

The Mary D. Carter Magnet School of
Global Communication and Foreign Language
Public School 151 Queens
50-05 31st Avenue Woodside, New York 11377
718-728-2676

Student Handbook 2023-2024



PRINCIPAL'S MESSAGE

It is my pleasure to welcome you to another year at **The Mary D. Carter School at PS 151Q**. I hope that this year will be a successful and satisfying year for you.

The faculty, parents and students at P.S. 151Q agree that having the highest expectations for our children is our paramount goal. The mission of the P.S. 151Q administration and staff is to create a nurturing and exciting environment in which children of multiethnic and multicultural backgrounds can appreciate and celebrate the diversity of ideas, values and culture in the school community. Our mission statement reads "P.S.151Q celebrates the rich heritages of our students, builds their academic knowledge within a collaborative and challenging environment, and prepares them morally and ethically for global citizenship".

To be successful, every student, parent, and staff member must make a commitment to excellence. Parents are partners in the important job of educating our children and communication between home and school is essential to promote this partnership. Students will be using their notebooks and iLearnNYC to locate their assignments each day. Homework is given to children on a daily basis in grades K-5. Parents should verify the completion of homework. Teachers and parents can use notebooks, iLearnNYC or NYCDOE email to communicate concerns, questions and comments.

In the pages that follow, you will find many of our policies and regulations. Please read through these pages thoroughly to familiarize yourself with our policies. Then go back and review the pages again with your child. Mutual benefits accrue when there is a meaningful exchange of information between home and school. It is my hope that this planner will be helpful to you and that it will promote academic excellence.

I welcome your suggestions and look forward to meeting all of you during the school year!

Dr. Samantha B. Maisonet
Principal

PARENT ASSOCIATION MESSAGE

On behalf of the Mary D. Carter Public School Parent Association, we would like to welcome you to another year at P.S. 151Q.

The Parent Association is an integral part of this school. They are dedicated volunteers who devote their time to perform a multitude of tasks that are very important to the smooth functioning of a school. Parents assist with projects, tutoring and fundraising events.

All parents are invited to attend PA meetings, which are held every month throughout the school year. Notices of meetings are sent home with the children. PA meetings provide parents with current information about school programs, and offer opportunities to accomplish school goals. We encourage all parents to get involved and attend our PA meetings. Parent involvement is vital to the success of our children.

In a collaborative effort, the PA, the School Leadership Team (SLT), the administration and the staff of P.S. 151Q plan for and provide the funding necessary to support each child's academic endeavor.

The PA encourages you to be involved in your child's education on a consistent basis. Your participation is vital to your child's success. The PA and the School Leadership Team are always available to help you with any questions or support you may need.

Thank you, in advance, for your continued support and participation. Together we can make a difference.

PA Executive Board

&

Parent Coordinator

SCHOOL HOURS

**ALL GRADES: 3K & PRE-KINDERGARTEN - FIFTH
8:00 A.M.- 2:20 P.M.**

After School Program - To be announced.

It is the Parent/Guardian's responsibility to:

- 1. Ensure that children do not come to school before the scheduled and supervised arrival time.**
- 2. Pick up children promptly at the time of dismissal.**
- 3. Sign out students if they are leaving before the scheduled dismissal time. Children will not be permitted to leave the school alone once they arrive.**

P.S. 151Q School Policies for Parents and Students

Arrival / Dismissal

3K Exit 7 back of school

Parents meet teachers and their children outside by the fence.

Pre-K Exit 2 on 31st Avenue

Parents meet teachers and their children outside of gate on sidewalk.

Grade K Main Entrance 31st Ave

Parents meet teachers and their children outside of gate on sidewalk.

Grade 1 Exit 8 Hobart St

Parents meet teachers and their children outside of gate on sidewalk.

Grade 2 Exit 9 back of school

Parents meet teachers and their children outside by the fence.

Grade 3 & 2/3-301 Exit 10 back of school

Parents meet teachers and their children outside by the fence.

Grade 4 Exits 3/4 back of school

Parents meet teachers and their children outside by the fence.

Grades 5 & 4/5-302 Exits 5/6 back of school

Parents meet teachers and their children outside by the fence.

Arrival / Dismissal

PARENTS ARE NOT PERMITTED IN THE CAFETERIA AREA OR AUDITORIUM DURING BREAKFAST.

Attendance

Students should attend school every day and arrive on time. **If a student is late or absent, the parent-guardian must provide a note explaining the reason.** If a student is absent or late, you will receive a phone call from the school.

Breakfast and Lunch Program

Breakfast will be in cafeteria starting at 7:30AM to 8:00AM for **PreK, Kindergarten & Grades 1-5.**

3K will eat breakfast and lunch in the classroom.

PreK will eat breakfast at 8am in the cafeteria.

Kindergarten & Grades 1-5 will eat lunch in the cafeteria.

Please refer to your child's class schedule to determine what period they eat lunch.

PARENTS WILL NOT BE PERMITTED INTO THE SCHOOL BUILDING DURING DISMISSAL TIME.

If you are late picking up your child, please follow the procedure below to visit the main office.

Safety at School

As parents, you can help secure the safety of our students in the building by following a few rules.

1. All visitors must report to the security desk, provide valid ID, and receive a pass to the school's main office.
2. Visitors are not to visit classroom teachers, students, or other school areas without a pass from the main office. If necessary, the main office will issue a pass to visit a classroom.
3. A parent who has been called to pick up a child that is sick, must provide valid ID, and receive a pass to the school's main office.
4. In the morning, all parents that accompany their children to school are to drop them off at the appropriate school entrance and wait until the doors are opened.
5. At dismissal time, all parents must wait outside of the school for their children.

Trips

Permission slips are required for any student participating in a class trip.

Emergency Information

In case of an emergency, every child must have an updated home contact (blue card) on file. Please notify the school, in writing, of any change in address, telephone number, or emergency contact persons. Please also update your student's NYC Student at schoolsaccount.nyc.

Inclement Weather Information

When unusual weather conditions cause a possible delayed opening or school closing, announcements will be made over the following media:

WINS (1010 AM) WCBS (880 AM) WADO (1250 AM) NY1 (Channel 1 – Cable TV) NY1: Spanish (Channel 801 – Cable TV) Channels 2, 4, 5, 7 & 11

School Supplies

Our school works very hard to supply our children with all the necessary materials needed to implement our curriculum. Textbooks must be handled with care so that they remain in good condition. At the end of the year,

all textbooks are collected. If textbooks are lost or damaged beyond reasonable use, parents or guardians will be charged the full replacement price. Books taken from our library, must be handled with care and returned on the date due. Computers, math manipulatives, science equipment, etc. must also be handled with care.

A list of supplies for each grade and/or class will be made available. Students must come to school every day prepared with the necessary school supplies.

School Library

Our School Library Media Center is located on the first floor. Students and parents may log on to the [P.S.151Q School Library Media Center website](#) for homework help and online information about academic school projects.

Student School Policies

Passes

Whenever you are in the hall, you need to have a pass. If you do not have a pass, you will be asked to return to class. Never leave the room without permission. Return to class as soon as possible. If you feel sick, get a pass to go to the nurse.

Leaving the Building

You are never allowed to leave the building without permission. If you do, the principal, assistant principals and your parents will be notified. Students that attend religious instruction need a note from the religious institution of instruction.

Preparedness

You will be prepared every day to learn by bringing to school the supplies that are necessary for a proper education. They include pens, pencils, notebooks, textbooks and completed homework. Some classes have additional requirements. Parents will be notified by the classroom teacher if this criteria is not met. If habitual, a referral will be sent to the office.

Personal Property

Toys, cards, permanent markers, balls, bats, etc. should not be brought to school. If they are, they will be confiscated and kept until a parent or guardian comes to school to redeem them from the office. See the school policy regarding electronic devices.

Clothing

Outer clothing must be put away in the classroom closet during the school day.

Appropriate Attire

PS 151Q is a uniform school. Uniforms will be available for purchase through the Parent Association. You will be able to purchase school t-shirt, school collared shirt, sweatshirt and sweatpants.

Short shirts, miniskirts, tank tops, short shorts, etc. are not proper attire to be worn to school. Parents will be asked to pick up their child or bring a change of clothing if a student is dressed inappropriately.

Scarves, hats and bandanas cannot be worn in the building when school is in session. They will be confiscated and can only be redeemed when the parents or guardians come to the school to retrieve them.

Respect For All: Students will act respectful, responsible and safely at all times.

Students Will Be Respectful... Use appropriate language. Speak to others with respect and use good manners.

Students Will Be Responsible... Follow the school rules. Be where you are supposed to be at all times during the school day.

Students Will Be Safe... Keep your hands and feet to yourself. Avoid instigating violent situations by asking any staff member for help.

School Yard Rules

Students should know how to behave safely during outdoor recess.

- Stay in the schoolyard.
- No running allowed (You could get hurt).
- Stop and pay attention when you hear the whistle.

Discipline

While we all look forward to being good citizens of the school, some students still manage to experience difficulties during the school day. To help avoid such difficulties, school staff is ready to assist you or to discuss any problems with you in order to find a workable solution. When you want to meet with a staff member you need to make an appointment for a time, which is convenient for both of you. You may contact the guidance counselor or leave a note in the main

office, and a staff member will send for you. If, in spite of your good intentions, you do become involved in discipline problems, you may be referred to an administrator. The offense will be noted in your file. Depending on the nature of the offense, the appropriate intervention and disciplinary measures will take place in a timely fashion and may include one or more of the following:

- Student/Teacher/Parent/Conference
- In-School disciplinary action (example: conduct card or detention).
- Individual/Group Counseling
- Guidance conference with student, parent and teachers.

Please consult the **Citywide Behavioral Expectations to Support Student Learning** on schools.nyc.gov website.

P.S 151Q Academic Grading Policy

A Philosophy And A Purpose:

In June 2014, the Department of Education approved Chancellor's Regulation A-501, a promotional policy with clearly defined promotion standards for grades K-12 which establishes systemwide standards for each of these grades. It supersedes A-501 dated July 18, 2012. The full text of this policy is available online at schools.nyc.gov.

Students are responsible for meeting the multiple grading criteria for each subject area. A student's final year-end grade will be an average of all grades.

The P.S. 151Q Grading Policy is designed to capture and communicate student achievement in a fair and accurate manner. Our policies are designed to instill consistency among colleagues, while preserving flexibility and professional judgment. Finally, these guidelines are designed to ensure that grades are transparent to all students, staff, and families. The purpose of grading at P.S. 151Q is to provide feedback around New York State Next Generation standards-based, academic achievement. We always grade in a developmentally appropriate manner that conveys high expectations. The following guidelines will help ensure that we grade with our students' best interests in mind.

School Grading Policy

Student report card grades for each marking period will be based on the following criteria listed on the next page.

2023-2024 PS 151Q Academic Grading Policy

Components of Academic Grades				Report Card Grades
Subject	Summative 40%	Formative 55%	Homework 5%	Grading Scale: Performance Levels
ELA: Reading	K 1 Foundations unit test Grades 1-2 2 Foundations unit tests Grades K-5 2 Into Reading Module Tests	K-2 5 Foundations Check-ups Grades 3-5 5 Text based responses Grades K-5 10 Into Reading Classwork Assessments: myBook pages, weekly assessments, selection tests, know it/show it activities	K-5 5 ELA Homework Grades (weekly holistic grade)	Level 4+/4+: Excels in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered more than sufficient for the expectations at this grade. This level may be associated with grades 87-100. Level 3+/3+: Proficient in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered sufficient for the expectations at this grade. This level may be associated with grades 65-86. Level 2+/2+: Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered partial but insufficient for the expectations at this grade. This level may be associated with grades 56-64. Level 1+/1+: Well Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered insufficient for the expectations at this grade. This level may be associated with grades 55 or below.
Writing	K-5 2 standards based Into Reading published writing pieces	K-5 5 Writing process documents: organizers, pages from Writer's Notebook, and/or drafts		
ELA: Listening, Speaking	K-5 1 Oral presentation: Debates, socratic seminar, project based presentations, book talks	K-5 5 rubric / self- evaluations based on either: Cooperative group work, Accountable talk, or Class Discussion		
Math	Summative 40% K-5 enVisionmath 2020 • 3 Topic Tests	Formative 55% K-5 enVisionmath 2020 • 10 Quick Checks	Homework 5% K-5 5 Math Homework Grades (weekly holistic grade)	
Content Area	Summative 40% K-5 1 End-of-Unit Assessment in Amplify and Passport to Social Studies	Formative 60% K-5 5 Quizzes, Activities/ Worksheets from Passport to SS, Activities from Amplify: On-the-Fly Assessments or Science Journal		Academic and Personal Behaviors are rated separately as: 4: Always 3: Usually 2: Sometimes 1: Rarely

Teachers will have the opportunity to provide qualitative feedback on such factors as effort, attendance, participation, and behavior in the teacher comment section of the student report card.

Late/Missing Work

Late or missing assignments will be recorded as incomplete until they are completed. Students will be given multiple opportunities to turn in late or missing assignments. If missing assignments are not turned in, zeroes will not be utilized (see non-negotiable section).

Retakes, Revisions, and Extra Credit

Teachers will provide students with opportunities to redo/retake summative assessments. Teacher discretion will be used to ensure students demonstrate new knowledge when adjusting grades. For example, teachers may choose to create a new format for a retake exam, or give the same question in a different order, etc. In the case of a student retaking a test, the higher grade shall be recorded--not an average of the original grade and the retake. Teachers will meet with the student and/or perform an item analysis to reflect on original test responses. Extra credit will not be given solely to raise poor grades. The work that was originally assigned will be done over after feedback will be given on the topic assessed. If a student is performing below standards, s/he will not be given the opportunity to “artificially inflate” their grade. Grades will reflect learning against a standard.

Homework

The parents, teachers, and administrators of P.S. 151Q believe that homework is and should be an essential part of a student’s academic life. This philosophy should be supported both in school and at home. To ensure a successful school experience, the teacher, the student and the parent must share homework responsibility. Homework reviews the work that was taught in the classroom and gives the student the opportunity to evaluate his/her knowledge of the subject matter and then to request help if necessary. Homework will be given for a variety of purposes, including activating prior knowledge, reflection, skill-based drills, spiraling to maintain previously learned material, etc. Any homework given will supplement classwork, not drive the next day’s lesson.

Cluster Teachers	Components of Report Card Grades			Grading Scale: Performance Levels
STEAM (Science)	Summative 45%	Formative 45%	Participation 10%	Level 4+/4+: Excels in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered more than sufficient for the expectations at this grade. This level may be associated with grades 87-100. Level 3+/3+: Proficient in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered sufficient for the expectations at this grade. This level may be associated with grades 65-86. Level 2+/2+: Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered partial but insufficient for the expectations at this grade. This level may be associated with grades 56-64. Level 1+/1+: Well Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered insufficient for the expectations at this grade. This level may be associated with grades 55 or below.
	1 unit assessment 1 performance task	1 science investigation 2 classwork activities: teacher assignments or exit slips	Class Participation	
Art	Summative 60%	Participation 40%		Level 4+/4+: Excels in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered more than sufficient for the expectations at this grade. This level may be associated with grades 87-100. Level 3+/3+: Proficient in Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered sufficient for the expectations at this grade. This level may be associated with grades 65-86. Level 2+/2+: Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered partial but insufficient for the expectations at this grade. This level may be associated with grades 56-64. Level 1+/1+: Well Below Standards Demonstrate knowledge, skills and practices embodied by the learning standards that are considered insufficient for the expectations at this grade. This level may be associated with grades 55 or below.
	2 projects	1 oral/written reflection 2 classwork activities (brainstorming / preliminary sketches/ technique practice) Class discussions		
Gym Dance	Standards Based Classwork 50%	Participation 50%		Academic and Personal Behaviors are rated separately as: 4 – Always 3 – Usually 2 – Sometimes 1 – Rarely
	<ul style="list-style-type: none"> Skills demonstration / technique Reflections or Exit Slips Teacher made assignments Student performance or group activity 	Participation Class discussions Working cooperatively		

Continued support of this homework policy will help to promote an appropriate educational climate for your child.

Teachers will give daily assignments of appropriate complexity and duration, related to the skills needed to master each subject. Teachers will also:

- Check homework daily.
- Include homework as student assessment.

Students must complete their homework every day. Students will:

- Copy homework.
- Complete all assignments on time.
- When absent, make up missed assignments in a timely manner.

Parents are responsible for checking their child's homework notebook and/or iLearn NYC class every night. We ask all parents to:

- Support our homework policy
- Assist and review homework assignments daily
- To communicate with the teacher through written notes, NYCDOE email or iLearnNYC
- Attend Parent/Teacher Conferences to speak with the teacher about their academic progress

Academic Grading Policy (Non-Negotiable)

- All grading will be criterion-referenced, based on subject-specific NYS Next Generation Learning Standards. Grades will be used to compare students to their own earlier performance, not to each other.
- Teachers will not utilize zeroes at any time when calculating grades. In the case of missing work, teachers will record a 55%.
- Homework is one example of a formative assessment and will count for 10% in an overall grade.
- Academic grades will never be utilized to rate students' behavior. Separate grades will be given for conduct.
- All students with IEPs will be provided with both accommodations and modifications to allow the student full and fair access to the curriculum according to academic needs.

Promotional Criteria

All students in Pre-kindergarten through Grade 5 will meet or exceed rigorous academic standards in a performance-based core curriculum.

Chancellors' Regulation A-501 establishes standard promotional criteria for:

- English proficient general education students.
- English Language Learners who are enrolled for four or more years without an extension.
- Students with disabilities receiving special education services who participate in State and Citywide assessments and whose Individualized Education Program (IEPs) specifically adopt this regulation's promotion standards rather than specify a modified promotion standard.

Kindergarten to Grade Two: All aspects of a student's record, including evidence that student work demonstrates progress towards meeting the New York State Next Generation Learning Standards for English Language Arts and Mathematics, will be reviewed periodically to ensure that students are moving toward the attainment of literacy and math skills and that appropriate support and intervention strategies are in place for those students whose progress is of concern. Parents will be informed and involved in the progress of their child's literacy development and be offered opportunities for participation in classroom activities and homework assistance. In the event that promotion may be considered not to be in a child's best interest, parents will be notified and actively involved in reaching the decision of whether to promote or retain their child. Promotion decisions for students in kindergarten, including students with disabilities and English Language Learners ("ELLs"), will be made by the principal in consultation with the child's teacher and parent. Promotion decisions for students in grade 1 and grade 2, including students with disabilities and ELLs, will be made by the principal.

Grades Three through Five: The decision to promote or retain a student may not be based on consideration of a sole criterion.

All students will meet or exceed the promotion standards established in order to be promoted to the next grade or to graduate and, ultimately, to be prepared to meet more demanding graduation requirements. The entire school community will be engaged continuously in creating and supporting effective strategies for improved student achievement.

Parents must be active partners in the education of their children. The school will communicate with parents as to what students must know and the level at which students must perform in order to meet the promotion standards. Parents will be offered opportunities to participate in parent meetings and workshops, to discuss the work and progress of their children, and to play a role in their child’s academic success. An ongoing communication process will be utilized so that parents will know if and when specific interventions and/or alternative instruction are needed.

Students will work toward accomplishing the learning goals set for them and will, as necessary, bring their work up to standard through their own efforts on the basis of informed feedback from their teachers and by the use of available resources. Students will engage in class work, homework, and all learning activities required to meet academically rigorous and challenging content and performance standards. Students will maintain a goal of at least 90% attendance.

Promotion In Doubt

Parents of students whose promotion is in doubt will be informed by periodic reports to parents and letters throughout the school year. Alternative educational plans must be approved by the administration and agreed to by students, parents and teachers.

Report Card Grades

The Report to Families is Standards Based and all students will receive grades based on traditional evaluation as well as grades based on performance levels. The numerical indicator aligned with the performance standard will be the determining grade for the term. Academic and Personal Behaviors are **rated** separately as:

- 4 – Always
- 3 - Usually
- 2 – Sometimes
- 1 – Rarely

The performance levels indicate how your child is progressing toward achieving the standards at the end of the school year. Your child's work and learning behaviors will be evaluated using the following numerical indicators:

Grading Scale: Performance Levels

Level 4+/4/4- : Excels in Standards

Demonstrate knowledge, skills and practices embodied by the learning standards that are considered more than sufficient for the expectations at this grade.

Level 3+/3/3- : Proficient in Standards

Demonstrate knowledge, skills and practices embodied by the learning standards that are considered sufficient for the expectations at this grade.

Level 2+/2/2- : Below Standards

Demonstrate knowledge, skills and practices embodied by the learning standards that are considered partial but insufficient for the expectations at this grade.

Level 1+/1/1-: Well Below Standards

Demonstrate knowledge, skills and practices embodied by the learning standards that are considered insufficient for the expectations at this grade.

Curriculum

	<u>K-5</u>
Literacy	HMH Into Reading Program
Math	envision 2020
Social Studies	Passport to Social Studies
Science	Amplify

NYCDOE Citywide Assessments at PS 151Q

Grades K -5	i-Ready Reading and Math, 3 times a year
Grades K - 5	Acadience Reading, 3 times a year
ELLs K - 5	NYC ELL Periodic , 2 times a year

NYS Assessments

NYS ELA (Grades 3 - 5)	4/10/24 - 4/12/24
NYS Math (Grades 3 - 5)	5/7/24 - 5/9/24
Science (Grade 5)	4/8/24 - 5/17/24
NYSAA	3/11/24 - 6/7/24
NYSESLAT (Grades K - 5)	4/15/24 - 5/24/24