# PARK SLOPE SCHOOL PS 282 FAMILY HANDBOOK

**Academic School Year 2025-2026**

## About our School

At Park Slope 282, our mission is to engage students, staff, parents and the community in providing rich, project-based learning experiences while supporting our students' social emotional development. We believe this will be done by fostering meaningful relationships within our school community and establishing high expectations for all to ensure that our students dream, believe, excel and achieve.

Supporting the cognitive, emotional and physical intelligences of young children helps to put the pieces together on how to close the achievement and opportunity gap of our children. We achieve this coming together as a team, using our combined set of skills and resources to maximize the potential of all of our students. This requires:

- Understanding and nurturing the social, emotional, physical, and cognitive needs of every child.
- Knowing and celebrating the creativity and interests that students bring to school.
- Engaging students to highlight their diverse gifts and talents.
- Cultivating resilience in students to help them persevere in their daily learning experiences.

## Partnering with Families and Our School Community

A strong partnership between students, families, staff, and the broader community is essential to our success.

Family engagement happens every day through the integration of our school's culture, resources, and community members. This partnership is strengthened by building relationships founded on mutual trust, respect, and a shared commitment to supporting each child's growth and achievement.

## Contact

Main Office: 718 622-1626 Fax 718 622-3471

Staff Directory SY 25-26

***Please note***: We are not permitted to transfer calls to classrooms. You are welcome to communicate with your child's teacher via email or during teacher office hours as provided.

**INSPIRING A LIFETIME LEARNING - DREAM, BELIEVE, EXCEL AND ACHIEVE**

## Getting School Information

Sign up for Notify NYC mobile, SMS, and email alerts about NYC goings-on, including school closings, emergencies, parking suspensions and more, please go here to sign up.

Please look at https://www.282parkslope.org/ for our school calendar and events. You will also be able to find this information on our school's app downloadable from your Apple or Play Store.

Here is the 2025–2026 school year calendar for all K–12 NYCDOE public schools.

## Guidance for Staying Home

If student or staff member has a fever of 100 degrees or higher or exhibits any symptoms of COVID-19 or the flue, such as:

- Cough;
- Shortness of breath or difficulty breathing;
- Fatigue;
- Muscle or body aches;
- Headache;
- New loss of taste or smell;
- Sore throat;
- Congestion or runny nose;
- Nausea or vomiting; and/or
- Diarrhea.

They are to remain home until there are no further symptoms. Students and staff who previously showed symptoms will not be permitted into school without a note from a doctor.

## Bell Schedule

| | |
|---|---|
| **Period 1** | 8:10 a.m. – 9:00 a.m. |
| **Period 2** | 9:05 a.m. – 9:55 a.m. |
| **Period 3** | 10:00 a.m. – 10:50 a.m. |
| **Period 4**<br>Grade 3K, Pre-K, K, 1 & 2 Lunch Period | 10:55 a.m. – 11:45 a.m. |
| **Period 5**<br>Grade 3, 4 & 5 Lunch Period | 11:50 a.m. – 12: 40 p.m. |
| **Period 6** | 12:45 p.m. – 1:35 p.m. |
| **Period 7**<br>Dismissal | 1:40 p.m. – 2:30 p.m. |

**Visitor Policy**
(Including Parents/Guardians)

**Entering the Building**

All 282 visitors must enter and exit via the main entrance at 180 6th Avenue***.***

*All visitors must stop at the security desk, sign in and proceed to the main office, room 133 for assistance. Picture ID is required. No parent is allowed to go to a classroom without being announced from the main office.*

**Please note the following arrival procedures for the safety and smooth operation of our school day:**

- Baby strollers, scooters, and bicycles are not permitted beyond the security desk.
- Parents/guardians may not escort children past the security desk.
- Students will be received by their teacher at their designated location.

For specific arrival times and locations by grade level, please refer to the **Arrival and Dismissal** guidelines.

*To minimize disruptions to learning, instructional time should not be interrupted.* Students will only be called to the Main Office or other offices to meet parents or visitors in the case of an emergency or for a pre-scheduled meeting.

## Arrival and Dismissal

*Students are NOT permitted in the building prior to 7:30 a.m.*

### Breakfast Arrival

Students in grade K through 5th may arrive at school for the breakfast program, which is served from 7:30 a.m. to 8:05 a.m. Students will enter the school through the main entrance and go to the cafeteria, where NYCPS staff will receive them.

### Regular Arrival

For students not participating in the breakfast program, they should arrive at school by 8:10 a.m. **Please see a.m. arrival, p.m. dismissal and location below.**

### For inclement weather

3K and PreK students should enter directly to their classrooms as normal.

Students in grades K will go directly to the auditorium.

Students in grades 1 and 2 will go directly into the cafeteria.

Students in grades 3 through 5, will go directly to their classrooms.

***Please note:*** *Parents will not be allowed to walk their children to class after 9/12/25.*

### Late Arrival

If your child arrives late to school, please notify School Safety if an escort to class is needed. Morning arrival is a busy time, and late arrivals can disrupt the routines and learning of all students. Please support your child in arriving on time each day—establishing good attendance habits early on is key to long-term success.

## Arrival and Dismissal (continued)

*282's PTO has created this map of dropoff points to help you navigate a new grade and/or a new building.*

**3K & Pre K**

**Arrival:** 8:10 a.m.
**Dismissal:** 2:20 p.m.
**Location:** Various locations (see below)

3K - Entrance, down the ramp on Berkeley Place, into the small yard
**Pre K 005** - Entrance, down the ramp on Berkeley Place, into the small yard (the door will be noted).
**PreK 004** – down the ramp on Berkley Place, last door on the right
**Pre K 007 & 011** – Exit G 1st door on Lincoln Place

**Kindergarten**

**Arrival 8:10 a.m.**
**Dismissal 2:25 p.m**.
**Location**: Kindergarten students will assemble through the main gate of the school entrance. (180 6th Avenue). Parents are not permitted in the gate during arrival and dismissal periods.

**Grades 1 & 2**

**Arrival: 8:10 a.m**.
**Dismissal: 2:30 p.m.**
**Location:** convene in the big yard on Berkeley Place (Green Turf)

**Grades 3,4 & 5**

**Arrival: 8:10 a.m. Basketball Court**
**Dismissal: 2:30 p.m.**
**Location:** Exit D/E located in the back of the school, at the basketball court on Lincoln.

**Parent Concerns**

*If you are concerned that your child is struggling academically and may need an evaluation for special education services, please speak with your child's teacher.* If the teacher agrees with your concerns, they may begin with informal classroom interventions and/or write a letter to the School-Based Support Team (SBST) requesting a formal evaluation.

A school psychologist will then assess your child's needs, following New York City Public Schools (NYCPS) guidelines. These regulations require that a student must be performing below grade level in order to qualify for academic support services.

**Academic services** are provided when there is a diagnosed need and the student is functioning below grade level in at least one area.

**Related services**—such as occupational therapy (OT), physical therapy (PT), speech therapy, or counseling—may be recommended if a diagnosed issue is negatively impacting the student's ability to perform at grade level.

**NYC Schools Account (NYCSA)**

You play an important role in your child's academic success. Our goal is to give you the information you need to be an informed and active partner in your child's education. We invite you to set up your *NYC Schools Account*. This is a web-based application, which provides a new way for you to view your child's academic and biographic information, in one of ten languages on a computer, phone or tablet.

In the account, you can see a child's:

- Attendance
- Grades (including Report Cards, past and current)
- Assessments (test scores)
- Health information (Fitnessgram)
- Schedule
- Enrollment history

*Parents and Legal Guardians are welcome to contact Parent Coordinator, Mrs. Collie-Cyrus, via email SCollie2@schools.nyc.gov if you have any concerns or questions regarding registering for a NYC Schools Account.*

**FOR REMOTE DAYS**

The New York City Department of Education's Chancellor determines if school will be in person or conducted remotely due to inclement weather. On days where school pivots to remote, students will access their class's Google Classroom.  Students can access their Google Classroom sign in using their NYCSA username and password.

**Where do students find their account ID and password?**

**To retrieve your account ID and password:**

**Go to Student Account Self Service(Open external link)**

1. Enter your **9-digit Student ID (OSIS) number**. (You can find your Student ID number on a report card, your student ID card, marked Student ID in student's profile, or in your NYCSA account.)
2. Enter your **birthday**.
3. Click **Continue**.
4. If the information you enter matches your student record, your username will be displayed.
5. Your student ID is your username followed by @nycstudents.net. For example, if your username is JaneD, your student account ID is JaneD@nycstudents.net.
6. If you have not already set up a password, you will be asked to set one up.
7. **Pick a password** that only you will know.
8. Re-enter your **password**.
9. Click **Update Password**.

**Access Google Classroom: For Students**

Please follow the instructions below to access Google Classroom using your nycstudents.net login.

**Where to start**

1. Go to Teach Hub(Open external link)
2. Enter your **DOE student account email** (it ends in @nycstudents.net)
3. If you don't know your DOE student account email, visit DOE Student Accounts
4. Enter your **password**.
5. Click **Sign In**.
6. If the username and password entered are correct, you will be signed into the remote learning portal successfully.
7. Click on the Google Classroom icon.
8. Now you are in Google Classroom!

**Best Practices at Home**

- Get familiar with each of the digital tools your child will use while learning from home.
- Review your school's expectations for completing assignments and appropriate behavior on internet-enabled devices.
- Set up a space for your child to use that considers their unique learning styles.
- Create a routine and daily schedule that will support your child's success while learning from home.
- Make a list of activities that you and your child can use in addition to their classwork.

**https://www.schools.nyc.gov/learning/digital-learning/ipads-and-laptops/free-and-low-cost-internet-options**

**In the Know**

**Income Verification Form** Formerly known as the *Lunch Form*, the **Income Verification Form** can now be completed **online** and is available in **Spanish and other languages**.

Filling out this form helps New York City Public Schools determine what percentage of families in our school community are economically disadvantaged. If a significant percentage qualifies, our school may become eligible for **Title 1 funding** — critical federal funds that we **do not currently receive**.

**Your participation matters.** Even if your child does not eat school lunch, completing the form can help bring valuable resources to our school.

Please visit: https://infohub.nyced.org/in-our-schools/operations/food-resources-for-schools

**School Meals**

https://www.schools.nyc.gov/school-life/food/school-meals

**Menu**

https://www.schools.nyc.gov/school-life/food/menus

**School Supply List**

If you have not already received the school supply list, look at our school's website https://www.282parkslope.org/schoolsupplies

## Homework

**Grades K–2:**
Homework is optional and may be completed at the discretion of families. The primary focus in these early years is on developing a love for learning and building foundational skills through play, exploration, and family engagement.

**Grades 3–5:**
Homework may be assigned to:

- Extend and reinforce learning from class
- Broaden classroom experiences
- Develop self-discipline, personal responsibility, independent thinking, and study habits
- Support individual strengths, learning styles, interests, and talents

**All Grades:**
*No homework will be assigned over weekends to allow students time for rest, family activities, and personal interests.*

**Homework Help**
Call Dial-A-Teacher at (212) 777-3380. This United Federation of Teacher sponsored helpline, staffed by highly skilled teachers, offers help in all subjects in eight (8) languages. They don't give answers – just enough coaching to let children complete assignments on their own, or help parents understand what's going on in math. The helpline is open Monday through Friday 4pm – 7pm.

**Immunization Policy**
Every student must meet the immunization requirements set out by the NYC Department of Health and Mental Hygiene in the School Immunization Requirements. Any child who does not meet the immunization requirements within the stated period will be issued an exclusion letter and excluded from school until the requirements are met. For additional information, please visit Immunizations (nyc.gov) Additional information regarding immunization can be found here.

**Busing**

On a school level, we do not determine ridership eligibility for students. Eligibility is done through the Office of Pupil Transportation (OPT). If your child qualifies to ride the school bus, you will be notified by OPT. Any questions regarding riding the yellow school bus should be addressed to OPT at (718) 392-8855. Or you may speak to the Pupil Accounting Secretary, Mrs. Padmore-Brissett, CPadmoreBrissett@schools.nyc.gov

https://www.schools.nyc.gov/school-life/transportation/bus-eligibility

**OMNY Cards**
https://www.schools.nyc.gov/school-life/transportation/bus-eligibility

**Allergies**
https://www.schools.nyc.gov/school-life/health-and-wellness/staying-healthy/allergies

For additional information, please go to
http://www.cdc.gov/vaccines/schedules/hcp/imz/catchup.html

**Medication**
If your child requires ongoing medication to be administered during the day, please visit:
https://www.schools.nyc.gov/school-life/health-and-wellness/health-services

**Head Lice**
https://www.schools.nyc.gov/school-life/health-and-wellness/staying-healthy/head-lice

**P.S. 282 Park Slope School Electronic Policy**

District 13 is committed to optimizing our school learning environments for all students. To ensure that we are maximizing our instructional time and supporting all students' interpersonal development, we have a district wide personal electronics free policy. We believe in the importance of fostering meaningful interpersonal interactions, encouraging play, and cultivating moments of joy throughout the school day. These values help support the overall well-being and development of our students. As such, our electronics free policy is a standard expectation across all schools in the district.

**Definition of Personal Electronic Devices:**

Personal electronic devices are defined as any electronic device utilized to access the internet, wi-fi, cellular telephone signals, or to capture or play images or video. These include, smartphones, smartwatches, personal gaming devices, Ipads, Walkman's, Airpods, iPod, digital cameras, etc. The school reserves the right to classify additional devices as personal electronic devices

**Electronic Policy:**

PS282 will begin its academic day at 8:10 am and end at 2:20pm, electronic devices cannot be used on campus during these times. This includes breakfast which begins at 7:30am, afterschool programs ending at 5:45pm, field trips, lunch, recess and special school events (basketball games, concerts, etc.). At the start of each school day, students must turn off their devices and place them in a designated locked or staff supervised storage area. Students will re-gain access to their device at the end of each school day.

**Emergency Communication**

Students who need to be in contact with their family during the academic day are to ask permission to use one of our school phones. Parents are welcome and encouraged to contact Parent Coordinator Mrs. Collie-Cyrus at (718) 622-1626 ext. 1202 or at scollie2@schools.nyc.gov or Office Staff Sherry Daley at (718)622-1626 ext. 1332 or sdaley@schools.nyc.gov if there is a message that needs to be relayed. The school will ensure urgent messages are promptly relayed during school day hours. As part of our commitment to clear and timely communication, our school uses the following platforms for whole-school updates, including emergency notifications GAMA.

At the beginning of the school year, we will confirm that you have access to the GAMA platform. Please ensure your contact information is up to date and that you are receiving messages from the school.

If you have any questions or need assistance accessing the GAMA platform, please reach out to Mrs. Collie-Cyrus at 718-622-1626 ext. 1202 or at scollie2@schools.nyc.gov.

**Lost or Stolen:**

*The school is not responsible for any stolen or lost items.*

**Response to Policy Violations:**

Disregarding the Electronics Free policy is a violation of both New York State Law and Chancellor's Regulation A-413. Below are some sample disciplinary responses. Please review the New York City Public School's Discipline Code for a full explanation of the disciplinary policy.

**First incident:** The cell phone or device will be confiscated and placed in the designated storage location for the remainder of the school day. The student can retrieve the device at the end of the day.

**Second incident:** The cell phone or device will be confiscated and placed in the designated storage location for the remainder of the school day. A school administrator/staff will have a conversation with the student and contact the parent/guardian.

**Third incident:** A meeting will be held with the student, parent/guardian, and school administrator (and school counselor, social worker, or other staff, as appropriate) to review the policy and develop a written "Cell Phone/Personal Device Action Plan."

Please review the New York City Public Schools Citywide Behavioral Expectations for additional details.

The school reserves the right to create an individual intervention plan for

students who consistently and habitually do not follow the district wide cell phone policy.

**Accommodations/Exceptions to Policy:**

If a student has a disability or medical condition that requires a cell phone, or other device, the accommodation will be noted in the student's IEP, 504 Plan, or health plan. The special education team coordinator or health office will notify appropriate staff of the necessary accommodations.

Please reach out to Principal A. Rodriguez at arodriguez131@schools.nyc.gov or Assistant Principals C. Campbell at cmoultoncampbell@schools.nyc.gov or Assistant Principal K. Sidbury at ksidbur@schools.nyc.gov for more information

Exceptions will be processed and approved within 1 calendar week.

Staff use of personal devices: School staff are strongly discouraged from using cell phones or personal devices in front of students, except for essential educational purposes (e.g. taking photos in accordance with school policy, or quick, essential communication with a parent).

For all questions and communication regarding the PS 282 Electronic/Cell Phone Policy please contact the School Electronic Policy Supervisor AP C. Campbell or AP K. Sidbury.

**Face-to-Face Letter Requests**

A request for a Face-to-Face Letters must be made 24 hours days in advance to the main office. This letter must be picked up by the parent making the request. These letters ***cannot*** be backpacked home.

**School-Based Support Team (SBST)**

The School-Based Support Team (SBST) collaborates with parents, teachers, and other support staff to ensure that the individual needs of students are identified and met effectively.

If you believe your child may benefit from **special services** such as **occupational therapy, speech therapy, or physical therapy**, please speak with your child's classroom teacher. **Response to Intervention (RTI)** services may be initiated to provide additional support. If further evaluation is needed, the teacher will guide you in writing a formal request to the SBST.

The SBST also assists in arranging **special classroom accommodations**, including **testing modifications**, and works with families and staff to develop **Individualized Education Programs (IEPs)** for students who qualify for special education services.

**Lost and Found**

The lost and found is located in the back of the auditorium.

**Emergency Readiness Protocols**

Click here to learn about NYCPS general response protocols, drills and evacuation procedures.

**PS 282 Park Slope School Assessment and Grading Policy**

**Philosophy**: We believe assessment is an ongoing, progressive and holistic process. Through a variety of engaging and observable learning experiences students acquire an understanding of concepts, knowledge, skills, develop attitudes and attributes and make decisions to take action. All students are unique and possess varying skills, knowledge and abilities, which can be identified through assessments.

**Mission Statement:** The mission of The Park Slope School community is to develop lifelong learners and globally-minded citizens by fostering the academic, creative, and social skills needed to achieve excellence in a multicultural environment. Stakeholders work as a community where; we embrace differences, explore individuality and work to create a more peaceful and equitable world around us.

**Purpose:** The purpose of this document is to clarify the assessment process within our school community and its evolution to reflect our school's needs. It will be implemented across all grade levels and will provide a context for reflection. These reflections will guide instruction as well as give students opportunities to improve concentration and focus, foster and develop creativity, critical thinking and meta-cognitive skills. This policy is in alignment with the school's mission statement.

**We assess our students in order to:**

Provide students with the tools and opportunity for self-reflection and improvement in their studies.
Inform instruction and planning
Provide feedback and guide learning
Celebrate student progress and performance
Allow opportunity for goal setting
Provide parents with information to understand and appreciate their children's efforts, progress and achievement over time.

**Characteristics of Effective Assessments:**

- Assessment practices and evaluations are balanced to provide multiple opportunities for students to demonstrate their understanding fair

- Assessment criteria is known and understood prior to the assessment being given
- Assessments promote student reflection and self-evaluation
- Assessments may be differentiated according to the student's abilities
- Assessments provide the opportunity for collaboration between student and teacher, students and their peers
- Produce evidence of student growth and learning that can clearly be reported and understood by students, parents, teachers and administrators

**Assessment Tools** – (Included but not limited to these examples)

Interactive Notebook and Folder
Portfolios
Rubrics
Checklists
Anecdotal Notes
Quizzes
Chapter tests
Projects
Performance Tasks
Gallery Walks
Reflections

**Guiding Principles**

**International Baccalaureate Program Standards and Practices**

**Standard C4: Assessments**

Assessment at the school reflects IB assessment philosophy.

- C4.1: Assessment at the school aligns with the requirements of the program.
- C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.
- C4.3: The school uses a range of strategies and tools to assess student learning.
- C4.4: The school provides students with feedback to inform and improve their learning.
- C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the program.

- C4.6: The school has systems for reporting student progress aligned with the assessment philosophy of the program.
- C4.7: The school analyzes assessment data to inform teaching and learning.
- C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work

**School Comprehensive Education Plan: Curriculum Development and Support**

The school has rigorous and coherent curricula and assessments that are appropriately aligned to the common core learning standards for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

**Actions**

- All students will set academic goals regarding literacy and mathematics. Teachers will provide feedback to students to assist them in attaining their goals.
- All students will generate a project based on their understanding of the focus unit.

**Teacher Practice and Decision**

Teachers will utilize formal and informal data to assess students' level of standard mastery in order to strategically plan interventions to mitigate the learning gaps. Researched based practices, learning styles, and individual students needs will be addressed so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement. (or growth)

**Assessment Categories**

- **Pre-assessments** are administered before students begin a lesson or unit. Students are not necessarily expected to know most, or even any, of the material evaluated by pre-assessments—they are generally used to (1) establish a baseline against which educators measure learning progress over the duration of a program, course, or instructional period, or (2) determine general academic readiness for a course, program, grade level, or new academic program that student may be transferring into.

- **Formative assessments** are tools frequently administered to gauge student conceptual understanding and skill level. Data collected from formative assessments inform teachers and students and help them to determine course of action. Measurements provide

understanding as to the need for academic intervention, acceleration, and/or other modifications. The purpose of this assessment is to improve student learning and to provide feedback. Reflection upon the feedback yields growth and student autonomy. The feedback should inspire goal setting.

**Examples include but are not limited to:**

- Pre-tests
- Entrance and exit tickets
- Annotations
- Graphic organizers
- Reflections
- Gallery Walks
- On-demand writing prompts
- Thinking Routines

**Summative assessments** are tools used to determine student mastery of grade level skills, content and concepts. This assessment is usually administered or evaluated at the end of an instructional unit. It measures the level of proficiency as it relates to a standards-based level of achievement. The purpose of this assessment is to monitor student learning and retention of understanding. Examples include but are not limited to:

- Presentations
- Individual or Group Projects
- Portfolio Exhibitions
- Traditional End of Unit Assessments
- Examinations

**Self-assessments** are ongoing throughout the unit. Student self-assessment involves students in evaluating their own work and learning progress. Self-assessment is a valuable learning tool as well as part of an assessment process. Through self-assessment, students can identify their areas for growth in acquisition of knowledge and skill development. Students will then use this self assessment to set goals including how they will work towards development in these areas.

**Assessment Schedule**

Grades K- 5

| Timing | Assessment | Grades Impacted |
|---|---|---|
| September | Northwest Evaluation Assocation (NWEA) MAP Growth Screeners | Kindergarten - 5th Grade |
| October | Math Baseline Assessments | Kindergarten - 5th Grade |
| October | F&P Running Records | Kindergarten - 5th Grade |
| October | On-Demand Writing | 1st - 5th Grade |
| January | F&P Running Records | Kindergarten - 5th Grade |
| February | Math Baseline Assessments | Kindergarten - 5th Grade |
| March | F&P Running Records | Kindergarten - 5th Grade |
| April | New York State ELA Exams<br>New York State Math Exams | 3rd - 5th Grades<br>3rd - 5th Grades |
| May | F&P Running Records | Kindergarten - 5th Grade |
| May | NYSESLAT | Kindergarten - 5th Grade |
| June | New York State Science Exam | 5th Grade |

Grading System

Grading will not be used for disciplinary purposes, i.e., reducing grades for an unexcused absence. Grading is based upon what students know and are able to do.
Approaches to learning will be graded separately.

A physical copy of this document is located in the main office. Families can also find the grading policy at 282parkslope.org.

Grades K-5

For grades K-5, the Grading System for Achievement will be used as the marking key to indicate the student's performance in relation to the standards.

(4) Independent- At this time, the child understands and meets expectations for tasks or behavior.
(3) Developing-At this time, the child's progress toward tasks or behavior is steady and consistent.
(2) Beginning- At this time, the child is making attempts to accomplish the task.
(1) Experiencing Difficulty- At this time, the child is unable to complete tasks or exhibit appropriate behavior without assistance.

The classroom teachers shall be guided by the criteria set forth for grading students. They will use the following factors to calculate the achievement and performance of the students in assigning quarterly grades:

- **Progress and Proficiency**: feedback and grades are focused on students progress and proficiency in achieving Next Generation Learning Standards both in direct instruction and performance throughout IB PYP Units of Inquiry. Grades in content areas will be measures of content knowledge. Priority is given to summative assessments and work that can be measured against established standards and rubrics.
- **Approaches to Learning:** students' approaches to learning will be graded separately in their Approaches to Learning, which include:
    - Thinking Skills:
        - Critical-thinking skills (Analyzing and evaluating issues and ideas).
        - Creative-thinking skills (Generating novel ideas and considering new perspectives).
        - Transfer skills (Using skills and knowledge in multiple contexts).
        - Reflection/metacognitive skills (re)considering the process of learning).
    - Research Skills:
        - Information-literacy skills (Formulating and planning, data gathering and recording, synthesizing and interpreting, evaluating and communicating)

        - Media-literacy skills (Interacting with media to use and create ideas and information)
        - Ethical use of media/information (Understanding and applying social and ethical technology)
    - Communication Skills:
        - Exchanging-information skills (Listening, interpreting, speaking).
        - Literacy Skills (Reading, writing and using language to gather and communicate information [oracy]).
        - ICT skills (Using technology to gather, investigate and communicate information).
    - Social Skills:
        - Developing positive interpersonal relationships and collaboration skills (Using self-control, managing setbacks, supporting peers).
        - Developing social-emotional intelligence (Managing emotions and building positive relationships).
    - Self-Management Skills:
        - Organization skills (Managing time and tasks effectively).
        - State of Mind (mindfulness, perseverance, emotional management, self-motivation, resilience).

Final grades are calculated automatically and appear in the Final Grades column of the report card.

**Not included in grade calculation**

- Attendance and student behavior
- State exam scores
- Homework
- Late work and resubmissions are part of student final grades

**Recording and Reporting Practices:**

**<u>Student Progress Reports to Parents</u>**

Our school has two semesters, with two marking periods total per year. Report cards will be distributed at the end of each marking period.

| Marking Period | Begins | Ends | Report Cards on NYCSA |
|---|---|---|---|
| 1 | 9/4/25 | 11/17/25 | 11/23/25 |
| 2 | 11/18/25 | 1/31/26 | 2/6/26 |
| 3 | 2/1/26 | 4/16/26 | 4/22/26 |
| 4 | 4/17/26 | 6/26/26 | 6/26/26 |

Progress reports of each individual student's academic achievement will be issued periodically following an evaluation by the appropriate teacher(s) or other professional personnel. This report shall be based upon full information, accurately and honestly reported with proper maintenance of confidentiality. Copies of letters sent to parents/guardians relating to a particular situation or problem should be kept in student folders.

In addition to these periodic reports, parents shall be notified when a student's performance requires special attention. Parents are urged to visit the school and confer with teachers.

**Parent/Guardian-Teacher Conference**

Teachers meet with parent(s)/guardian(s) to discuss student challenges and progress. When a parent requests a conference with a teacher, the teacher shall make every effort to arrange a mutually convenient time. Such conferences should be scheduled around the school day so as not to interfere with the instructional process. Teachers should notify the appropriate Building Principal in advance of such conferences.

Conferences may include but are not limited to:

- Communicating student achievement to parent
- Goal setting
- Review of objectives and tasks
- Review of data and artifacts collected
- Presentation of growth
- Student-Led conferencing*
- IB PYP Exhibition (5th only) *

*A student-led conference is a conference with parents led by the student. This conference offers the student the opportunity to self-reflect on their learning and set goals. It demonstrates their communication skills and attributes of the learner profile. This gives parents a clear insight into the kind of work the student is doing. The role of the classroom teacher is a facilitator in the conference process. (Student agency may be included)

*The IB PYP Exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. The exhibition involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesize all of the essential elements of the PYP in ways that can be shared with the whole school community.

**Promotion Policy**

General education students by their grade

- Grades K-2: multiple measures listed to assess overall student progress in core academic subjects.
- Grades 3-5: multiple measures listed to assess progress on ELA and Math.

MLL students by years of service and years in the United States as applicable

IEP students by promotional criteria on the IEP

**Afterschool Providers**

**Imani House** *In house grades K through 5;* ImaniHouse.org 718-638-2059 ***; to register:*** https://discoverdycd.dycdconnect.nyc/program-public

**Kids Orbit** *In house; grades PreK through 5;* to register. https://www.kidsorbit.org/register

**NY Kids Club Park Slope** *Pick up **ONLY**; t*o learn more or enroll, click here, call us at 718-305-4057, or email, parkslope@nykidsclub.com; we're happy to help! Afternoon Club is offered Monday through Friday, 2:30 p.m. - 5:30 p.m.; registration is available on a 1, 2, 3, 4, or 5-day per week basis.

**Tiny Scientist** – Fall 2025 after school information can be found at http://www.thetinyscientist.com/
***In House & Pick Up*** *(limited seats for both)*

**As our partnerships within the community grow, we will be adding additional providers.**

**FAMILIES WORKING TO SUPPORT PS 282**

All New York State public schools are mandated to have a **School Leadership Team (SLT)**. It is the primary school based vehicle for parents to work with teachers and the Principal to establish school priorities, ensure the budget is aligned with those priorities and evaluate **SLT** meets once a month, the **1st Tuesday** of every month at 2:30pm to 4:00pm Unless otherwise indicated in the school calendar, located in our school's app downloadable from your Apple or Play Store.

**Meet the PTO**

Please sign up for the PTO Newsletter, which is provided by Mail Chimp. This is a separate email list other than the schools email listing. We encourage you to sign up to both to make sure you are fully informed.

https://docs.google.com/forms/d/e/1FAIpQLSe6PHyJPu9cbzD51a3olrWK56wN38hAOxOkjvChU-YL81rjQ/viewformm

Email pto@282parkslope.org

Visit the 282 parent operated website: https://www.282parkslope.org/
We are also located on i

**PTO** meets the **3rd Thursday** of the **Month,** unless otherwise indicated.

**Become a Class Parent** – The Class Parent provides a critical link between the parents and the classroom teacher, the PTO and School Administration. There can be one or co-class parents per class.

Assisting as a Class Parent may vary from teacher to teacher. Please be sure to check in with your child's teacher for ways in which you can assist with their needs.

- Facilitate communications between the parents in your class, and social engagements for the kids:

- **Introduce yourself** so the parents in your classroom know who you are and ask other parents to help you with your tasks.
- **Create and maintain a distribution list** to communicate regularly with other parents in the class.

The Class Parent list should not be used for personal or commercial gain, and parents should not be added to outside mailing lists without consent.

Schedule meetups for the kids/parents in your class.

Set up a group for quick communications.

**Be the CONNECTION between the Parent Coordinator, PTO and your classroom**. We encourage you to attend PTO meetings to help the Parent Coordinator and PTO stay in-the-loop by bringing opportunities or challenges to the PC and PTO's attention, and also taking information shared at meetings back to your classrooms to relay.

- **Attend PTO meetings** and as your schedule allows.
- **Encourage parents** to attend upcoming PTO meetings
- **Communicate and rally support for PTO** events and fundraisers.
- **Share important news** from Curriculum Night and PTO meetings.
- **Recruit volunteers** from your class for events and school activities.

**Class Parent Roles and Responsibilities**

Each teacher brings a unique set of skills and may have different expectations for the Class Parent role. While some may request assistance with email lists or class communications, others may prefer to manage these tasks themselves.

We encourage you to schedule a brief meeting with your child's teacher to review the suggested responsibilities (listed below) and determine how you can best support the class.

Please note:

- All classroom policies—including conduct, guidelines, and health and safety protocols—are set by the teacher and NYCPS.
- Class Parents may help communicate these policies but do not make decisions regarding them.
- For any questions or concerns, parents should reach out directly to NYCPS staff or the classroom teacher.

**Organizing Teacher Gifts**

Before the holidays and at the end of the school year, families may choose to show appreciation for teachers with a collective gift. NYCPS allows small group (class) gifts within their guidelines.

Please note:

- Participation is completely voluntary; no parent is required to contribute.
- All students/families will be included on the card, regardless of contribution, in accordance with NYCPS policy.
- A class gift is intended as a thoughtful, modest gesture of appreciation for your teacher's hard work and dedication.