



PS 110

NYC

LOWER
EAST SIDE

Family Handbook

PS 110 endeavors to foster a lifelong love of learning in an academically rigorous environment that is enhanced by exposure and experiences in the arts.

We promote academic excellence through standards-based instruction and use an interdisciplinary and inquiry based approach to learning.

Our mission is to develop self-motivated, engaged, curious, creative individuals who can actively collaborate and demonstrate perseverance and flexible thinking as life-long learners.



PS 110
THE FLORENCE NIGHTINGALE
SCHOOL

285 Delancey Street New York, NY 10002



From the Principal

Dear PS 110 Families:

Welcome back to another year of learning and fun at PS 110! This handbook is designed to keep you informed about various aspects of school life at 110. Our goal is to work collaboratively with families, students and staff to create a nurturing and academically rigorous learning environment. It would be extremely beneficial to review this handbook with your child(ren) to help reinforce school goals and routines.

Please check your child's folders and back packs for updates to school-wide routines, procedures and school-wide events.

Happy reading!

Sincerely,

Karen Feuer,
Principal

From the PTA President

Dear PS 110 Families:

Welcome to our school and congratulations on choosing PS110 for your child! The mission of the PS110 PTA is to make a wonderful school even better for every child, every day. We make this happen by ensuring all families have a voice in supporting the goals of our school.

Funds raised by the PTA go directly to enrichment programs that would otherwise not be funded. These programs include instruction in music, chess and dance, as well as film and theater programs to help stimulate our children throughout the school day and during their time at PS 110. =

The PTA at PS 110 is active and engaged but always seeks continuous support from families of all backgrounds and talents to continue to thrive. Please feel free to email me anytime at president@ps110pta.org. I am thrilled to be working with you all this year.

Sincerely,

Naâma Laufer,
PTA President

School Community Guidelines

At PS 110, we value the quality of the school day and recognize the importance of making the best use of our instructional time with your children. The following school policies and procedures should answer basic questions families have about our school. Individual classes may have additional policies that teachers will inform you of during the school year.

ARRIVAL

School begins at 8:20AM. It is extremely important to arrive before this time to avoid disrupting the class and missing valuable instruction. Parents of students in grades Pre-K and Kindergarten should escort their children to classrooms and students in Grades 1-5 should be escorted to the schoolyard (or the gym area during inclement weather). Each class will line up beneath the clearly displayed classroom sign.

The school building opens for students at 7:30AM (Cannon Street and playground entrance). Adult supervision is only available in the cafeteria. Adult supervision in the playground begins at 8:00AM. The playground gates close at 8:40AM.

LATENESS: Children who are late must get a pass from the security desk or the main office and then proceed to their classrooms. Parents may escort children who are late to the classroom door in Kindergarten only. Please be mindful not to interrupt instruction or to talk to the teacher when dropping off your child once class has begun. First through fifth-grade students should walk to the classroom by themselves. Children who arrive after 8:20AM will be marked late. Children must be in their classroom by 8:20AM in order to be considered on time.

DISMISSAL

Teachers will not release your child to anyone other than the individuals or programs you have designated in our school records. **Please notify teachers in writing of any changes in dismissal arrangements** (for example, please send a note if your child will be picked up by a friend's parents, or will attend a new afterschool program). With parental permission, upper-grade students may leave school at dismissal without an adult escort. Dismissal times and locations are as follows:

General Dismissal:

2:35 PM: Pre-K and Kindergarten in the courtyard (Cafeteria during inclement weather)

2:40 PM: Grades 1-5 in the schoolyard (Gym during inclement weather)

PLEASE ARRIVE ON TIME TO PICK UP YOUR CHILD:

Children who are picked up late often get worried and upset. If there is no one there to pick up your child at dismissal time, the child waits in the gym area at a designated location and may be brought upstairs to wait for you on the benches inside the main office. If possible, please call the office (212-674-2690, ext. 4) if you are running late.

EARLY PICK-UP: If you need to pick up your child before regular dismissal time, sign in at the Security Desk on the main floor and proceed to the main office (Room 302) to sign out your child. A staff member will call for your child. **Please do not go directly to the classroom.**

A child may not be picked up before regular dismissal by anyone under the age of 18 nor may a child leave by her/himself in the middle of the school day (even with parental permission).

VISITS TO SCHOOL

Family members who are in the building during school hours must show identification, sign-in at the security desk and receive **a visitor's pass**, which must be worn while they are in the building. Any non-staff member in the building may be asked to show a visitor's pass at any time.

ATTENDANCE

Attendance and a prompt arrival to school are crucial to your child's success. Research has found that even a minimal amount of absences during the school year have a serious impact on a student's ability to achieve.

Specifically, our youngest students are most academically at-risk because of extended absences and children who are chronically absent in Pre-K and Kindergarten show lower levels of achievement in math, reading and general knowledge during first grade. Finally, research also shows that children who are chronically absent or miss classroom instruction due to lateness year after year have some of the lowest levels of educational achievement by the end of fifth grade.

Chancellor's Regulation A-150, states that school attendance can impact your child's promotion therefore, students are expected to maintain at least a ninety percent (90%) attendance rate each year.

If your child must be absent from school, please refer to the following guidelines:

- Please provide advance notice to the school when the absence is anticipated.
- Please send in a note explaining your child's absence when he or she returns to school.
- Please call the school office if an absence lasts for two or more days.
- If appropriate, please include a doctor's note indicating the reason for an extended absence and permission for the child to return to school.

In addition, we ask that families schedule family vacations during school holidays in order to minimize disruptions (see the school calendar online at <http://schools.nyc.gov/Calendar/default.htm>).

Please check your child's progress report each period to verify attendance. If you notice a discrepancy, contact your child's teacher immediately.

ILLNESS/INJURY

We appreciate your cooperation in helping to prevent the spread of illness in the classroom. If your child exhibits any of the following symptoms or health issues, please keep him or her home for at least 24 hours from the end of the symptom(s) or the beginning of medical treatment:

- fever (100.5F or above)
- sore throat
- diarrhea
- vomiting
- runny nose with green or yellow mucus
- conjunctivitis (pink eye)
- severe coughing or difficulty breathing
- any contagious illness (Chicken Pox, Flu, Strep Throat, Impetigo, etc.)

If a child becomes ill or injured at school and needs to be sent home, the licensed nurse on staff will notify you.

Please make sure that your child's blue emergency card has up-to-date contact information (See Emergencies).

Additionally, though most minor injuries that students experience during the day are brought to the attention of the school nurse, you may not receive a call about them, although you should expect to receive written notice of the incident. However, all head injuries will be followed up with a call home to parents.

MEDICATION: If your child needs medication administered during the school day, or must keep medication at school (e.g., EpiPen, nebulizer, inhaler), please request a 504 form from the school nurse.

Medication can be administered to your child only if the school has current forms on file. Even if your child self-medicates, he/she should not carry any medication without a medical doctor's authorization on file. School staff members (including the school nurse) are not authorized to administer over-the-counter medications, such as Tylenol, allergy medicine, cough syrup, or eye drops, unless this information is included on a 504 form.

HEALTH AND SAFETY INFORMATION

EMERGENCIES: In the event of an emergency, the school will make every attempt to reach a parent or legal guardian. Therefore, when completing your blue emergency contact cards make sure to include at least three names of people to whom your child can be released. Please make sure to visit the main office to update your child's blue emergency card in order to keep your contact information current.

ALLERGIES: Any student with an allergy must turn in an allergy information form, which can be picked up in the medical room.

FOOD ALLERGIES: Food allergies are common in children. If your child has a food allergy, be sure to inform your child's teacher and the school nurse. Also, please remind your child that sharing food at lunch is discouraged.

NO NUTS POLICY AT SCHOOL EVENTS: For the safety of students with nut or seed allergies, no food with nuts or seeds will be sold at any PS 110 event. This policy applies to all kinds of nuts, including peanuts, almonds, brazil nuts, cashews, walnuts, etc. as well as seeds such as sesame seeds.

LICE POLICY: Head lice are very common in school-aged children and are easily transmitted. To help identify and treat head lice at PS 110, LiceXchange, a private company that specializes in preventative head lice inspections, will conduct lice checks at the start of the school year. New students will also be checked upon registration. Note that the NYC Office of School Health mandates that all children with live lice remain at home until the lice are removed. LiceXchange may be called directly (917-657-0249) in the event you need their services.

SAFETY FIRST: NEVER exit any door unless it is officially open. Each door on the main floor has an alarm that will be set off if used without authorization. For the safety of our students only use the Cannon Street exit that is staffed by our School Safety Agent.

SEE SOMETHING? SAY SOMETHING: If something does not look right to you, report it immediately to the office! Remember that you too are the eyes and ears of the school.

To keep our school and neighborhood communities safe, please also remember the following:

SCOOTERS AND HEELIES are not permitted in school.

BACKPACKS WITH WHEELS must be carried up and down the stairs, not wheeled.

CHILDREN'S BATHROOMS are for students only: adult visitors and siblings may use the bathroom adjacent to the nurse's office.

PLEASE DO NOT BRING PETS INTO THE SCHOOLYARD.

According to the Chancellor's Regulations, each school must have a **School Safety Committee** that meets monthly. Meeting dates are published in our school newsletter and on the PS 110 website. As a parent or guardian, you may bring any health or safety issues to the attention of the PTA appointed representative for discussion at the next meeting. The representative for the 2017-2018 school year is: Naama Laufer, PTA President or a designee.

CELL PHONE POLICY

Students are permitted to possess cell phones on school property. Students may use cell phones on school property outside of regular school hours provided such use is not for illegal or unethical purposes (e.g., cheating).

Cell phones must be turned off and remain out of sight during class time, school activities, or when directed by school officials. If the cell phone is used, activated, or displayed at an unauthorized time, the cell phone may be confiscated and the student may be subject to disciplinary measures according to the NYC DOE's Behavioral Expectations.

If a cell phone is confiscated, the device will be stored in the Principal's office and returned to the student's parent. The cell phone will be powered off and the contents will not be examined or explored.

This policy remains in effect during all on-site after school programs as well.

DRESS CODE

PS 110 has a mandatory dress code. The dress code is intended to promote a more effective learning environment; foster school unity and pride; and eliminates "label" competition.

The dress code is: tan or blue pants, skirts, shorts, jumpers and/or shorts, tan, navy, white, or light blue shirts with a collar, and navy, light blue, tan or white sweaters or sweatshirts.

Students should wear sneakers or rubber soled shoes. Flip flops and high heeled sandals are not allowed.

Families wishing to opt out of the PS 110 Dress Code policy may do so by requesting an opt-out form from the Principal or Parent Coordinator, Millie Candelaria. Students who opt out must also be wearing sneakers or flat-heeled, shorts or skirts that are just above the knee and shirts that do not expose stomachs. Sports jerseys and shorts are also not appropriate for school.

DELIVERIES TO CHILDREN

If you have something to drop off for your child after classes have gone upstairs (a forgotten lunchbox, homework, etc.) you may leave the item in the main office. A staff member will make sure that your child receives the item. **Please do not bring it to the classroom yourself.**

LOST AND FOUND

The lost and found is located on the first floor, adjacent to the Parent Coordinator's office in the small exit vestibule. It's helpful to label jackets, lunchboxes, and backpacks with your child's name—many of these items look alike! The lost and found box will be cleaned out at the end of each month; unclaimed items will be donated to charity organizations.

SCHOOL CLOSINGS

In the event of stormy weather or other citywide emergency conditions, the Chancellor will announce the decision to close or delay the opening of schools throughout the city. The announcement will be made public as early as possible (5:00AM) on the affected day, and broadcast on news services, radio and television stations. An announcement will also appear on the Department of Education website, www.schools.nyc.gov and is available by opting in to the City's text messages.

Parents can also call 311 and/or tune in to any of the following radio or television stations: WINS (1010 AM), WCBS (880 AM), WLIB (1190 AM), WBLS (107.5 FM), WNYE (91.5 FM), WCBS (Channel 2), WNBC (Channel 4), WNYW (Channel 5), WABC (Channel 7), and NY1 (Channel 1 on Time Warner Cable).

BREAKFAST, LUNCH, AND RECESS

PS 110's breakfast and lunch programs are government subsidized for those who qualify and are available to all students. Breakfast is free for all PS 110 students, from 7:30-8:10AM, in the cafeteria. Lunch fees are based on economic need. Full-paying lunches are \$1.75. Both reduced-paying and free lunch students eat for free. All payments for lunch go directly to the NYC Department of Education Food Services.

Your child may participate in the meal programs as frequently or infrequently as you'd like. When children choose to have school lunch, they enter their individual pin number and pick out a tray that contains a complete lunch. Each day there are hot meal choices, peanut butter and jelly or cheese sandwiches, and a fruit/salad bar. You can also choose to have your child just get milk for .25 per day. Menus are posted in the cafeteria each month; you can also access the menus at <http://www.schoolfoodnyc.org/schoolfood/MenusDailyDisplay.aspx>

PS 110 encourages all families to use a new online meal payment system called MySchoolBucks.com. Families can enroll and fund their child's account online through MySchoolBucks.com using their 9-digit student ID (OSIS) number.

If families have not yet created a MySchoolBucks account, they can submit payments as follows:

- Payments are collected daily, weekly or monthly only for full-priced lunches. Reminder letters will be sent home regularly to notify parents of payments that are due.
- Parents must submit payments in sealed and labeled envelopes.
- Money should be deposited in the grey locked box in the main office.
- Children eligible for free and reduced-price meals will not bring in payments.

All families must complete a meal application on line at www.myschoolapps.com/Application

All families who apply will receive notification about whether or not their application has been approved for free meals. Those families not approved will need to pay the current cost (\$1.75) for meals. All families are required to complete this form regardless of whether or not you are applying for free meals, or whether or not your child eats school lunch.

To promote healthy eating, which supports a healthy mind, please send your child to school with a well-balanced meal. Soda, gum and candy are not permitted. We discourage sharing because it presents a danger to students with allergies. For safety reasons, please do not send drinks in glass bottles.

At lunchtime, all students are supervised by school staff. Students eat with their classmates and grade members. They may also eat with students from either one grade below or one grade above.

RECESS: Students play outside daily, unless there is rain, snow, or extreme cold. Please make sure that your child brings appropriate outdoor clothing. It is helpful to label gloves, hats, and coats to prevent loss. (See Lost and Found for more information about lost items.) On inclement days, children will participate in indoor recess activities.

COLD WEATHER POLICY

During typical winter days, common sense requires us to look beyond a specific temperature and consider factors such as wind chill, whether the ground is frozen or the sun is shining, how well students are prepared to play outdoors (jackets, gloves, and hats), and the length of time to be spent outside. Deciding when students play outside remains the responsibility of the principal, based on her professional opinion and is a judgment call on a day-to-day basis. The decision-making process may also vary from grade to grade.

The following temperature guidelines (including wind-chill: the perception of temperature created by the combination of the actual temperature and additional heat loss from exposed skin caused by the wind) will be used (but not as the sole criteria) in decision-making by the principal.

32 DEGREES AND ABOVE: Students can stay outside for an extended period of time.

25-32 DEGREES: Students may stay outside for the full period.

10-25 DEGREES: Students may not go outside.

Children with special health conditions, in particular asthmatic children, may require special accommodations during cold weather; however, all students will go outside unless they have a note from either a doctor with a relevant diagnosis or condition. Students who will not be going outdoors will stay in the cafeteria throughout the recess period and should have a book with them.

Exercising outdoors is healthy and is strongly encouraged. If the cold precludes the full recess time, even a 5-minute break can revitalize children and prepare them for more sitting and continuing academic learning inside the classroom.

In addition to being supervised by school staff, two days a week, a coach from Asphalt Green's Recess Enhancement Program (REP) will be on site to teach and facilitate team sports and games.

BIRTHDAYS AND HOLIDAYS

If you choose to help celebrate your **child's birthday** at school, you may bring in simple treats such as cupcakes, brownies or muffins, which don't require utensils, at a scheduled, agreed-upon time with the classroom teacher. It is important that you are aware of any food allergies before bringing any celebratory treats for the students. Remind your child to visit the principal's office and pick-up a birthday pencil!

Other food, soda, party favors, party hats, goody bags, balloons, decorations, or entertainment are discouraged.

If your child has a party outside of school, invitations may be passed out in school only if every child in the class is invited. If you are not inviting the entire class, please send invitations by mail.

In general, **holidays are not celebrated at school.**

When holidays are incorporated into the curriculum, the emphasis is always on exploring various cultures and historical significance.

Halloween is a fun time for the children at PS 110, thanks to our exciting Halloween event hosted by the PTA. At that event, students are invited to wear costumes, but they are not permitted to wear costumes during the school day.

CLASS ASSIGNMENTS

To determine class assignments, we consider multiple factors to ensure balance and classroom communities that reflect the city we live in. Those factors include race, ethnicity, gender, ability, and behavior as well as friendships and to the extent possible, relationship with the classroom teacher. Integrated Co-Teaching classrooms (ICT) must also reflect the diversity and balance we strive for. Students may be assigned to a CTT classroom at least 50% of the time that they are enrolled at PS 110.

ICT is an integrated class through which students with disabilities are educated with age appropriate peers in the general education classroom. Teachers in an ICT classroom expect all students to master the same skills and concepts required by a standards-based curriculum and ensure that students' special education needs are met by adapting and modifying instruction. The ICT classroom consists of one special education teacher and

one general education teacher. The number of students with disabilities in an ICT class may not exceed 40% of the total class register.

TRANSPORTATION

Bus service is available for students receiving special education services only. Students who received Metro Cards in a prior year and live at the same location will receive them automatically the next year. New applicants must pick up a request form in the office. Once completed, it takes a minimum of 15 school days to process the request through the Bureau of Pupil Transportation.

With the approval of the principal, a bus route has been established for general education students residing in the northern end of the district. If families are interested in accessing the route, they should contact the school secretary at 212-674-2690, ext. 0.

PARENT COORDINATOR

The Parent Coordinator is a staff position created by the Department of Education to help parents and their children. The Parent Coordinator should be the first stop for a parent or guardian who needs information about our school or the public school system. Strengthening and improving communication and outreach to PS 110 families are the primary goals of this position.

Millie Candelaria is the Parent Coordinator for PS 110. Feel free to stop by her office on the First Floor in Room 102. Millie's phone number is 212-674-2690 ext. 4. She can also be reached by email at: mcandelaria@schools.nyc.gov.

Social and Emotional Literacy And Discipline

In an effort to support our vision of our school as a learning community that treats children and adults with respect and kindness, we adopted PBIS (Positive Behavior Interventions & Supports).

We want children to value diversity of ideas, to develop compassion, and the ability to empathize. As children mature and participate in communal classroom work, they broaden their ability to see things from varied perspectives and to work with people with viewpoints other than their own. As empowered adults, they can then make thoughtful choices, work well with others and positively impact the world.

To this end, we at PS 110, in accordance with Department of Education guidelines, work to ensure that our school is a place “where all students learn and all staff teach in a safe, secure and orderly environment.” We define discipline as helping children develop self-control and self-motivation as we keep our community safe for all members. We work to maintain a safe physical and emotional environment where children and grown-ups can ask questions and are vulnerable, where we can expose ourselves in trying to learn and improve, and where there is mutual respect among all students and staff. As issues and challenges come up, our consistent message is: Problems must be solved through non-punitive and non-violent means.

The success of these goals depends upon a caring partnership between school and home. We depend on PS 110 staff, as well as parents and guardians, to be role models and facilitators in their relations with one another and with children. For instance, if a parent has an issue with the behavior of another child or parent, the appropriate action is to discuss the matter with the classroom teacher, parent coordinator or, if necessary, the principal rather than to directly confront the offending individual.

PBIS SCHOOL

PBIS (POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORT) SCHOOL is a proactive approach to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional and academic success. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and non-classroom settings (such as hallways, buses, and restrooms).

THE RESPONSIVE CLASSROOM (RC) emphasizes social, emotional, and academic growth in a strong and safe school community. It consists of practical strategies for helping children build academic and social-emotional competencies.

RC is informed by the work of educational theorists and is guided by seven principles:

1. The social and emotional curriculum is as important as the academic curriculum.
2. How children learn is as important as what they learn.
3. Great cognitive growth occurs through social interaction.
4. To be successful academically and socially, children need to learn a set of social and emotional skills that include cooperation, assertiveness, responsibility, empathy, and self-control.
5. Knowing the children we teach—individually, culturally, and developmentally—is as important as knowing the content we teach.
6. Knowing the families of the children we teach is as important as knowing the children we teach.
7. How we, the adults at school, work together is as important as our individual competence: Lasting change begins with the adult community.

The classroom practices at the heart of Responsive Classroom include:

- Morning Meeting and Closing Circle —gathering as a whole class each morning to greet one another, share news, and warm up for the day ahead and ending the day in communal reflection
- Rule Creation—helping students create classroom rules to ensure an environment that allows all class members to meet their learning goals (i.e., PBIS Behavior Matrix)
- Interactive Modeling—teaching children to notice and internalize expected behaviors through a unique modeling technique
- Positive Teacher Language—using kind words and a respectful tone as a tool to promote children’s active learning, sense of community, and self-discipline
- Logical Consequences—responding to misbehavior in a way that allows children to fix and learn from their mistakes while preserving their dignity (i.e., Restorative Circles)
- Guided Discovery—introducing classroom materials using a format that encourages independence, creativity, and responsibility
- Academic Choice—increasing student learning by

allowing students choices in what they learn and/or how they learn to promote greater academic engagement and achievement

- Classroom Organization—setting up the physical room in ways that encourage students' independence, cooperation, and productivity
- Working with Families—creating avenues for hearing parents' insights and helping them understand the school's teaching approaches
- Collaborative Problem Solving—using conferencing, role playing, and other strategies to resolve problems with students

Restorative Practices

PS 110's School Counselor has been trained in using Restorative Practices in response to challenging behavior or incidents that cause harm. Restorative practices provide a framework for building community through authentic dialogue, coming to understanding, and making things right. These practices are an effective alternative to punitive responses to wrongdoing. Inspired by indigenous traditions, it brings together persons harmed with persons responsible for harm in a safe and respectful space, promoting dialogue, accountability, and a stronger sense of community. Restorative practice is a philosophical framework that can be applied in a variety of contexts -- the justice system, schools, families, communities, and others. Restorative Practices are facilitated by the School Counselor and may be used in various settings (i.e., whole class, small group, with parents, etc.).

Curriculum

PS 110 LITERACY CURRICULUM K-2

Written by K-2 teachers, PS 110's literacy curriculum reflects a progression of learning aligned to the Common Core Standards. In order to strengthen key routines and big ideas in literacy, each grade's curriculum builds on the previous year. Similarly, each lesson within a module builds on a previous lesson. Each module in both reading and writing opens with a rationale – what teachers will be teaching and why. Each module includes learning outcomes, scripted anchor lessons, explicit teaching targets, recommendations for mentor (teaching) texts and other resources (charts, paper choices, etc.) as well as embedding references to a **Responsive Classroom** (to build a respectful community) and developmentally appropriate practices such as Move to Improve (to provide movement breaks in classrooms).

There is an emphasis on social and emotional literacy (i.e., Second Step) that connects to student learning goals and enables teachers to establish efficient routines. These routines promote independence and help build a positive community with a shared purpose that not only sets the stage for learning, it elevates learning opportunities.

In addition to aligning with reading and writing standards, there is an emphasis in the K - 2 curriculum on speaking and listening standards - important skills for young learners to develop since much of their reading and writing is focused on oral language. To leverage transition time in Kindergarten, parents dropping off their children will be invited to engage in purposeful activities (i.e. literacy centers, math games) to enable support transition as well as supporting classroom learning.

PS 110 LITERACY CURRICULUM 3-5

PS 110 uses Expeditionary Learning (EL) as its 3-5 literacy curriculum. EL's curriculum, created in collaboration with the New York State Education Department, combines high quality, rigorous, standards-aligned content with effective instructional practice, bringing together the “what” and the “how” of the Common Core standards. The curriculum is built on rich and compelling topics that are supported by great books and worthy informational texts. Detailed daily lessons help teachers envision and implement key instructional routines, such as scaffolding students toward high quality writing, or conferring with students to push them to cite evidence from text.

To view the curriculum calendar, click on this link: <https://www.engageny.org/common-core-curriculum>

PS 110 MATHEMATICS CURRICULUM PRE-K-5

PS 110 uses EngageNY (Eureka) for its mathematics curriculum Pre-K-5.

Curriculum modules are highlighted by an in-depth focus on fewer topics. They integrate the CCLS, rigorous classroom reasoning, extended classroom time devoted to practice and reflection through extensive problem sets, and high expectations for mastery.

The structure of the curriculum is very deliberate and includes routines on each grade level such as: fluency practice (previously taught material reviewed for mastery), application problems (problems designed to bridge two lessons), concept development (learning new content is taught), problem sets (independent application of learning), student debrief (whole class reflection on lesson and teaching) and exit tickets (students work independently to demonstrate mastery to the teacher).

Summary of Year in All Grades

PRE-KINDERGARTEN MATHEMATICS is about (1) developing an understanding of whole numbers using concrete materials, including concepts of correspondence, counting, cardinality, and comparison; and (2) describing shapes in their environment.

KINDERGARTEN MATHEMATICS is about (1) representing, relating, and operating on whole numbers, initially with sets of objects; and (2) describing shapes and space.

FIRST GRADE MATHEMATICS is about (1) developing understanding of addition, subtraction, and strategies for addition and subtraction within 20; (2) developing understanding of whole number relationships and place value, including grouping in tens and ones; (3) developing understanding of linear measurement and measuring lengths as iterating length units; and (4) reasoning about attributes of, and composing and decomposing geometric shapes.

SECOND GRADE MATHEMATICS is about (1) extending understanding of base-ten notation; (2) building fluency with addition and subtraction; (3) using standard units of measure; and (4) describing and analyzing shapes.

THIRD GRADE MATHEMATICS is about (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes

FOURTH GRADE MATHEMATICS is about (1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends; (2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers; and (3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.

FIFTH GRADE MATHEMATICS is about (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to two-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.

PS 110 Science Curriculum K-5

PS 110's science program is a hands-on, inquiry-based approach to science. Students are actively engaged in the discovery process and are given the opportunity to explore their own predictions and ideas on a wide variety of topics. Through this program, students not only gain knowledge about scientific concepts but build their skills as scientists and researchers as well. In addition, students are given the chance to work independently, and in cooperative groups, and to express their ideas in written, oral, and pictorial forms giving students a well-rounded science experience.

Science Scope and Sequence is available at: <http://schools.nyc.gov/Academics/CIPL/overview.htm>

HOMEWORK

All students have a homework folder or notebook that should travel back and forth with them in their backpacks. This organizer is used to carry messages between home and school. Teachers use it to send home school notices, permission slips, or notes to parents, and students use it to bring notes or permission slips to their teacher. And, of course, the homework folder is also used for... homework!

Teachers assign homework, either daily or weekly, to extend and reinforce the concepts and ideas your child is learning in class. It is also a useful tool for understanding your child's academic needs and progress, and gives families an opportunity to discuss with their children what they are learning. All children are expected to read at home every night.

Homework also helps students develop a sense of responsibility, organization, and independence. Homework is also a way for families to be informed and sometimes involved in the on-going classroom curriculum. Families can offer assistance by designating a comfortable and quiet place to work - away from distractions with materials and other supplies readily available.

Remember that homework is the responsibility of the student. Provide guidance, not answers. Be available however, to answer questions as your child works. Supervise the completion of your child's homework, but don't feel you need to correct it. Teachers need to see and know what misunderstandings students have and identify concepts that may have to be retaught.

If your child is having difficulty with homework or taking significantly longer than the guidelines indicate, send a note to the teacher. When there is no specific homework assigned, students should be reading.

The following are the PS 110 grade by grade Homework Guidelines that vary from class to class:

GRADE	READING	WRITING	MINIMUM TOTAL
K	Parents and children spend time together with books 10-15 minutes	10 minutes	20-25 minutes
1	10-20 minutes	10 minutes	20-30 minutes
2	15-30 minutes	10-15 minutes	25-45 minutes
3	20-30 minutes	20-25 minutes	40-55 minutes
4	60 minutes	25-35 minutes	85-95 minutes
5	60 minutes	35-40 minutes	95-100 minutes

Students who want additional homework can be encouraged to read or write more. Need help before you can reach the teacher? Call Dial-A-Teacher at (212) 777-3380. The United Federation of Teachers sponsored help line, staffed by highly skilled teachers, offers help in all subjects in 8 languages.

Child's Role: Children should be able to do their homework independently. If children require assistance with their homework, they should ask for help, rather than choose not to do the homework.

Parent's Role: Parents can show that homework is important by:

- providing a quiet homework spot free of distractions
- showing interest and encouragement in your child's work
- helping your child to set goals regarding how long each assignment may take
- looking over your child's homework to ensure that it is done neatly and completely

If your child experiences difficulty with an assignment, please send your child's teachers a note. This information helps teachers plan appropriate guidance and instruction.

Each teacher has her/his own system for checking homework and providing feedback to students and their families. Your child's teacher will explain this system during the September Curriculum meeting.

STANDARDIZED TESTING

All New York City public school students must take a variety of Common Core-aligned standardized tests during the school year to assess their progress and guide future instruction. For detailed information about these tests, see the Department of Education's website, <http://www.p12.nysed.gov/assessment/>. The Test Information tab identifies each test and explains who is required to take it, why each test is administered, how it is formatted, and how the results are reported and used.

PS 110 students are prepared to take the city and state standardized tests given its ongoing rigorous Common-Core aligned Curriculum in reading, writing and mathematics. Test preparation and additional programs for those students who require more support are available.

PUBLISHING PARTIES

A popular type of celebration at PS 110 is the Publishing Party, when students share their writing or other projects with their families and their classmates, and then enjoy refreshments. These celebrations serve as a culminating activity for a particular unit of study in writing or social studies. (For more information, see Parents in the Classroom.)

SPECIALTY CLASSES

Science (Grades K–5)

Beginning in kindergarten, PS 110 students attend science classes various times a week in the school's science lab. The curriculum is a hands-on, inquiry-based program designed to provide all students with stimulating experiences in life science and earth and physical sciences, while simultaneously developing their critical-thinking and problem-solving skills. Field trips to the Space Science Center and Star Lab, a portable planetarium, further enhance the curriculum.

Physical Education (P.E.) (Grades PK–5)

At least once a week, children in grades Pre-K- 5 learn different age-appropriate skills, movements, and sports games. They also explore different types of physical activities that they can take beyond the P.E. class. A non-competitive philosophy ensures that all children have fun while learning lifelong fitness skills. We want children to feel good about themselves and to try new things.

Our goal is for the children to develop an appreciation for physical fitness and to continue this active trend throughout their lives. Students should wear (or bring) sneakers on P.E. days or they may not be allowed to participate.

Visual Arts (Grades PK–5)

At 110, the visual arts program is an exploratory and creative process. The early grades use materials and processes such as cutting, drawing, painting and molding to develop fine motor skills and to provide a basic foundation of art knowledge on which to build in later grades. In the upper grades, lessons are designed and sequenced to continually expand on the students' previous art knowledge and experiences/skills. By the fifth grade, students will have an extensive understanding of the materials and their appropriate uses.

OTHER SPECIAL PROGRAMS AND ENRICHMENT

Book Buddies

In this program, older students help to mentor our younger students by reading to or with them each week. Upper grade classes are matched with lower grade classes to help foster a love of literature. The younger children get one-on-one attention and support from their Book Buddies. Often, new friendships form between Book Buddies, helping to build a strong school community throughout the grade levels.

National Dance Institute (NDI) (PTA-Sponsored)

National Dance Institute (NDI) was founded in 1976 by Jacques d'Amboise with the belief that the arts have a unique power to engage children and motivate them toward excellence.

The NDI teaching team, comprised of two Teacher/Choreographers and a Musician/Composer, explores with each class how movement put to music becomes dance. The students learn to execute basic, jazz-based, rigorously athletic dance steps with clarity, energy, and precision. They explore qualities of movement and learn to listen to and count music.

Throughout the year, students in second and fourth grades explore a curricular theme, which becomes the basis for the end-of-year theatrical performance known as the Event of the Year.

Chess (In-School Chess is PTA-Sponsored)

PS 110 will continue to work with Chess Master, Mr. T in all grades K-5. Chess instruction is provided on Fridays to every class in the school, K-5, over three cycles. The in-school Chess program culminates in a tournament held at the school in May. Additionally, students may also join the fee-based after school Chess Club.

Paul Taylor Dance (PTA Sponsored)

Our kindergarten and first grade students have the opportunity to explore movement and dance under the guidance of a Paul Taylor dancer. Through the practice of dancing and choreographing, young movers discover new ways to express themselves physically, emotionally and cognitively. As they learn to organize bodies in time and space with varying qualities of energy, students explore the basic elements of dance while simultaneously cultivating their unique expressivity.

Theatre for a New Audience Theater (PTA-Sponsored)

Fifth grade students have the opportunity to learn about a classical (Shakespearean) play that they study and interpret. The end of the 10-week course culminates with a performance of the play they studied.

Third Street Music School Settlement (PTA-Sponsored)

Third Street Music School Settlement, the nation's oldest community music school, was founded in 1894 by Emilie Wagner, who believed that music could provide hope and inspiration to the impoverished immigrants of New York's Lower East Side. Today, more than a century later,

Third Street serves more than 5,000 students each year both at the School and through its School & Community Partnerships Program in public schools and community sites.

Our PK-3 students explore ORFF-based music and movement while our fourth and fifth grade students participate in chorus, world percussion or ORFF Ensemble.

Take Two Film Academy (PTA-Sponsored)

Since 2009, Take Two Film Academy has taught filmmaking and literacy programs in over three dozen private, public and charter schools from New York to Boston. More than 2,000 students of all economic backgrounds, K-12 have participated in one of Take Two's programs. Works have been featured in the Tribeca Film Festival, Downtown Youth, and the SONYC Youth Film Festival.

Our third grade students learn every aspect of filmmaking, including research, screenwriting, technical camerawork, performance in front of a camera, direction and video editing. Through this work, students gain the technical and creative competencies needed to transform their ideas into fully realized works.

NYU Teachers and Writers Collaborative

Teachers & Writers Collaborative (T&W) seeks to educate the imagination by offering innovative creative writing programs for students and teachers, and by providing a variety of publications and resources to support learning through the literary arts. During a T&W writing residency, students come to think of themselves as writers. Most T&W workshops begin with students reading and discussing the work of contemporary and classic writers. Through these activities, students learn literary elements and techniques that they are then asked to use in their own creative writing—guided by a writing prompt assigned by the T&W writer. At the end of most T&W programs, students' work is published in an anthology.

NY Historical Society

History comes to life in the classroom as fourth grade students explore the New-York Historical Society's vast and varied collections of interactive programs. Using authentic touch objects and primary images, maps and documents, students experience hands-on history and deepen their understanding of New York's and America's past.

All classroom programs are led by a highly qualified New-York Historical Society Educator or Teaching Artist and align with and support the Common Core State Standards for Literacy in History/Social Studies and New York State Learning Standards for Social Studies and the Arts.

Life as a PS 110 Parent

HOME/SCHOOL COMMUNICATION

Consistent communication between school and home ensures a more rewarding and supportive learning experience for our students:

- During the summer or early fall, teachers will send a letter of introduction that includes routines, plans, required supplies, and other helpful information.
- Most teachers send a weekly or monthly letter or launch a website to explain to families what the class is studying and to inform you of any upcoming activities, including class field trips.
- As a parent/guardian, you are always encouraged to communicate with your child's teachers through notes in your child's homework folder or in the teacher's mailbox in the main office on the third floor. You can also leave a message with the school secretary (dial the main number, 212-674-2690, and follow instructions), or contact the teacher via email (at the address provided), or set up a meeting. Please remember not to engage teachers in lengthy conversations during arrival and dismissal because they are busy supervising an entire class at these times.
- Each week there are 35 minutes on Tuesday afternoons that are available to parents/guardians for parent/teacher conversations.

If there is a problem or concern relating to your child's classroom experience that you wish to discuss, **the first person to consult is the classroom teacher**. If, after this conversation, you feel that the issue requires further action or attention, you can make an appointment with the parent coordinator or the school counselor. If your issue requires further resolution you may request a meeting with the principal.

Incidents that occur in school are usually handled by the classroom or specialty teacher in charge. Occasionally it is necessary for the principal or her designee to interview the children involved in the incident or those who may have witnessed what happened. Acquiring statements from students helps to give a clear and balanced picture of any particular occurrence. Parents will be contacted only if necessary. Additionally, older students may be asked to write a narrative account of the situation.

If you have specific concerns about your child's work in one of our specialty areas, please contact the teacher and follow the protocol outlined above.

PARENTS IN THE CLASSROOM

PS 110 offers several in-school opportunities for parents to learn about what is happening in their children's classes. Your child's teacher will let you know in advance about upcoming events.

Throughout the year, parents are invited to visit their children's classrooms, either to celebrate or to learn. At publishing parties, students share their writing or other projects with their families and their classmates. At other times, parents may be invited into the classroom to play math games, participate in literacy workshops, or to learn about other aspects of the curriculum. Additionally, teachers may ask parents to help with classroom projects and will give details about how/when this help is needed.

Please do not visit your child's class unannounced.

Pre-K and Kindergarten Drop-Off Transition

Parents of Pre-K and Kindergarten students are invited into the classroom each morning to read to their children or engage in a center activity for 10-15 minutes. This contributes to a smooth and joyful transition from home to school—for both children and parents/caregivers!

Class Trips

Throughout the year, classes go on field trips related to the curriculum. Teachers will let parents know in advance when the trips will take place, what transportation will be used, and cost, if any. They will also let parents know how many chaperones are needed, and will try to select different parents for each trip, when possible. Parent chaperones help the teacher(s) supervise the students while on the field trip. (Note: All parents/guardians must sign permission slips before their children can go on class trips. We will also keep on file a general permission slip for neighborhood walks.)

Class Parents

Each class needs at least one parent who agrees to serve as class parent. The primary goal of class parents is to make every family at PS 110 feel connected to our school community. The role of the class parent is to support and build community within the classroom as well as to serve as a communication liaison between the classroom families, the classroom teacher(s), and the Parent and Teachers Association (PTA). Ideally, every class should have two class parents. A full list of class parent responsibilities can be requested from the PTA President.

INFORMATIONAL OPPORTUNITIES

Conferences and Progress Reports

In November, March, and June, parents/guardians receive written progress reports describing their child's academic and social performance, growth, and goals. In November and March there will be scheduled parent-teacher conferences where we will focus on students' present performance, strengths, goals, and any areas of concern. Additionally, in May, there is another opportunity for parents to arrange a meeting with their child's teacher and discuss their child's progress or any other issues. Finally, each week there is a 35-minute block on Tuesday afternoons that is available to parents/guardians for parent/teacher conversations.

Curriculum Meeting

Each fall, PS 110 hosts a curriculum gathering for all parents. Your child's teacher will describe the plans and schedule for the year, and explain more about how reading, writing, math, and social studies are taught in the grade. It is an important meeting for parents to attend. The curriculum meeting takes place in September.

School Leadership Team (SLT)

All schools are required by the State legislature to establish a School Leadership Team, which develops a Comprehensive Educational Plan (CEP). The Team is comprised of the principal, the PTA president or designee, the United Federation of Teachers (UFT) chapter leader, elected teacher representatives, and elected parent representatives. Elections are held in late spring, and representatives serve a two-year term.

Parent membership on the School Leadership Team provides a valuable contribution and helps ensure that the parent voice is represented in important decisions that affect teaching and learning in our school.

Participation requires time, dedication, creativity, and hard work. In addition to the SLT Team mandate, in past years, our Team has also chosen to research and explore issues such as technology, green initiatives, homework policies and the writing of this School Handbook.

The School Leadership team meets monthly. The meetings are open to all members of the school community and minutes summarized in the school newsletter or on the SLT bulletin board on the main floor. Please contact the PTA President if you would like the SLT to address a particular issue.

Middle School Advisement

In fifth grade, our students and their families are involved in the process of applying to middle school. Community School District One has many schools to choose from, and at PS 110, we make every effort to ensure that families are well informed about the selection process. Fifth grade parents are invited to an orientation that provides an overview of the process, including how to research and evaluate schools, resources for parents and/or students, how to select your top choices, the importance of attendance and test results, and the dos and don'ts of the application process. In addition, parents are always welcome to meet with their child's teachers and our School Counselor to discuss their choices.

To keep our fifth-grade students informed about the application process and their role in it, we give each fifth-grader a printed book with descriptions of every middle school in the district and the requirements for admission. Students also discuss the basics of making appropriate choices and practice interviewing skills in their classrooms and/or with the school counselor. The majority of our students are accepted into one of their top choices, most often their first or second choice.

Academic and Intervention Services

PS 110 offers a range of support services to help children succeed in school. Specialized help is provided on an “at-risk” or “mandated” basis. At-risk services require a recommendation by the child’s teacher or school staff member in consultation with the parent. Mandated services (also called special education) require a psycho-educational evaluation provided by the Committee on Special Education.

OBSERVATIONS OR SCREENINGS

If you are concerned about any aspect of your child’s development, you should first speak with the classroom teacher. The teacher may suggest an informal assessment, observation or screening by a qualified staff member who has knowledge about the specific area of concern.

SPECIAL EDUCATION SERVICES

When a child is experiencing significant delays in acquiring academic competence, an evaluation by the Committee on Special Education may be indicated. PS 110 has an IEP Team consisting of a School Social Worker and School Psychologist who can help initiate a psycho-educational evaluation. This team works closely with teachers and parents to determine what resources may be needed to support a child’s academic and emotional growth. If a child is determined to be eligible for mandated services and an Individual Educational Plan (IEP), one will be written indicating a specific program, services and placement,

SCHOOL BASED SUPPORT TEAM (SBST)

The School Based Support Team (SBST) is a group of related service providers, a school counsel, social worker and a school psychologist. The Team is available for consultation and evaluation of students with special needs. The team also meets weekly with administration and teachers in a Pupil Personnel Team (PPT) to discuss general education students that teachers need additional intervention support to help be successful.

Any parent may request an evaluation of his/her child. If a teacher or the Principal suggests an evaluation of your child, you must give written permission for an evaluation to be done.

If you have any questions about how these services might apply to your child you may contact the School-Based Support Team at 212 674 2690, ext. 2.

Afterschool Programs

ON SITE AT PS 110

Henry Street Settlement

Henry Street Settlement is returning to PS 110 to offer on-site after-school programming. This program will operate Monday to Friday from 2:40PM to 6:00PM, and will also offer full-day holiday programming from 8:00AM to 6:00PM, on 13 school holidays, off-site at PS 134. After-school at PS 110 will begin on Monday, September 11, 2017, and will conclude on Friday, June 15, 2018. Program participants will engage in stimulating hands on project based activities, receive assistance with homework, and participate in other exciting enrichment and recreational activities!

This year, Henry Street's overall after-school theme will be The Urban Renaissance, which is separated into 3 cycles:

- Cycle 1: Citizen Explores (October 2nd to December 21st)
- Cycle 2: Innovative Scholars (January 2nd to March 23rd)
- Cycle 3: Active Futurist (March 26th to June 15th)

Applications are now available and can be picked-up at 301 Henry Street! If you are interested in registering for the after-school program or have any questions, please contact Aaron Cummings Jr., Director of After-School and Camp Services at 917-471-4519 email: Acummings@henrystreet.org or Regina Perez, Assistant Director of After-School and Camp Services at 917-502-8685 email: Rperez@henrystreet.org.

Super Happy Healthy Kids

This fee-based not-for-profit after-school program is committed to passing on core values of kindness, leadership and motivation through activities that include: karate, yoga, meditation, chess, the arts, music and new this year—Spanish and Mandarin languages. Only fresh fruit is served for snacks. Students in grades Pre-K to 5 are accepted. The program starts September 8, 2017 and ends on Friday, June 22, 2018. Applications are available on their website at www.superhappyhealthykids.com or you can call Esther Yang at 917-369-0032

OFF SITE

Afterschool Academy at Beyond Martial Arts (ages 4 and up)

This tuition-based program offers pick-up at PS 110, snack, homework help and karate lessons. For more information, please call 212-777-0071. Registration begins in August. Afterschool programming starts September 7, 2017.

Afterschool at the 14th Street Y at 344 E. 14th Street between 1st and 2nd Aves (Grades K-5)

This tuition-based program at the Sol Goldman YMHA offers pick-up at PS 110 (for an additional charge). Participants enjoy thematic programming, arts enrichment activities, special interest classes, character education and sports and fitness. Each day includes snack and homework help, and there is swimming on both Monday and Friday afternoons. The Afterschool Enrichment classes are included in the base cost of the program. The Enrichment schedule for the Fall Semester will be on the website: www.14streety.org/afterschool

For an additional fee, students may also take part in more classes at the Y, including ballet, swimming lessons, gymnastics, yoga, basketball, soccer and more! The 14th Street Y also runs holiday programs during school breaks and half days. Children must be registered for Kindergarten to participate in the program.

This afterschool program runs from Tuesday, September 12, 2017 through Friday, June 22, 2018. (September 11, 2017 is the start day for Kindergarten only.) Contact Patrick Wise at 646-395-4324 or by email at: pwise@14streety.org for more information. You can also check out this program and apply online by visiting www.14streety.org/afterschool

Boys' Club of New York at 286 E. 10th at Ave. A (boys only, ages 6 and up)

This program has a nominal registration fee of \$5.00 for the school year and offers tutoring, homework help, music (additional charge), robotics and more. Pick-up at school sites is also available for an additional fee. Details can be obtained by calling the Boys' Club at 212-533-2550 and asking for Kazz Pikard or by stopping by their historic building at 286 East 10th Street. The hours of the program are 3:00-7:45PM (earlier for younger students). Registration will be available on line or at the Boys' Club building at the end of August. For updates, visit the website at <http://www.bcny.org/programs>

Bernard Baruch Community Center at 605 FDR Drive (ages 6–12 years)

This free program with limited spots offers homework assistance, computer lab, recreational fitness, and field trips and runs from September 7th through June 22, 2018, 3:00–5:30PM. Call 212-477-2541 and ask for Eva if you are interested. Registration opens sometime in August and applications are available at the Center.

University Settlement After School

Located at PS 134 (293 E. Broadway) this free program will pick-up students at PS 110 and walk them to their program, which includes theatre, dance, sports and homework help. The second half of each day includes enrichment such as robotics, Powerplay USA and Soccer for Success.

This after school program begins Monday, September 11, 2017 and ends on Friday, June 22, 2018. All students in grades K-5 are eligible to attend. Supper is served daily and there is programming during holiday weeks. Applications are available for pick-up at the Settlement office (Room 231) at PS 134. You can also apply on line. Call Laneska Rosario, Director at 646-996-6940 for more information.

Sixth Street Youth Program (SSYP)

Sixth Street Youth Program (SSYP) at 638 East 6th Street (between Avenue B and C) is an arts, creative writing, urban gardening and cooking based after school program. SSYP provides daily homework support, and quality enrichment workshops in an intimate class setting. With a capped enrollment of 20 students per day, each child receives thoughtful guidance and support that is needed to foster their individual and creative growth.

SSYP's program is Monday through Fridays, 2:45–6:00PM. Pick-up from PS 110 is available upon request. Fees are on a sliding scale determined by household income. All families are encouraged to apply regardless of financial means, SSYP aims to make the program accessible for all.

For more information or to enroll: email programs@sixthstreetcenter.org or call 212-677-1863 (ask for Jen or Libby), or visit our website www.sixthstreetcenter.org

The PS 110 PTA

All PS 110 parents and teachers are members of the PS 110 Parent Teacher Association (PTA). The more involved you are, the more effective the PTA will be for all our children. Every family is welcomed and encouraged to work with the PTA toward improving and enriching the educational resources for our children and promoting good home-school and community relations.

Families are encouraged to come to the monthly PTA meetings to stay informed about the school's programs, hear updates from our principal, learn about upcoming events, and find out how parents can help the school better serve all students. Complimentary babysitting is provided at all evening PTA meetings for PS 110 students.

PTA meeting dates are published in the school newsletter and in the monthly PTA calendar that is sent home; you can also find a link to the calendar on the school website: <http://www.ps110.org>

You are invited to attend Executive Board meetings. These meetings are attended by elected officers of the PTA and committee heads appointed by the President. The Executive Board uses these sessions to plan strategies and organize the agenda for the general PTA meetings. Executive Board meetings are open to the public.

The PTA office is located on the first floor in the gym area.

WHO'S WHO IN THE PTA 2017-2018

PRESIDENT: Naama Laufer

TREASURER: Sarita Ekya

SECRETARY: Anjanette Bracero

VICE PRESIDENT: Judy Sinsheimer

MEMBERS-AT-LARGE: Viktoria Krane, Ulana Prjmak, Manuela Salazar, Genji Siraisi, Kirsten Stoffa, Susan Sysk, Lisa Torres, Julie Triolo, Cheryl Velasquez

PTA BUDGET

The PS 110 PTA has been engaged in delivering every child at the school with an exciting, challenging, unique, and grade-specific enrichment program. For the 2017-2018 school year, the PTA is budgeted to spend over \$125,000 in enrichment programming for Pre-K-5th grades during the school day. All that funding comes from YOU, our school community!

The enrichment programs we support currently include:

- Chess instruction for all grades
- Paul Taylor Dance for K & 1st grades
- National Dance Institute for 2nd & 4th grades
- NY Historical Society for 4th grade
- Theater for a New Audience for 5th grade
- Third Street Music & Vocal Instruction for all grades
- Take 2 Film Academy for 3rd grade
- Recess Enhancement for all grades

The PTA raises money in many ways. Each year, we ask all PS 110 families to contribute to the Family Giving Fund. We also raise money through our annual Spring Gala Auction, Comedy Night, Mystery Grab Bags, book fairs, bake sales, and other events (see the Volunteer Opportunities section below for details).

VOLUNTEER OPPORTUNITIES

There are many ways for families to get involved in PS 110 and their children's education. Our volunteer opportunities range from one-time, one-day commitments, to more involved projects that span the year. We have something for everyone—for those who can spare some time during the school day and for those who have time in the evenings or on weekends. Even if you have only an hour or two, there are many ways to help. We welcome all levels of involvement: we need your participation.

Please visit the PS110 website at www.ps110.org for updated information about PTA volunteer opportunities.

PTA MEETING CALENDAR 2017/2018

Fall Semester

Tuesday, September 19
Wednesday, October 11
Tuesday, November 21
Tuesday, December 12

Spring Semester

Tuesday, January 9
Tuesday, February 13
Tuesday, March 20
Tuesday, April 10
Tuesday, May 8
Wednesday, June 13

2017-2018 NYC PUBLIC SCHOOL CALENDAR

Please check the Department of Education Website for calendar updates, and for other important information: <http://schools.nyc.gov/Calendar/default.htm>