S/T/U 4= V or above	<b><u>Grade 5:</u></b> 1 = Q or below 2= R/S 3=T/U/V 4= W or above

4 = exceeding standards, 3 = meets standards, 2 = approaches standards, 1= needs support.

These benchmarks correlate to indicators of probable reading success in that and following grades, as well as probable achievement on state reading tests, although there are many factors other than reading level that may contribute to test scores, including writing skills, higher level comprehension skills, stamina, and reading rate. Schools may incorporate the benchmark level above as part of the child's assessment for a marking period, although they will probably also want to take into account reading habits, including volume of reading. These benchmarks will be revised as the TCRWP schools gather and share more data, and will be available to Project schools on the website at <http://rwproject.tc.columbia.edu>

# Benchmarks for Independent Reading Levels (2008-2009)

## Grades 6-8

September 15 <sup>th</sup>	November 15 <sup>th</sup>	March 15 <sup>th</sup>	June 15 <sup>th</sup>
<b><u>Grade 6:</u></b> 1 = Q or below 2= R/S 3=T/U/V 4= W or above	<b><u>Grade 6:</u></b> 1 = R or below 2= S/T 3=U/V/W 4=X or above	<b><u>Grade 6:</u></b> 1 = R or below 2= S/T 3= U/V/W 4= X or above	<b><u>Grade 6:</u></b> 1 = S or below 2= T/U 3=V/W/X 4= Y or above
<b><u>Grade 7:</u></b> 1 = S or below 2= T/U 3=V/W/X 4= Y or above	<b><u>Grade 7:</u></b> 1 = S or below 2= T/U 3=V/W/X 4=Y or above	<b><u>Grade 7:</u></b> 1 = T or below 2= U/V 3= W/X/Y 4= Z or above	<b><u>Grade 7:</u></b> 1 = T or below 2= U/V 3= W/X/Y 4= Z or above
<b><u>Grade 8:</u></b> 1 = U or below 2= V/W 3= X/Y 4= Z or above	<b><u>Grade 8:</u></b> 1 = U or below 2= V/W 3= X/Y 4= Z or above	<b><u>Grade 8:</u></b> 1 = V or below 2= W/X 3= Y/Z 4= Adult literature	<b><u>Grade 8:</u></b> 1 = W or below 2= X/Y 3= Z 4= Adult literature

4 = exceeding standards, 3 = meets standards, 2 = approaches standards, 1= needs support.

These benchmarks correlate to indicators of probable reading success in that and following grades, as well as probable achievement on state reading tests, although there are many factors other than reading level that may contribute to test scores, including writing skills, higher level comprehension skills, stamina, and reading rate. Schools may incorporate the benchmark level above as part of the child's assessment for a marking period, although they will probably also want to take into account reading habits, including volume of reading. These benchmarks will be revised as the TCRWP schools gather and share more data, and will be available to Project schools on the website at <http://rwproject.tc.columbia.edu>.

# 100 Book Challenge

Dear Parents,

The 100 Book Challenge is a reading program designed to get our children to read. In order to do this, your child will come home every night with one or more books and a reading log inside a folder. We want your child to read each night and enjoy what he or she reads. We do not want reading to be a struggle or to be hard.

Children will read books at their reading success levels. At these levels, the children will feel comfortable and will be able to read all the words. Don't worry if the books seem too easy. The important thing is that your child has fun reading! Research has shown that the more a student reads, the more successful he or she will be in school.

Here are some ideas that can help your child become a better reader:

- Be your child's home reading coach.
- Provide the time and opportunity for your child to read his or her 100 Book Challenge color-coded book(s) every day.
- Make sure your child has a relaxed, comfortable place to read (eg., couch, bed, floor).
- Listen to your child read. Let him or her hold the book.
- Be your child's listening ear. Help with pronunciation as needed.
- Help older children to read fluently and with feeling.
- Encourage older children to bring home books they really want to read.
- Sign your child's log after he or she reads.
- Encourage your child to buy books and build his or her personal library at home.
- Set a good example for your child by sharing your own reading experiences.
- Stay in contact with your child's teacher about his or her reading progress.
- Keep it fun. Be sure not to test your child on the reading. Just enjoy it.

Thank you for your support!

## 100 Book Challenge Reading Goals for the 2008-2009 School Year

### June Report Card

**\*Reads independently for sustained period of time**

	<b>Grades 2-8</b>	<b>Grades K, 1</b>
<b>Level 4</b>	<b>801+ Steps</b>	<b>401+ Steps</b>
<b>Level 3</b>	<b>600-800Steps</b>	<b>300-400 Steps</b>
<b>Level 2</b>	<b>450-599 Steps</b>	<b>225-299 Steps</b>
<b>Level 1</b>	<b>449 Steps and Below</b>	<b>224 Steps and Below</b>

## NYS Testing Schedule 2008-2009

Grade	Dates
3 <sup>rd</sup>	January 13, 14 - NYS English Language Arts March 3, 4 – NYS Mathematics
4 <sup>th</sup>	January 13, 14, 15 - NYS English Language Arts March 3, 4, 5 – NYS Mathematics April 8 to May 8 – NYS Science
5 <sup>th</sup>	November 12, 13 – NYS Social Studies January 13, 14 - NYS English Language Arts March 3, 4 – NYS Mathematics
6 <sup>th</sup>	January 20, 21, 22 - NYS English Language Arts March 10, 11 - NYS Mathematics
7 <sup>th</sup>	January 20, 21 - NYS English Language Arts March 10, 11 - NYS Mathematics
8 <sup>th</sup>	January 20, 21 - NYS English Language Arts March 10, 11 - NYS Mathematics April 8 to May 8 – NYS Science June 2, 3 – NYS Social Studies
English Language Learners K - 8	May 4 to May 16 – NYS English as a Second Language Achievement Test

## Accommodations for ELLs

Ells are entitled to a full range of test accommodations, depending on the test and whether or not it is available in the native language.

Accommodations include:

1. time extensions (e.g. time and a half of productive test-taking);
2. separate locations and/or small group administration;
3. bilingual glossaries and dictionaries (word-for-word translations only);
4. simultaneous use of English and other available language editions;
5. oral translations for lower incidence languages (languages for which the city or state have no translated written versions of the test);
6. written responses in the native language; and,
7. third reading of listening selections (only for the State English Language Arts assessments).

\*\* English Language Learners (ELLs) who are in a NY State school for less than 1 year are exempt from taking the ELA test.

