



Добро пожаловать, родители, пожалуйста, введите имя вашего ребенка и ваше имя в поле чата. Спасибо!

Kindergarten Grade Curriculum Night

من فضلك ضع اسمك واسم طفلك ورقم الفصل في صندوق المحادثه.



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K-1 Teachers

Ms. Chen



Ychen56@schools.nyc.gov

Ms. Liang



YLiang@schools.nyc.gov

K-2 Teacher

Ms. Bulger



mbulger2@schools.nyc.gov

K-3 Teacher

Ms. Mo



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K-8 Teacher

Mr. Houy



jhouy2@schools.nyc.gov

If you have any questions please reach out to your child's teacher. For additional support, please email:

Kenny Leung - Community Coordinator & Technology

Cleung10@schools.nyc.gov

April (Cantonese/Mandarin/English) & Maria M (English) - Family Workers

QHuang@schools.nyc.gov

MMusacchio@schools.nyc.gov

Lisa Rivera - Parent Coordinator

LRivera126@schools.nyc.gov



আপনার যদি কোনো প্রশ্ন থাকে তবে অনুগ্রহ করে আপনার সন্তানের শিক্ষকের সাথে যোগাযোগ করুন।
অতিরিক্ত সহায়তার জন্য, অনুগ্রহ করে ইমেল করুন:

Kenny Leung - কমিউনিটি কোঅর্ডিনেটর এবং টেকনোলজি

Cleung10@schools.nyc.gov

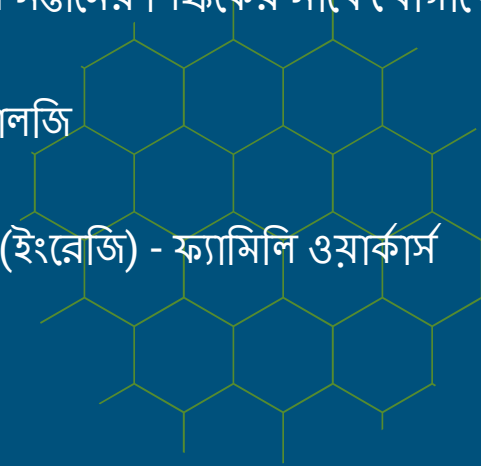
April (ক্যান্টোনিজ/ম্যান্ডারিন/ইংরেজি) এবং Maria M (ইংরেজি) - ফ্যামিলি ওয়ার্কাস

QHuang@schools.nyc.gov

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Lisa Rivera - প্যারেন্ট কোঅর্ডিনেটর

LRivera126@schools.nyc.gov



Spanish Translation

Si tiene alguna pregunta por favor, comuníquese con el maestro de su hijo/a. Para ayuda adicional, por favor envíe un correo electrónico a:

Kenny Leung - Coordinador comunitario y tecnología

Cleung10@schools.nyc.gov

April Trabajadora de Familia (habla Cantonesa/Mandarin/Ingles)

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Maria M Trabajadora de Familia (/Inglés)

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Lisa Rivera - Coordinadora de Padres

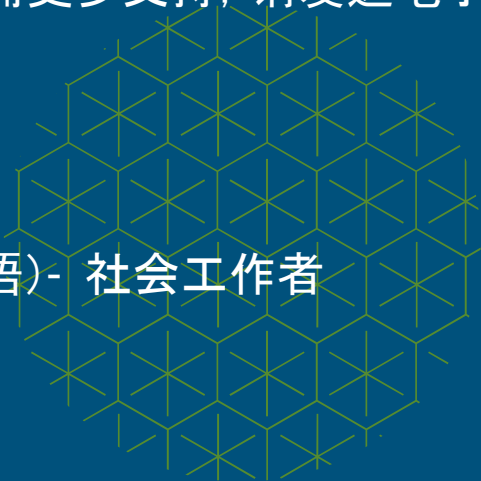
LRivera126@schools.nyc.gov

如有任何疑问, 请联系您孩子的老师。如需更多支持, 请发送电子邮件至:

Kenny Leung - 社区协调员兼电子技术员
Cleung10@schools.nyc.gov

April (粤语/普通话/英语) 和 Maria M (英语) - 社会工作者
QHuang@schools.nyc.gov
MMusacchio@schools.nyc.gov

Lisa Rivera - 家长协调员
LRivera126@schools.nyc.gov



We are eager to start a productive year with your child and excited about the progress we will make, the goals we will meet, and the memories we will create.

আমি আপনার সন্তানের সাথে একটি উত্পাদনশীল বছর শুরু করতে আগ্রহী এবং আমরা যে অগ্রগতি করব, আমরা যে লক্ষ্যগুলি পূরণ করব এবং আমরা যে স্মৃতিগুলি তৈরি করব সে সম্পর্কে আমি উত্সাহিত।

نحن حريصون على بدء عام مثمر مع طفلك
ومتحمسون للتقدم الذي سنحققه والأهداف التي
سنحققها والذكريات التي سنخلقها.

Estamos ansiosos por comenzar un año productivo con su hijo y emocionados por el progreso que lograremos, las metas que alcanzaremos y los recuerdos que crearemos.

我们渴望与您的孩子一起开始富有成效的一年，并对我们将取得的进步、我们将实现的目标以及我们将创造的回忆感到兴奋。

Мы с нетерпением ждем начала продуктивного года с вашим ребенком и с радостью предвкушаем прогресс, цели, которые мы достигнем, и воспоминания, которые мы создадим.

Impact of Poor Attendance

Влияние плохой
посещаемости

দুর্বল উপস্থিতির প্রভাব

出勤率低的影响

Repercusiones de la falta de asistencia

Number of Days Absent	Attendance Rate	Instructional Time Missed in Months	Instructional Time Loss in Hours
9	95%	$\frac{1}{2}$ of a Month	49.5 Hours
18	90%	1 Month	99 Hours
27	85%	1 $\frac{1}{2}$ Months	148.5 Hours
37	80%	2 Months	203.5 Hours
46	75%	2 $\frac{1}{2}$ Months	253 Hours
55	70%	3 Months	302 Hours
64	65%	3 $\frac{1}{2}$ Months	352 Hours
73	60%	4 Months	401.5 Hours



Warning – below the 90% range places your child at risk of repeating the grade.



K-1 Class Schedule



2026-2027 K-1 Schedule

Teachers: Ms. Liang/Ms. Chen

Room: K-1 (rm. 104)

Year 2026-2027

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (8:00-8:50)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)
Period 2 (8:55-9:45)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 3 (9:50-10:40)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 4 (10:40-11:35)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Library Rm. 212
Period 5 (11:40-12:30)	Math	Math	Math	Math	Wit & Wisdom
Period 6 (12:33-1:23)	Gym Rm. 306	Art Rm. 120	Music Rm. 118	Computer Rm. 202	Math
Period 7 (1:25-2:15)	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

horario de clase

جدول الحصص

ক্লাসের রুটিন

课程表



K-2 Class Schedule



2026-2027 K-2 Schedule

Teacher: Ms. Bulger

K-2 (rm 101)

Year 2026-2027

	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (8:00-8:50)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)
Period 2 (8:55-9:45)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 3 (9:50-10:40)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 4 (10:40-11:35)	PE Gym/Longo	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 5 (11:40-12:30)	Wit & Wisdom	Math	Math	Math	Music Rm. 118
Period 6 (12:33-1:23)	Math	Music Rm. 118	Science Rm. 302	Library Rm. 212	Math
Period 7 (1:25-2:15)	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

horario de clase

جدول الحصص

ক্লাসের রুটিন

课程表



K-3 Class Schedule



PUBLIC SCHOOL 131 PROGRAM CARD

Teacher: Ms. Mo Class/Room: K-3 (Rm: 105) Year 2026-2027

Time	8:00am-8:50am	8:55am-9:45am	9:50am-10:40am	10:45am-11:35am	11:40am-12:30pm	12:33pm-1:23pm	1:25pm-2:15pm
	1	2	3	4	5	6	7
Monday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Science (Ms.Woo)	Math	Wit & Wisdom Integrated ENL	MTSS
Tuesday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Computer (Ms. Harvey)	MTSS
Wednesday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Computer (Ms. Harvey)	MTSS
Thursday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit&Wisdom Integrated ENL	Math	P.E. (Ms. Martin)	MTSS
Friday	Morning Meeting Hegerty (10 min) Phonics (30 min) Stand Alone ENL	Wit & Wisdom Integrated ENL	Lunch & Recess	Wit & Wisdom Integrated ENL	Math	Music (Mr. Max)	MTSS

horario de clase

جدول الحصص

ক্লাসের রুটিন

课程表



K-8 Class Schedule



Room: K-8 (rm. 107)

Year 2026-2027

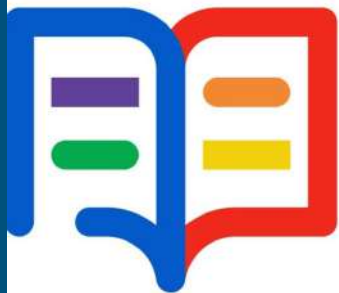
	Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 (8:00-8:50)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)	Morning Meeting/Calendar Bridge to Reading (Phonics)
Period 2 (8:55-9:45)	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 3 (9:50-10:40)	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess	Lunch/Recess
Period 4 (10:40-11:35)	Art Rm. 120	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom	Wit & Wisdom
Period 5 (11:40-12:30)	Wit & Wisdom	Math	Math	Math	Math
Period 6 (12:33-1:23)	Math	Library Rm. 212	Gym	Art Rm. 120	Social Studies/Science MTSS
Period 7 (1:25-2:15)	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Social Studies/Science MTSS	Music Rm. 118
2:15-2:20	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

horario de clase

جدول الحصص

ক্লাসের রুটিন

课程表



BRIDGE TO Reading

Phonemic Awareness Letter Sound Correspondence Letter Names Penmanship/Letter formation Vowels and Consonant

Name _____

 /m/ 

1 2  M M M

m m m



A Peek At Our Week Kindergarten | Unit 2 | Week 3

Phonemic Awareness

Each day, your child plays word games such as recognizing rhyming words and isolating sounds. You can play these word games at home!

Say each word pair. Ask your child to repeat each pair and show a thumbs up if they rhyme.

- fun, sun
- pat, home
- wet, set

Tell me the first sound you hear in the word:

- nose → /n/
- sad → /s/
- tired → /t/

Remember: Say around, not letter name.

Phonics and Letter Formation

This week we learned how to articulate the sounds for /m/, /s/, and /ā/. Practice saying these sounds at home.

Extension: Have your child share words that begin with these focus sounds.

Bridge to Learning at Home

Use the sentences below to practice producing and isolating the sounds /m/, /s/, and /ā/. You will notice all of the words in these sentences begin with the same sound. This is called alliteration. Have your child trace the letter below.

Alison adds apples. /ā/

Six snakes slither silently. /s/

My mom Missy makes meatballs. /m/



A Peek At Our Week Kinder | Unidad 2 | Semana 3

Conciencia fonológica

Dígale a su niño que cada día jugarán juegos de palabras, como reconocer palabras que riman y aislar sonidos. Pueden jugar todos juntos en la casa.

Diga los pares de palabras. Pida a su niño que las repita y levante el dedo pulgar si riman.

- fun, sun
- pat, home
- wet, set

Dime el primer sonido que oyes en cada palabra:

- nose → /n/
- sad → /s/
- tired → /t/

Recuerden: Digan decir el sonido, no el nombre de la letra.

Fonética y formación de las letras

Esta semana han aprendido a articular los sonidos /m/, /s/ y /ā/. Practiquen esos sonidos en la casa.

Extensión: Pida a su niño que diga palabras que empiecen con esos sonidos.

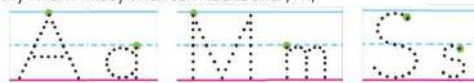
Puente para el aprendizaje en el hogar

Usen las siguientes oraciones para practicar producir y aislar los sonidos /m/, /s/ y /ā/. Observarán que todas las palabras de esas oraciones empiezan con el mismo sonido. Esto se llama aliteración. Pida a su niño que subraye la letra que se repite.

Alison adds apples. /ā/

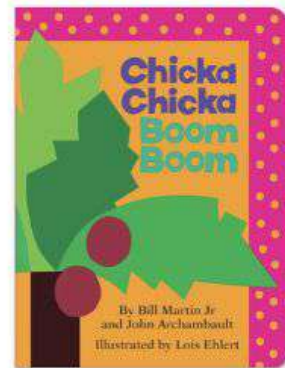
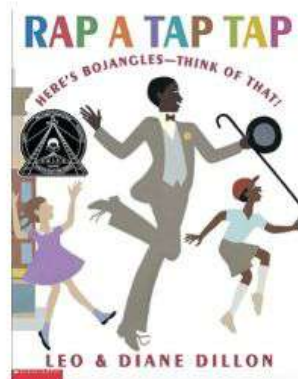
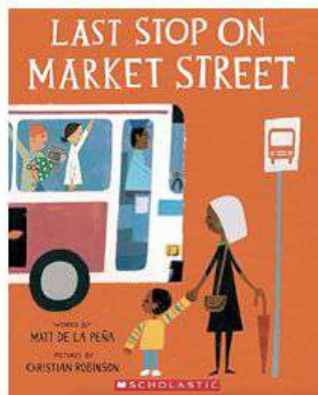
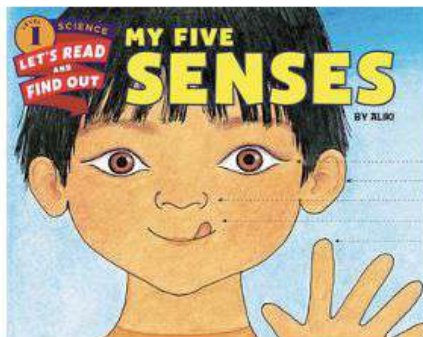
Six snakes slither silently. /s/

My mom Missy makes meatballs. /m/



WIT & WISDOM

MY FIVE SENSES



Wit & Wisdom (Reading and Writing)

Чтение учебных единиц

Написание единиц обучения

阅读与写作学习单元

Unidad de estudio de lectura
y escritura

অধ্যয়নের ইউনিট লেখা
অধ্যয়ন ইউনিট পড়া

- Module 0: Introduction to Wit & Wisdom
- Unit 1: The Five Senses
- Unit 2: Once upon a farm
- Unit 3: America, Then, and Now
- Unit 4: The Continents



New Wit and Wisdom Curriculum-pacing calendar with Modules

GREAT MINDS: WIT AND WISDOM KNOWLEDGE INVENTORY (K-8)

Grade	Module 1	Module 2	Module 3	Module 4
K	The Five Senses	Once Upon a Farm	America, Then and Now	The Continents
1	A World of Books	Creature Features	Powerful Forces	Cinderella Stories
2	A Season of Change	The American West	Civil Rights Heroes	Good Eating
3	The Sea	Outer Space	A New Home	Artists Make Art
4	A Great Heart	Extreme Settings	The Redcoats Are Coming!	Myth Making
5	Cultures in Conflict	Word Play	A War Between Us	Breaking Barriers
6	Resilience in the Great Depression	A Hero's Journey	Narrating the Unknown: Jamestown	Courage in Crisis
7	Identity in the Middle Ages	Americans All (WWII)	Fever	Language and Power
8	Poetics and the Power of Storytelling	The Great War	What is Love?	Teens as Change Agents

WIT & WISDOM TIPS FOR FAMILIES

GRADE K | MODULE 1

WHAT IS MY KINDERGARTEN STUDENT LEARNING IN MODULE 1?

Wit & Wisdom® is our English curriculum. It builds knowledge of key topics in history, science, and literature through the study of excellent texts. By reading and responding to stories and nonfiction texts, we will build knowledge of the following topics:

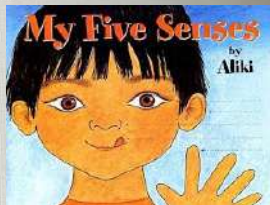
Module 1: The Five Senses

Module 2: Once Upon a Farm

Module 3: America, Then and Now

Module 4: The Continents

We will study the five senses. Studying the five senses lays a foundation for knowledge of human biology. We will learn how we see, hear, taste, touch, and smell as we ask the question: How do our senses help us to learn?

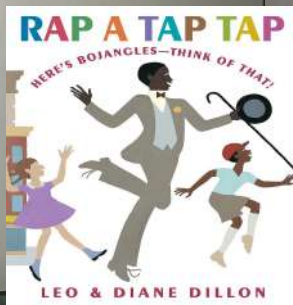


OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- My Five Senses, Alike
- My Five Senses, Margaret Miller
- Rap a Tap Tap, Leo and Diane Dillon

Picture Books (Literary)



OUR CLASS WILL READ THESE BOOKS

Picture Books (Informational)

- My Five Senses, Alike
- My Five Senses, Margaret Miller
- Rap a Tap Tap, Leo and Diane Dillon

Picture Books (Literary)

- Chicka Chicka Boom Boom, Bill Martin Jr. and John Archambault; illustrations, Lois Ehlert
- Last Stop on Market Street, Matt de la Pena; illustrations, Christian Robinson

OUR CLASS WILL READ THESE ARTICLES

- "Great Depression," Children's Encyclopedia
- "The Harlem Renaissance," Brian Brown

OUR CLASS WILL WATCH THESE VIDEOS

- "Bojangles Step Dance"
- "Chicka Chicka Boom Boom"
- "Eight-Year-Old Tap Prodigy Little Luke"

OUR CLASS WILL EXAMINE THESE PAINTINGS

- Flower Day, Diego Rivera
- Le Gourmet, Pablo Picasso

MY FIVE SENSES



OUR CLASS WILL ASK THESE QUESTIONS

- What are our five senses?
- How do people use their senses to learn about the world?
- How does CJ use his senses to learn about the world in *Last Stop on Market Street*?
- How do our senses help us learn from *Chicka Chicka Boom Boom*?
- How do our senses help us learn from *Rap a Tap Tap*?
- How do our senses help us learn?

QUESTIONS TO ASK AT HOME

As you read with your Kindergarten student, ask:

- What do you notice and wonder?

BOOKS TO READ AT HOME

- Rain, Manya Stojic
- Brown Bear, Brown Bear, What Do You See? Bill Martin Jr.
- The Listening Walk, Paul Showers
- The Snowy Day, Ezra Jack Keats
- Ada Twist, Scientist, Andrea Beaty
- Hello Ocean, Pam Muñoz Ryan
- Owl Moon, Jane Yolen
- Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.
- An Eye for Color: The Story of Josef Albers, Natasha Wing
- Drum Dream Girl, Margarita Engle

BOOKS TO READ AT HOME

- Rain, Manya Stojic
- Brown Bear, Brown Bear, What Do You See? Bill Martin Jr.
- The Listening Walk, Paul Showers
- The Snowy Day, Ezra Jack Keats
- Ada Twist, Scientist, Andrea Beaty
- Hello Ocean, Pam Muñoz Ryan
- Owl Moon, Jane Yolen
- Polar Bear, Polar Bear, What Do You Hear? Bill Martin Jr.
- An Eye for Color: The Story of Josef Albers, Natasha Wing
- Drum Dream Girl, Margarita Engle
- Little Fur Family, Margaret Wise Brown
- Geraldine, the Music Mouse, Leo Lionni
- No One Saw, Bob Raczka
- Every Second Something Happens: Poems for the Mind and Senses, Christine San José
- A Color of His Own, Leo Lionni

PLACES YOU CAN VISIT TO TALK ABOUT THE FIVE SENSES

Visit an art museum or art exhibit together. Take time to look at the art and ask:

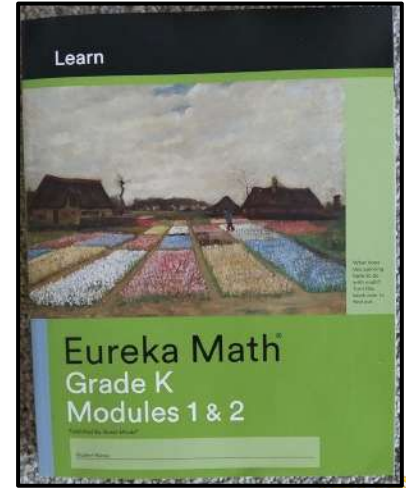
- What are you wondering about the five senses after looking at this art?
- What do you notice?
- What's happening in this work of art?
- How do people use their senses to learn about the world?

Math Units of Study

- Module 1: Numbers to 10
- Module 2: Two-Dimensional and Three-Dimensional Shapes
- Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10
- Module 4: Number Pairs, Addition and Subtraction to 10
- Module 5: Numbers 10–20 and Counting to 100
- Module 6: Analyzing, Comparing, and Composing Shapes

Математические
единицы обучения

অধ্যয়নের গণিত ইউনিট



数学学习单元

數學學習單元



MTSS

What is it?

Que es?

这是什么？

MTSS stands for Multi-Tiered System of Supports. It is a way schools organize help so every student gets what they need to succeed – academically, behaviorally, and emotionally.

What do we do?

Que hacemos? 我们要做什么？

We provide differentiated instruction that targets what students need. We regularly check student progress. If a student is struggling, they move them to more support. If they improve, support can be reduced.

MTSS - Translations

What is MTSS? / ¿Qué es?

Español (Spanish)

MTSS es un Sistema de Soportes Multinivel para organizar la ayuda para que cada estudiante tenga éxito académico, conductual y emocionalmente.

Русский (Russian)

MTSS — это многоуровневая система поддержки для организации помощи каждому ученику.

What is MTSS? / 这是什么？

中文 (Chinese)

MTSS (多层次支持系统) 是学校组织帮助的一种方式，旨在确保每位学生在学业、行为和情感上取得成功。

বাংলা (Bengali)

MTSS হল সহায়তার একটি বহুমুখী সিস্টেম যা প্রতিটি শিক্ষার্থীকে সফল হতে সাহায্য করে।

What do we do? / ¿Qué hacemos?

Español (Spanish)

Proporcionamos instrucción diferenciada. Evaluamos el progreso regularmente y ajustamos el apoyo según las necesidades.

Русский (Russian)

Мы предоставляем дифференцированное обучение и регулярно проверяем прогресс учащихся.

What do we do? / 我们要做什么？

中文 (Chinese)

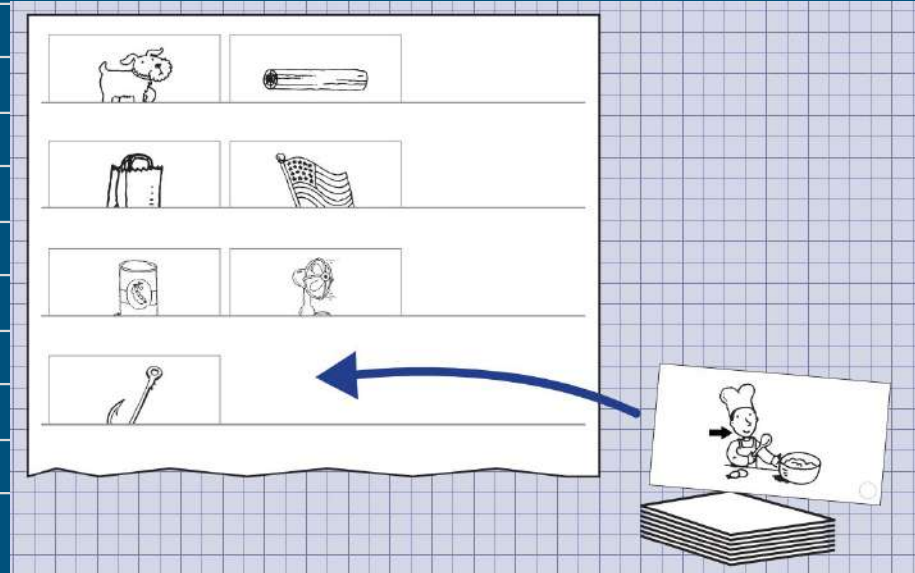
我们提供针对学生需求的分层教学，并定期检查学生的进展情况。如果需要，会提供更多支持。

বাংলা (Bengali)

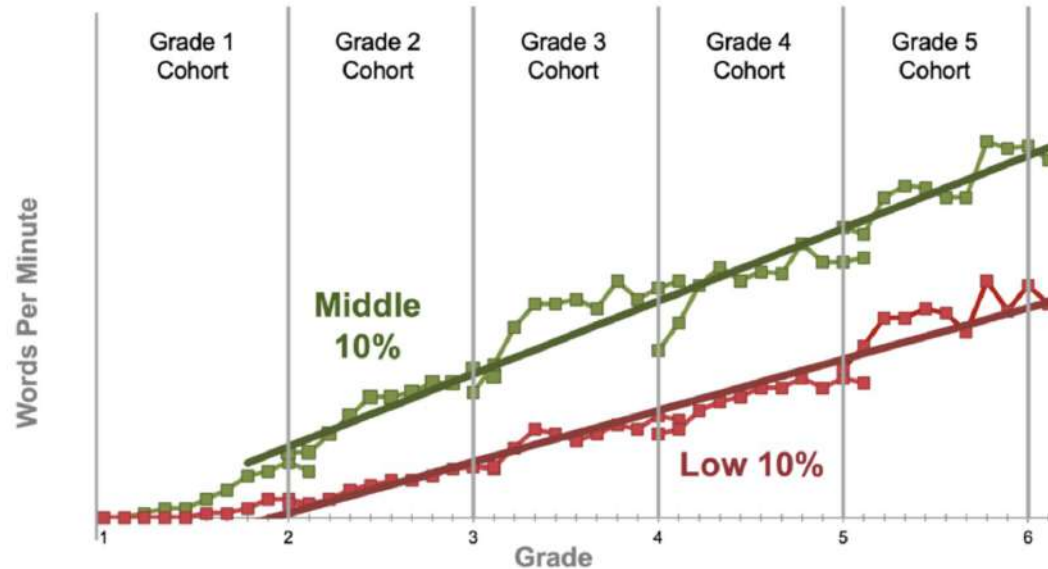
আমরা শিক্ষার্থীদের প্রয়োজনীয়তা অনুযায়ী পার্থক্যমূলক নির্দেশনা প্রদান করি এবং নিয়মিত তাদের অগ্রগতি পরীক্ষা করি।

Focus:

- Letter Identification
- Initial Sound Identification
- Rhyming
- Concept of Print through Nursery Rhymes



Prevention Focus



Good, R. H., Simmons, D. C., & Smith, S. B. (1998). Effective academic interventions in the United States: Evaluating and enhancing the acquisition of early reading skills. *School Psychology Review, 27*, 740-753. [Joint publication with *Educational and Child Psychology*.]

Acadience ELA

Acadience® Reading: Summary of Benchmarks

Reading Composite Score					
38	156	152	129	177	208
26	122	119	113	130	155
13	85	89	97	100	111
First Sound Fluency (FSF)					
16	43				
10	30				
5	20				
Phoneme Segmentation Fluency (PSF)					
	44	56	47		
	20	40	40		
	10	25	25		
Nonsense Word Fluency (NWF)					
Correct Letter Sounds	28	40	34	59	81
	17	28	27	43	58
	8	15	18	33	47
Whole Words Read			4	17	25
			1	8	13
			0	3	6
Oral Reading Fluency					
Words Correct			34	67	
			23	47	
			16	32	
Accuracy			86%	97%	
			78%	90%	
			68%	82%	
Retell				17	
				15	
				0	
Beg	Mid	End	Beg	Mid	End
Kindergarten			First Grade		

Letter Naming Fluency

A f g Y k m Z P
b D E r w L S H
N d F B q O I i
C K x V h a M g
G j R T u e Q c
n J v g o U t W
p Q s W z X b p
K z r Y o l a f
m X e d L i h g
j b q U P v c t

Letter Name Fluency

20 Acadience First Sound Fluency

Progress Monitoring 20

Test Items	Correct/2 points	Correct/1 point	Incorrect
1. math	/m/	/ma/	0
2. dock	/d/	/do/	0
3. grin	/g/	/gr/ /gri/	0
4. blow	/b/	/bl/	0
5. rate	/r/	/rai/	0
6. sneak	/s/	/sn/ /snea/	0
7. hard	/h/	/har/	0
8. trunk	/t/	/tr/ /tru/	0
9. pool	/p/	/poo/	0
10. climbed	/k/	/kl/ /klie/	0
11. frog	/f/	/fr/ /fro/	0
12. make	/m/	/mai/	0
13. crowd	/k/	/kr/ /krow/	0
14. fill	/f/	/fi/	0
15. play	/p/	/pl/	0
16. cars	/k/	/kar/	0
17. graph	/g/	/gr/ /gra/	0
18. crumbs	/k/	/kr/ /kru/	0
19. meal	/m/	/mea/	0
20. barn	/b/	/bar/	0
21. ground	/g/	/gr/ /grow/	0
22. brook	/b/	/br/ /bruu/	0
23. purse	/p/	/per/	0
24. light	/l/	/lie/	0
25. crafts	/k/	/kr/ /kra/	0
26. hot	/h/	/ho/	0
27. bran	/b/	/br/ /bra/	0
28. robe	/r/	/roa/	0
29. dark	/d/	/dar/	0
30. flop	/f/	/fl/ /flo/	0

2-pt responses: _____

x 2: _____ + 1-pt responses: _____ = Total: _____

First Sound Fluency

Acadience Phoneme Segmentation Fluency Progress Monitoring 2

				Score
lay /l/ /ai/	got /g/ /o/ /t/	lots /l/ /o/ /t/ /s/	wheel /w/ /ea/ /l/	/12/
clue /k/ /l/ /oo/	bed /b/ /e/ /d/	worms /w/ /er/ /m/ /z/	cage /k/ /ai/ /j/	/13/
king /k/ /i/ /ng/	most /m/ /oa/ /s/ /t/	some /s/ /u/ /m/	cool /k/ /oo/ /l/	/13/
dried /d/ /r/ /ie/ /d/	loud /l/ /ow/ /d/	tip /t/ /i/ /p/	warm /w/ /or/ /m/	/13/
dad /d/ /a/ /d/	spent /s/ /p/ /e/ /n/ /t/	this /TH/ /i/ /s/	deep /d/ /ea/ /p/	/14/
touch /t/ /u/ /ch/	nest /n/ /e/ /s/ /t/	fun /f/ /u/ /n/	soup /s/ /oo/ /p/	/13/

Total: _____

Phoneme Segmentation Fluency

Nonsense word Fluency

► k e k	f i v	o s	z u l	h a l
l u v	r a s	j o f	i v	p e b
y i z	l u s	y e l	k a m	t o z
u b	s e z	z o d	f a s	h i l
a p	z u p	h e g	b i f	m o j
n i c	y a v	l u d	n e j	z o g
n o f	u v	z a k	s e j	b i l
p i m	d e j	j u n	l a n	o p
b a s	t u v	w e j	t o g	w i c
j e m	u g	t i v	r o g	k a l

Number Identification Fluency

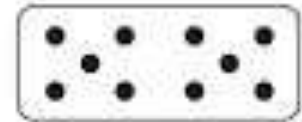
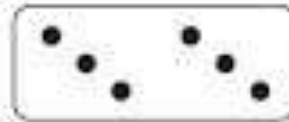
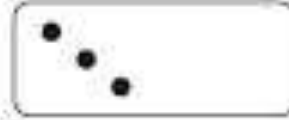
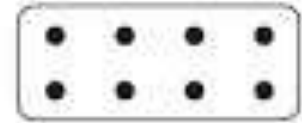
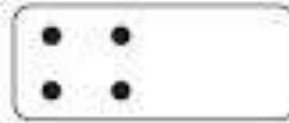
Beginning Quantity Discrimination

6 16 23 10 17

38 97 20 15 24

14 33 11 79 8

21 19 93 3 49



Next Number Fluency



1 ____

6 ____

9 ____

13 ____

18 ____

20 ____

37 ____

44 ____

16 ____

23 ____

55 ____

What is ENL?

English as a New Language Program Information

English

English as a New language (ENL) is a specialized program that supports students learning English as a second language. It focused on developing their skills in speaking, reading, listening and writing, while supporting their academic success across content area such as math, science, and social studies.

Español

El programa de Inglés como Nuevo Idioma (ENL) es un programa especializado que apoya a los estudiantes que aprenden inglés como segunda lengua. Se centra en desarrollar sus habilidades de expresión oral, lectura, comprensión auditiva y escritura, al tiempo que fomenta su éxito académico en áreas curriculares como matemáticas, ciencias y estudios sociales

বাংলা

ইংলিশ অ্যাজ আ নিউ ল্যাঙ্গুয়েজ' (ENL) হলো একটি বিশেষায়িত কর্মসূচি যা শিক্ষার্থীদের দ্বিতীয় ভাষা হিসেবে ইংরেজি শেখার ক্ষেত্রে সহায়তা প্রদান করে। এই কর্মসূচিটি শিক্ষার্থীদের কথা বলা, পড়া, শোনা ও লেখার দক্ষতা উন্নয়নের ওপর গুরুত্ব দেয় এবং একই সাথে গণিত, বিজ্ঞান ও সামাজিক বিজ্ঞানের মতো বিভিন্ন বিষয়ে তাদের শিক্ষাগত সাফল্যে সহায়তা করে।

Русский

Программа «Английский как новый язык» (ENL) — это специализированная программа поддержки учащихся, изучающих английский язык как второй. Она направлена на развитие навыков устной речи, чтения, аудирования и письма, а также способствует успеваемости по таким предметам, как математика, естественные науки и общественные дисциплины

中文

ENL (英语作为新语言) 是一项专门为学习英语作为第二语言的学生提供支持的项目。该项目侧重于培养学生的听说读写能力，同时支持他们在数学、科学和社会研究等学科领域的学业发展。

العربية

يدعم الطلاب الذين يتعلمون اللغة الإنجليزية كلغة ثانية؛ إذ يركز على تنمية مهاراتهم في التحدث والقراءة والاستماع والكتابة، مع دعم نجاحهم الأكاديمي في مختلف المواد الدراسية، مثل الرياضيات والعلوم

Who receives ENL Service?

English

Students whose home language is not English and who are identified through the New York State identification process as needing support to learn English are classified as English Language Learners when they enroll in a New York City Public School for the first time.

Español

Estudiantes cuyo idioma materno no es el inglés y que, mediante el proceso de identificación del Estado de Nueva York, han sido identificados como personas que necesitan apoyo para aprender inglés.

Bangla

যেসব শিক্ষার্থীর মাতৃভাষা ইংরেজি নয় এবং যাদের নিউ ইয়র্ক স্টেটের শনাক্তকরণ প্রক্রিয়ার মাধ্যমে ইংরেজি শেখার ক্ষেত্রে সহায়তার প্রয়োজন রয়েছে বলে চিহ্নিত করা হয়েছে।

Chinese (中文)

母语非英语，且经纽约州认定程序确定需要英语学习支持的学生。

Russian (Русский)

Учащиеся, для которых английский язык не является родным и которые в ходе процедуры выявления, принятой в штате Нью-Йорк, были определены как нуждающиеся в поддержке при изучении английского языка.

Arabic (العربية)

الطلاب الذين لا تُعد الإنجليزية لغتهم الأم، والذين تم تحديدهم - من خلال عملية التحديد المتبعة في ولاية نيويورك - على أنهم بحاجة إلى دعم لتعلم اللغة الإنجليزية.

New York's Transition to WIDA ACCESS

What is WIDA? (World-Class Instructional Design and Assessment)

A modern, 42-state English language assessment framework providing an engaging, developmentally appropriate experience across 4 key modalities.

The 4 Modalities Measured

Listening

Understanding teacher explanations, instructions, stories, academic discussions and class group work.

Reading

Comprehending textbooks, math word problems, science texts, and informational articles.

Speaking

Explaining ideas aloud, answering complex questions, and participating in academic conversations.

Writing

Formatting written sentences, paragraphs, and short essays based on class subjects.

How WIDA Differs from NYSESLAT

Real-World Academic & Classroom Focus

Focuses heavily on how your child uses English during regular classroom activities like explaining science concepts or math problems.

More Accurate Tracking (6 Proficiency Levels)

Uses 6 learning levels instead of 5, giving teachers a clearer picture of yearly growth.

Strength-Based Assessment ("Can Do" Approach)

Measures what your child *can do* at their current level rather than focusing on limitations.

National Portability & Recognition (42 States)

Recognized across 42 states, making progress easily transferable if moving outside NY.

New York's Transition to WIDA ACCESS

Testing Window & Routine

Spring 2026

The last NYSESLAT was administered.

Spring 2027

Very first time students take the WIDA ACCESS test.

Daily Routine

Testing occurs during the regular school day in small, comfortable groups.

Score Reports & Results

Late Summer / Early Fall 2027

Official Individual Student Reports (ISRs) will arrive during this period.

Home Delivery

The school will mail these directly to your home, showcasing growth across all 6 proficiency levels.

Next Steps

We will share more details and resources as the testing period approaches.

Practice Resources

Click on the link to view the test sample.

WIDA SAMPLE TEST GRADE 1-12

<https://share.google/0oQEZSj4jo8uG08L5>

Transición de Nueva York a WIDA ACCESS

¿Qué es WIDA? (Diseño Instruccional y Evaluación de Clase Mundial)

Un marco moderno de evaluación del idioma inglés utilizado en 42 estados, que ofrece una experiencia participativa y adecuada para el desarrollo.

Las 4 modalidades evaluadas



Listening (Escuchar)

Comprender explicaciones del maestro, instrucciones, historias y trabajo en grupo.



Reading (Lectura)

Comprender libros de texto, problemas matemáticos, textos de ciencias y artículos.



Speaking (Expresión oral)

Explicar ideas en voz alta, responder preguntas complejas y participar en clase.



Writing (Escritura)

Redactar oraciones, párrafos y ensayos cortos basados en las materias escolares.

Cómo difiere WIDA de NYSESLAT

Enfoque académico y práctico en el aula

Se centra en cómo su hijo usa el inglés durante las actividades del aula, como explicar ciencia o matemáticas.

Seguimiento más preciso (6 niveles de dominio)

Utiliza 6 niveles de aprendizaje en lugar de 5, ofreciendo una visión más clara del crecimiento anual.

Evaluación basada en fortalezas (Enfoque "Can Do")

Mide lo que su hijo *puede hacer* en su nivel actual en lugar de centrarse en limitaciones.

Portabilidad y reconocimiento nacional (42 estados)

Reconocido en 42 estados, lo que facilita transferir el progreso si se muda fuera de Nueva York.

Transición de Nueva York a WIDA ACCESS

Fechas y rutina de evaluación

Primavera de 2026

Se administró el último NYSESLAT.

Primavera de 2027

Primera vez que los estudiantes toman la prueba WIDA ACCESS.

Rutina diaria

Las evaluaciones se realizan durante la jornada escolar regular en grupos pequeños y cómodos.

Informes de resultados y puntajes

Finales del verano / Principios del otoño de 2027

Los Informes Individuales del Estudiante (ISR) oficiales llegarán durante este período.

Envío a domicilio

La escuela los enviará por correo directamente a su hogar, mostrando el progreso en los 6 niveles de dominio.

Próximos pasos

Compartiremos más detalles y recursos a medida que se acerque el período de evaluación.

Recursos de práctica

Haga clic en el enlace para ver la muestra de la prueba.

MUESTRA DE LA PRUEBA WIDA GRADOS 1-12

<https://share.google/0oQEZSj4jo8uG08L5>

Переход Нью-Йорка на WIDA ACCESS

Что такое WIDA? (Разработка и оценка учебных программ мирового уровня)

Современная система оценки английского языка, используемая в 42 штатах, обеспечивающая увлекательный и соответствующий возрасту процесс по 4 ключевым навыкам.

4 оцениваемых навыка

Listening (Аудирование)

Понимание объяснений учителя, инструкций, рассказов, учебных дискуссий и групповой работы.

Reading (Чтение)

Понимание учебников, математических задач, научных текстов и информационных статей.

Speaking (Говорение)

Объяснение идей вслух, ответы на сложные вопросы и участие в учебных диалогах.

Writing (Письмо)

Составление письменных предложений, абзацев и коротких эссе по школьным предметам.

Чем WIDA отличается от NYSESLAT

Академический и практический фокус на работе в классе

Основное внимание уделяется тому, как ваш ребенок использует английский язык во время обычных занятий в классе.

Более точное отслеживание (6 уровней владения)

Использует 6 уровней обучения вместо 5, что дает учителям более четкое представление об ежегодном прогрессе.

Оценка на основе сильных сторон (подход «Can Do»)

Оценивает то, что ваш ребенок *может делать* на текущем уровне, а не фокусируется на ограничениях.

Национальное признание (42 штата)

Признается в 42 штатах, что облегчает перевод результатов при переезде за пределы штата Нью-Йорк.

Переход Нью-Йорка на WIDA ACCESS

Сроки и порядок проведения тестирования

Весна 2026 г.

Последнее проведение экзамена NYSESLAT.

Весна 2027 г.

Учащиеся впервые сдадут тест WIDA ACCESS.

Ежедневный порядок

Тестирование проходит в течение обычного учебного дня в небольших, комфортных группах.

Отчеты о результатах и баллы

Конец лета / начало осени 2027 г.

В этот период поступят официальные индивидуальные отчеты учащихся (ISR).

Доставка на дом

Школа отправит их почтой прямо вам домой. В них будет показан прогресс по всем 6 уровням владения языком.

Следующие шаги

Мы поделимся подробной информацией и ресурсами по мере приближения периода тестирования.

Материалы для подготовки

Перейдите по ссылке, чтобы посмотреть образец теста.

ОБРАЗЕЦ ТЕСТА WIDA ДЛЯ 1–12 КЛАССОВ
<https://share.google/0oQEZSj4jo8uG08L5>

纽约州向 WIDA ACCESS 的过渡

什么是 WIDA？（世界级教学设计与评估）

一个现代化的、覆盖 42 个州的英语语言评估框架，在 4 个核心领域提供具有参与感且符合身心 发展规律的测试体验。

评估的 4 个领域

听力 (Listening)

理解教师的讲解、指令、故事、学术讨论以及课堂小组合作。

阅读 (Reading)

理解教科书、数学应用题、科学文本和信息类文章。

口语 (Speaking)

大声表达想法、回答复杂问题以及参与学术交流。

写作 (Writing)

根据课程主题组织书面句子、段落和短文。

WIDA 与 NYSESLAT 的区别

专注于真实学术与课堂场景

重点评估您的孩子在日常课堂活动中(如解释科学概念或数学问题)如何使用英语。

更精确的追踪(6个熟练度等级)

采用 6 个学习等级(而非 5 个)，让教师更清晰地了解每年的进步情况。

基于优势的评估(“能做”理念)

衡量您的孩子在当前水平上“能做什么”，而不是侧重于局限性。

跨州通用与全国认可(42个州)

获得 42 个州的认可，如果搬离纽约州，学术进度可轻松衔接。

纽约州过渡至 WIDA ACCESS 考试

考试时间与流程安排

2026年春季

举行最后一次 NYSESLAT 考试。

2027年春季

学生首次参加 WIDA ACCESS 考试。

日常安排

考试将在正常上学期间进行，采取舒适的小组形式。

成绩报告与结果

2027年夏末 / 秋初

官方个人学生报告 (ISR) 将在此期间发放。

邮寄到家

学校将直接邮寄至您的家中，展示学生在所有 6 个语言等级上的成长。

下一步计划

随着考试临近，我们将分享更多详细信息和资源。

练习资源

点击链接查看测试样例。

WIDA 1-12 年级测试样例

<https://share.google/0oQEZSj4jo8uG08L5>

WIDA ACCESS-এ নিউ ইয়র্কের রূপান্তর

WIDA কি? (ওয়ার্ল্ড-ক্লাস ইন্সট্রাকশ্যনাল ডিজাইন অ্যান্ড অ্যাসেসমেন্ট)

একটি আধুনিক, ৪২টি অঙ্গরাজ্যের ইংরেজি ভাষা মূল্যায়ন ফ্রেমওয়ার্ক যা ৪টি মূল ক্ষেত্রের মাধ্যমে একটি আকর্ষণীয় ও উপযুক্ত অভিজ্ঞতা প্রদান করে।

মূল্যায়ন করা ৪টি ক্ষেত্র

Listening (শ্রবণ)

শিক্ষকের ব্যাখ্যা, নির্দেশাবলী, গল্প, একাডেমিক আলোচনা এবং ক্লাসের দলগত কাজ বোঝা।

Reading (পঠন)

পাঠ্যবই, গণিতের শব্দ সমস্যা, বিজ্ঞানের বিষয়বস্তু এবং তথ্যভিত্তিক নিবন্ধ বোঝা।

Speaking (কথোপকথন)

ধারণাগুলো মুখে বুঝিয়ে বলা, জটিল প্রশ্নের উত্তর দেওয়া এবং আলোচনায় অংশ নেওয়া।

Writing (লিখন)

শ্রেণীকক্ষের বিষয়ের ওপর ভিত্তি করে বাক্য, অনুচ্ছেদ এবং ছোট প্রবন্ধ গঠন করা।

WIDA যেভাবে NYSESLAT থেকে আলাদা

বাস্তব জীবনের একাডেমিক ও শ্রেণীকক্ষ কেন্দ্রিক

বিজ্ঞান বা গণিত সমস্যা সমাধানের মতো সাধারণ ক্লাসরুমের কাজে আপনার সন্তান যেভাবে ইংরেজি ব্যবহার করে তাতে গুরুত্ব দেয়।

আরও সঠিক ট্র্যাকিং (৬টি দক্ষতা স্তর)

৫টির বদলে ৬টি শিখন স্তর ব্যবহার করে, যা শিক্ষকদের বার্ষিক অগ্রগতি সম্পর্কে আরও স্পষ্ট ধারণা দেয়।

সামর্থ্য-ভিত্তিক মূল্যায়ন ("Can Do" দৃষ্টিভঙ্গি)

সীমাবদ্ধতার চেয়ে আপনার সন্তান তার বর্তমান স্তরে কী করতে পারে তা মূল্যায়ন করে।

জাতীয় স্বীকৃতি ও গ্রহণযোগ্যতা (৪২টি অঙ্গরাজ্য)

৪২টি অঙ্গরাজ্যে স্বীকৃত, তাই নিউ ইয়র্কের বাইরে গেলেও অগ্রগতির তথ্য সহজেই স্থানান্তরযোগ্য।

WIDA ACCESS-এ নিউ ইয়র্কের উত্তরণ

পরীক্ষার সময়সূচী ও নিয়মাবলী

বসন্ত ২০২৬

সর্বশেষ NYSESLAT পরীক্ষা পরিচালিত হয়েছিল।

বসন্ত ২০২৭

শিক্ষার্থীরা প্রথমবারের মতো WIDA ACCESS পরীক্ষা দেবে।

দৈনন্দিন নিয়মাবলী

সাধারণ স্কুলের দিনেই ছোট ও সুবিধাজনক দলে পরীক্ষা অনুষ্ঠিত হবে।

স্কোর রিপোর্ট ও ফলাফল

২০ ২৭ সালের শেষের দিকে গ্রীষ্মকাল / শরতের শুরুতে

এই সময়ের মধ্যে অফিসিয়াল ইন্ডিভিজুয়াল স্টুডেন্ট রিপোর্ট (ISR) পৌঁছে যাবে।

হোম ডেলিভারি

স্কুল সরাসরি আপনার ঠিকানায় এগুলো ডাকযোগে পাঠাবে, যা ৬টি দক্ষতার স্তরে অগ্রগতি প্রদর্শন করবে।

পরবর্তী পদক্ষেপ

পরীক্ষার সময় এগিয়ে আসার সাথে সাথে আমরা আরও বিস্তারিত ও সম্পদ শেয়ার করব।

অনুশীলনের সম্পদ

পরীক্ষার নমুনা দেখতে লিঙ্কে ক্লিক করুন।

WIDA নমুনা পরীক্ষা গ্রেড ১-১২

<https://share.google/0oQEZSj4jo8uG08L5>

انتقال ولاية نيويورك إلى اختبار WIDA ACCESS

ما هو اختبار WIDA؟ (التصميم التعليمي والتقييم العالمي المستوى)

إطار عمل حديث لتقييم اللغة الإنجليزية متبع في 42 ولاية، يوفر تجربة تفاعلية ومناسبة للتطور العمراني عبر 4 مجالات رئيسية.

المجالات الأربعة المقاسة

الاستماع (Listening)

فهم شروحات المعلم، والتعليمات، والقصص، والمناقشات الأكاديمية، والعمل الجماعي.

القراءة (Reading)

فهم الكتب المدرسية، والمسائل الكلامية في الرياضيات، والنصوص العلمية، والمقالات.

التحدث (Speaking)

شرح الأفكار بصوت عالٍ، والإجابة عن الأسئلة المعقدة، والمشاركة في الفصل.

الكتابة (Writing)

صياغة الجمل المكتوبة، والفقرات، والمقالات القصيرة بناءً على المواضيع المدرسية.

كيف يختلف WIDA عن NYSESLAT

تركيز أكاديمي وعملي داخل الفصل

يركز بشكل كبير على كيفية استخدام طفلك للغة الإنجليزية أثناء الأنشطة الصفية، مثل شرح العلوم أو الرياضيات.

تتبع أكثر دقة (6 مستويات إتقان)

يستخدم 6 مستويات تعليمية بدلاً من 5، مما يمنح المعلمين صورة أوضح عن النمو السنوي.

تقييم قائم على نقاط القوة (نهج "ما يمكن القيام به")

يقيس ما يمكن لطفلك القيام به في مستواه الحالي بدلاً من التركيز على القيود.

الاعتراف القومي وإمكانية النقل (42 ولاية)

معترف به في 42 ولاية، مما يجعل نقل التقدم دراسياً أمراً سهلاً في حالة الانتقال خارج نيويورك.

انتقال ولاية نيويورك إلى اختبار WIDA ACCESS

فترة الاختبار والروتين  17

ربيع 2026

تم إجراء آخر اختبار NYSESLAT.

ربيع 2027

المرة الأولى التي يؤدي فيها الطلاب اختبار WIDA ACCESS.

الروتين اليومي

يُجرى الاختبار خلال اليوم الدراسي العادي في مجموعات صغيرة ومريحة.

تقارير الدرجات والنتائج 

أواخر صيف / أوائل خريف 2027

ستصل التقارير الفردية الرسمية للطلاب (ISRs) خلال هذه الفترة.

التوصيل للمنزل

سترسل المدرسة هذه التقارير بالبريد مباشرة إلى منزلك، لتوضيح النمو عبر جميع مستويات الإتيقان الستة.

الخطوات التالية

سنشارك المزيد من التفاصيل والموارد مع اقتراب فترة الاختبار.

موارد التدريب 

انقر على الرابط لعرض نموذج الاختبار.

نموذج اختبار WIDA للصفوف 12-1

<https://share.google/0oQEZSj4jo8uG08L5>



Grading Policy

política de
calificaciones

评分政策

বাছাইকরণ পদ্ধতি

Политика выставления оценок



PUBLIC SCHOOL 131
4305 Fort Hamilton Parkway
Brooklyn, NY 11218
(718) 431-1960 - (718) 431-1970 FAX

Stamatina Hatzimichalis, Principal

Meghan Avelluto, Assistant Principal

Kindergarten Grading Policy 2026-2027

	Criteria	Grade	
Reading	Based on the average of: • Vocabulary Assessments (2 per module) 20% • New Read Assessments (2-3 per module) 30% • Bridge to Reading Weekly Check (32 total) 50%	Average Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4
Writing	Based on the average of: • Focusing Question Tasks (3-5 per module) 75% • End of Module Task (1 per module) 25%	Wit & Wisdom Writing Rubric Score	Report Card Grade
		1-59%	1
		60-74%	2
		75-89%	3
		90-100%	4

política de promociones

评分政策

বাছাইকরণ পদ্ধতি

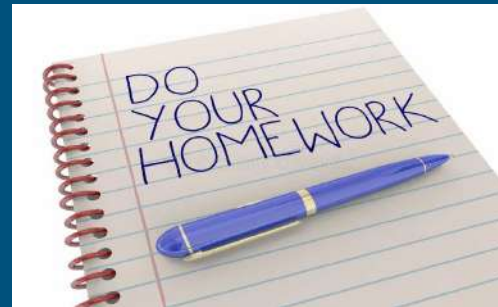
Promotional Policy

Политика выставления оценок

 PUBLIC SCHOOL 131 4305 Fort Hamilton Parkway Brooklyn, NY 11219 (718) 431-1960 - (718) 431-1070 FAX <i>Stamatis Hatzimichalis, Principal</i> <i>Meghan Avelluto, Assistant Principal</i>		
Grade K Promotional Policy 2026-2027		
	January	June
Attendance Expectations	Minimum of 90% attendance is expected	Minimum of 90% attendance is expected (177 days)
Reading Standards	Met 5/7 standards	Met 10/15 standards
Writing Standards	Met 3/4 standards	Met 5/7 standards
Listening & Speaking Standards	Met 2/3 standards	Met 5/7 standards
Math Standards	Met 9/14 standards Average of Module 1,2,6 Assessments	Met 18/27 standards Average of Module 1-6 Assessments
Homework Expectations	A minimum of 80% of homework is expected to be completed	A minimum of 80% of homework is expected to be completed
Behavior		
Services	If applicable, each service provider will provide work samples to demonstrate the progress of the individual student	
Other		

Homework Policy

Homework reinforces concepts taught in class. All homework assigned is aligned with what has already been taught. Your child is expected to complete homework daily. Please make sure your child comes to school with all of his/her assignments completed.



Las tareas refuerzan los conceptos enseñados en clase. Todas las tareas asignadas son coherentes con el contenido enseñado. Su hijo/a debe completar las tareas todos los días. Por favor, asegúrese de que su hijo/a haya completado todas las tareas a su llegada.

Домашнее задание закрепляет понятия, изучаемые в классе. Все домашние задания соответствуют тому, что уже было изучено. Ожидается, что ваш ребенок будет выполнять домашнее задание ежедневно. Пожалуйста, убедитесь, что ваш ребенок приходит в школу со всеми выполненными заданиями и с полностью заряженным iPad.

家庭作业是巩固课堂上老师教的概念。所有布置的作业都与已老师的内容一致。您的孩子必须每天完成作业。请确保您的孩子到校时已完成所有作业。

হোমওয়ার্ক ক্লাসে শেখানো ধারণাগুলিকে শক্তিশালী করে। নির্ধারিত সমস্ত হোমওয়ার্ক ইতিমধ্যে যা শেখানো হয়েছে তার সাথে সামঞ্জস্যপূর্ণ। আপনার সন্তান প্রতিদিন হোমওয়ার্ক সম্পূর্ণ করবে বলে আশা করা হয়। অনুগ্রহ করে নিশ্চিত করুন যে আপনার সন্তান তার সমস্ত অ্যাসাইনমেন্ট এবং সম্পূর্ণ চার্জ করা আইপ্যাড নিয়ে স্কুলে এসেছে।



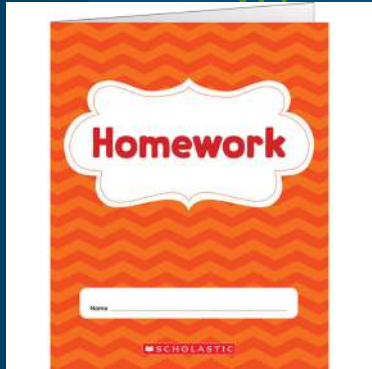
Homework Expectation

- Homework Folders (at least one sheet of Math and ELA everyday).

- Homework Notebook (Letter Writing and Red Words).

- Book Baggies (practice reading and being read).

- At times, there maybe additional work or important notices... so please check their backpacks and Homework folders EVERYDAY! If you need to communicate with the teacher, please write a note and put it in the folder.



Homework Expectation (Translations)

Spanish / Español

- Carpetas de tareas (al menos una hoja de Matemáticas y ELA todos los días).
- Cuaderno de tareas (escritura de cartas y palabras rojas).
- Bolsas de libros (practicar lectura y escuchar lectura).

¡A veces hay trabajo adicional o avisos importantes... revise las mochilas y carpetas DIARIAMENTE! Para nota al maestro, escribala en la carpeta.

Chinese / 中文

- 家庭作业文件夹(每天至少一张数学和英文作业)。
- 家庭作业本(练字和红字练习)。
- 图书袋(练习阅读和听读)。

有时可能会有额外作业或重要通知...请每天检查他们的书包和作业文件夹！如需与老师沟通, 请写字条放入文件夹。

Bengali / বাংলা

- হোমওয়ার্ক ফোল্ডার (প্রতিদিন অন্তত একটি গণিত এবং ইএলএ শিট)।
- হোমওয়ার্ক নোটবুক (চিঠি লেখা এবং লাল শব্দ)।
- বুক ব্যাগি (পড়া অনুশীলন এবং শোনা)।

মাঝে মাঝে অতিরিক্ত কাজ বা নোটিশ থাকতে পারে... তাই প্রতিদিন ব্যাকপ্যাক এবং ফোল্ডার পরীক্ষা করুন! শিক্ষকের সাথে যোগাযোগ করতে ফোল্ডারে নোট রাখুন।

Russian / Русский

- Папки с ДЗ (минимум один лист по математике и ELA каждый день).
- Тетрадь для ДЗ (письмо букв и Red Words).
- Книжные пакетики (практика чтения и слушания).

Иногда могут быть доп. задания или важные объявления... проверяйте рюкзаки и папки ЕЖЕДНЕВНО! Для связи с учителем напишите записку в папку.

বাড়িতে আপনার সন্তানকে সাহায্য
করুন

在家幫助您的孩子
Ayudar a su hijo en casa

Помогите своему
ребенку дома

Help Your Child at Home

- Read at home with your child for at least 5 minutes at the beginning of the year.
- Ask questions about what you have read.
- Practice counting 1-20 & alphabet
- Play games with your child!



Help Your Child at Home (Translations)

Spanish / Español

- Lea en casa con su hijo al menos 5 minutos al principio del año.
- Haga preguntas sobre lo que ha leído.
- Practique contar del 1 al 20 y el abecedario.
- ¡Juegue con su hijo!

Chinese / 中文

- 学年初, 每天坚持和孩子在家里阅读至少5分钟。
- 针对阅读过的内容向孩子提问。
- 练习从1数到20以及字母表。
- 和您的孩子一起做游戏!

Bengali / বাংলা

- বছরের শুরুতেই প্রতিদিন আপনার সন্তানের সাথে বাড়িতে অন্তত ৫ মিনিট পড়ুন।
- আপনি যা পড়েছেন সে সম্পর্কে প্রশ্ন জিজ্ঞাসা করুন।
- ১-২০ পর্যন্ত গণনা এবং বর্ণমালা অনুশীলন করুন।
- আপনার সন্তানের সাথে খেলাধুলা করুন!

Russian / Русский

- Читайте дома с ребенком не менее 5 минут в начале года.
- Задавайте вопросы о прочитанном.
- Практикуйте счет от 1 до 20 и алфавит.
- Играйте в игры с вашим ребенком!

Dismissal Protocol



- Front entrance

Entrada principal

前门

সামনে প্রবেশদ্বার

главный вход

蓝卡

নীল কার্ড

синие карты

EMERGENCY CONTACT CARD (Print Information)

SCHOOL YEAR 201__ to 201__

Student Last Name _____ First _____ MI _____ DOB _____ Sex _____ Ethnicity _____
Parent/Guardian (Student resides with) _____ Relationship _____
Parent's Preferred Language of Communication _____ Written _____ Oral _____
Home Telephone (_____) _____ Work Telephone (_____) _____ Cell No. (_____) _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____
Other Parent/Guardian _____ Relationship _____
Parent's Preferred Language of Communication _____ Written _____ Oral _____
Home Telephone (_____) _____ Work Telephone (_____) _____ Cell No. (_____) _____ E-mail _____
Address _____ Apt. _____ Borough _____ ZIP _____

(List known names of three (3) persons who may be called in case of emergency or if child is sick in school.)
CHILD WILL BE RELEASED ONLY TO PERSONS NAMED ON THIS CARD.

Name _____ Telephone (_____) _____ Relationship _____
Name _____ Telephone (_____) _____ Relationship _____
Name _____ Telephone (_____) _____ Relationship _____

If there is a person who may NOT HAVE ACCESS to child please indicate:
Name _____ Relationship _____ Order of Preference Exceeds? Yes ___ No ___

Principal will be notified in writing of any changes to information on this card _____

Signature of Parent/Guardian _____

IMPORTANT - PLEASE COMPLETE REVERSE SIDE OF THIS CARD >

Title _____ Class _____ Room No. _____ Teacher _____

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Dismissal Protocol



- Late room

cuarto tarde

晚点接送房

দেরী রুম

поздняя комната

Phone Policy

1. Policy Statement

In accordance with **New York State Education Law § 2803** and **Chancellor's Regulation A-413, P.S. 131** prohibits the use of personal internet-enabled electronic devices by students during the school day, from the first bell to the last bell. Our goal is to foster a respectful, distraction-free learning environment where students can fully engage in instruction and social development.

3. Prohibited Use

Students are not permitted to use personal internet-enabled devices during the school day. This includes use:

- In classrooms, restrooms, hallways, cafeterias, and stairwells
- During arrival, lunch, recess, and transitions
- On school trips, during emergency drills, and in after-school programs unless explicitly authorized

We appreciate your cooperation in helping us maintain a focused and productive learning environment. If you have any questions or need further clarification regarding these policies, please do not hesitate to contact Ms. Musacchio, (718)431-1960(X1063) or Ms. Huang (718)431-1960(X1064), Ms. Rivera(718)431-1960 (X1030).

Please make sure to return blue cards, allergy forms, all documents in a timely manner (1-2 days after receiving them).

 **Media Consent for NYC Department of Education Use**

Student Name: _____

School: _____

I consent to the use and disclosure of the image, quotes, words, the participation in interviews, and the identity of photographs, recordings, and videos of the Student herein above by the New York City Department of Education (NYC DOE) and NYC DOE-related members of the team for NYC DOE educational efforts, part of NYC DOE and related members of the team the right to (disclose, edit, use, and reuse the Student's image, quotes, words, and interview and photographs, recordings, and videos) for the Student for the NYC DOE and/or for any public purposes. This includes use in and on products, in other words teach us the NYC DOE website and social media accounts and those of the parent, and of other forms of media. I understand that when the school team is asked to be featured, it does not mean that we are photographing, interviewing and making of the fact that will not be used for any other purpose and that they may use the materials.

I also release the NYC DOE, its agents and employees from all claims, demands, and liabilities in connection with this agreement, hereby signed above.

Signature of Under Age 18: _____

Name of Parent / Guardian: _____

Signature of Parent / Guardian: _____

Signature of Under Age 18: _____

Name of Student: _____

Signature of Student: _____

Date: _____

For Students age 18 and over, the form must be signed by the student, and not the parent or guardian.

Chancellor's Regulation A-715
Attachment #1
Page 1 of 2

MEDICAL REVIEW OF STUDENT WITH SEVERE ALLERGIES

Name _____ Date of Birth _____
DOB _____ Grade _____ Class _____ School _____

CHART MEDICAL PROVIDER TO SUPPLY THE FOLLOWING INFORMATION:

Diagnosis _____
Specific Allergen(s) _____
Levels of Allergy _____
Manifestation(s) _____
Exposure route _____
Clinical symptoms _____
Respiratory _____
Skin _____
GI _____
Cardiovascular _____
Neurologic _____
Other _____

Physician's Documented Anaphylaxis Episodes

Dated(s) _____
Physician's findings _____
Treatment _____
Treatment facility _____
Hospital name _____
Physician's business card information _____
Home _____
Other _____

Chancellor's Regulation A-715



请确保及时归还蓝卡、过敏表格和所有文件(收到后 1-2 天)。

 **Media Consent for NYC Department of Education Use**

Student Name: _____

School: _____

I consent to the use and disclosure of the image, quotes, words, the participant's experience, and the identity of participants, materials, and values of the Student named above by the New York City Department of Education (NYC DOE) and NYC DOE-related members of the team for NYC DOE-related efforts, in part for NYC DOE and related members of the team's right to (disclose, edit, use, and reuse the Student's image, quotes, words, and information and photographs, recordings, and audio) for the Student for the NYC DOE and/or for any other purposes. This includes use in and on products, in other words teach us the NYC DOE website and social media accounts and those of the parent, and of other forms of media. I understand that when the school posts a photo on its website, it does not necessarily use photographs, names and words of the child, but that it could use the name of the child, and that the name may appear on the page.

I also release the NYC DOE, its agents, and employees from all claims, demands, and liabilities in connection with this release agreement above.

It Consents Under Age 18

Name of Parent / Guardian: _____

Signature of Parent / Guardian: _____

A Student is Age 18 or Over

Name of Student: _____

Signature of Student: _____

Date: _____

For Students age 18 and over, the form must be signed by the student, and not the parent or guardian.

Chancellor's Regulation A-715
Attachment #1
Page 1 of 2

MEDICAL REVIEW OF STUDENT WITH SEVERE ALLERGIES

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Physician's findings _____
Treatment _____
Treatment facility _____
Hospital name _____
Physician's business card information _____
Home _____
Other _____

Chancellor's Regulation A-715



Возврат школьных форм и документов

Обязательно сдавайте синие карты, бланки
аллергологов, все документы своевременно (через 1-2
дня после их получения).

返回学校表格和文件

请务必及时归还蓝卡、过敏表和所有文件（收到后 1-2
天）。

স্কুলের ফর্ম ও নথি ফেরত দেওয়া

দয়া করে নীল কার্ড, অ্যালার্জি ফর্ম, সমস্ত নথি একটি সময়মত ফেরত
দিতে ভুলবেন না (সেগুলি পাওয়ার 1-2 দিন পরে)।

返回學校表格和文件

請務必及時歸還藍卡、過敏表和所有文件（收到後 1-2
天）。



Classroom Expectations

Your child is expected to arrive to school on time, complete all assignments in a timely fashion, respect his/her peers, teachers, and school community.



Expectativas del aula

Se espera que su hijo llegue a la escuela a tiempo todos los días, con sus asignaciones completa, que tenga respeto para con sus compañeros de clase, profesores y otros adultos de la comunidad escolar.



Classroom Expectations

課堂期望

您的孩子應該準時到達學校，及時完成所有作業，尊重他/她的同齡人、老師和學校社區。

课堂期望

您的孩子应该准时到达学校，及时完成所有作业，尊重他/她的同龄人、老师和学校社区。

শ্রেণীকক্ষ প্রত্যাশা

আপনার সন্তান যথাসময়ে স্কুলে পৌঁছাবে, সময়মতো সমস্ত অ্যাসাইনমেন্ট সম্পূর্ণ করবে, তার/তার সহকর্মী, শিক্ষক এবং স্কুল সম্প্রদায়কে সম্মান করবে বলে আশা করা হয়।

Ожидания от класса|

Ожидается, что ваш ребенок будет приходить в школу вовремя, своевременно выполнять все задания, уважать своих сверстников, учителей и школьное сообщество.

Fire drill/lockdown

Please refer to the monthly calendar for the dates that the drills will take place.

বাংলা (Bengali)

মহড়ার তারিখগুলির জন্য অনুগ্রহ করে মাসিক ক্যালেন্ডারটি দেখুন।

Español (Spanish)

Consulte el calendario mensual para conocer las fechas en que se llevarán a cabo los simulacros.

中文 (Chinese)

請參閱每月日曆以了解演習將發生的日期。

In an Emergency

When You Hear It, Do It!

**Evacuate**

**Lockdown**
Soft/Hard

**Shelter-in**

**Hold**

Evacuate: Fire Alarm or directions will be announced.

- ✓ **Students:** Leave your items behind.
- ✓ **Students:** Form a line, remain silent, and listen to directions from your teacher or other staff.
- ✓ **Teacher:** Lead students to evacuation location and take attendance.
- ✓ **Teacher:** Notify BRT/ESA if there are missing, extra, or injured students in your group.
- ✓ **Teacher:** Remind students that the use of electronic devices is prohibited.

Lockdown: Soft or Hard Lockdown: Hard Lockdown = no staff sweep

- ✓ **Students:** Remain silent and quickly move out of sight and away from the door.
- ✓ **Teacher:** Quickly retrieve any students in hallway and lock the classroom door.
- ✓ **Teacher:** Wait for responders to open the door (or) await the "all clear" announcement.
"The lockdown has been lifted."

Remember that in a **Hard Lockdown** you may need to **Run, Hide, or Confront** as necessary.
If hiding in an office or classroom, remain silent.

TEXT 811 IF YOU CAN SILENTLY SHARE INCIDENT INFORMATION

Shelter-in: The threat is outside of the building

- ✓ **Students:** Remain inside the building and follow directions of staff.
- ✓ **Teacher:** Increase situational awareness.
- ✓ **Teacher:** Conduct business as usual.
- ✓ **Teacher:** Follow all announced directions.
- ✓ **Remember:** No one will be permitted to enter or leave the building during a Shelter-in.

HOLD: The issue is inside the building and it is safer to wait inside each room or office until the HOLD is lifted.

- ✓ **Students:** Remain where they are when they hear the HOLD announcement, and follow directions of staff.
- ✓ **Teacher:** Lock the door
- ✓ **Teacher:** Hold in the current location
- ✓ **Teacher:** Continue work or lessons and follow all announced directions.



Room _____

FIRE DRILL

AT ANY SOUND OR SIGNAL
(GONG(S), TONE(S), SIGNAL(S), STROBE(S)):

PLEASE ASSEMBLE, FOLLOW INSTRUCTIONS, AND LEAVE THE BUILDING USING ONE OF THE EXITS LISTED BELOW:

PRIMARY EXIT	PROCEED TO STAIRWELL _____ EXIT BUILDING VIA EXIT(S) _____
ALTERNATE EXIT	PROCEED TO STAIRWELL _____ EXIT BUILDING VIA EXIT(S) _____
LIMITED MOBILITY INDOOR STAGING AREAS	STAFF/STUDENTS WITH LIMITED MOBILITY WILL BE ESCORTED TO ROOM _____ WHERE THEY WILL THEN BE EVACUATED BY FDNY

IN CASE OF FIRE:

1. Activate Nearest Fire Pull Station.
2. Notify Principal's Office.
3. Call Fire Department (911).
4. Follow Drill Procedures.



Fire Drill & Lockdown / Safety Procedures

Español (Spanish)

Simulacro de Incendio y Bloqueo

Consulte el calendario mensual para conocer las fechas en que se llevarán a cabo los simulacros.

Procedimientos de Emergencia:

- **Evacuación:** Siga las instrucciones y diríjase a la salida.
- **Bloqueo:** Permanezca en silencio y fuera de la vista.

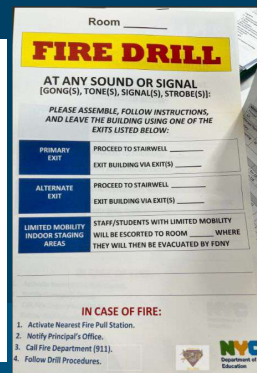
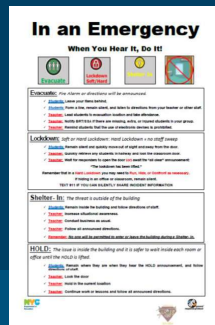
中文 (Chinese)

消防演習与安全鎖閉

請參閱每月日曆以了解演習將發生的日期。

緊急情況程序：

- **疏散：**聽從指示並前往出口。
- **鎖閉：**保持安靜並躲避在視線外。



MEET THE TEACHER



INTRODUCTION

Welcome to physical education class! My name is Ms. Longo. I am excited to teach your student many athletic skills in my class this year!

GOALS

My goal is to encourage students to participate in movement activities and games. In physical education class I aim to provide a learning experience that will teach students to be physically active while also having fun! Physical education class promotes self-esteem and builds healthy and physically active lifestyles.

CURRICULUM Focus on Movement Skills

- Locomotor Movements
- Running
- Jumping
- Catching
- Balance

EXPECTATIONS

- My students are expected to participate in all activities. If your child cannot participate please provide a note.
- Students **must** wear sneakers on the days they have physical education.

GRADING POLICY

Excels at Grade Level Standards

Proficient at Grade Level Standards

Approaching Grade Level Standards

Below Grade Level Standards

Units of Study

RULES AND ROUTINES

RUN, JUMP, AND THROW

TRACK & FIELD

INVASION GAMES

SOCCER

TARGET GAMES

COOPERATIVE GAMES

NET SPORTS

INVASION GAMES

BASKETBALL

STRIKING & FIELDING GAMES

BASEBALL, KICKBALL

TEAM BUILDING GAMES

NET SPORTS

BADMINTON, PICKLEBALL



ক্ষক মিসেস লংগোর সাথে দেখা করুন

ভূমিকা

শারীরিক শিক্ষা ক্লাসে স্বাগতম! আমার নাম মিসেস লংগো। আমি এই বছর আমার ক্লাসে আপনার ছাত্রকে অনেক অ্যাথলেটিক দক্ষতা শেখাতে উত্তেজিত!

লক্ষ্য

আমার লক্ষ্য ছাত্রদের আন্দোলন কার্যক্রম এবং খেলায় অংশগ্রহণ করতে উৎসাহিত করা। শারীরিক শিক্ষা ক্লাসে আমি একটি শেখার অভিজ্ঞতা প্রদানের লক্ষ্য রাখি যা শিক্ষার্থীদের মজা করার পাশাপাশি শারীরিকভাবে সক্রিয় হতে শেখাবে। শারীরিক শিক্ষার ক্লাসে আত্মসম্মান বৃদ্ধি করে এবং সুস্থ ও শারীরিকভাবে সক্রিয় জীবনধারা গড়ে তোলে।





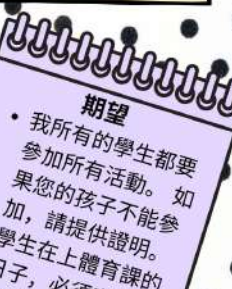
সফটবল আমার প্রিয় খেলা



EL SOFTBOLE ES MI DEPORTE FAVORITO



সফটবল আমার প্রিয় খেলা



EL SOFTBOLE ES MI DEPORTE FAVORITO

CONOZCA A LA MAESTRA *Sra. Longo*

INTRODUCCIÓN

¡Bienvenidos a la clase de educación física! Mi nombre es Sra. Longo. ¡Estoy emocionado de enseñarle a su estudiante muchas habilidades atléticas en mi clase este año!

METAS

Mi objetivo es animar a los estudiantes a participar en actividades de movimiento y juegos. ¡En la clase de educación física, mi objetivo es brindar una experiencia de aprendizaje que enseñe a los estudiantes a ser físicamente activos mientras se divierten! La clase de educación física promueve la autoestima y construye estilos de vida saludables y físicamente activos.

認識老師 MS. LONGO

老師

介紹 歡迎來到體育課！我是Ms. Longo老師。我很高興在今年的課堂上教導學生許多運動技巧！

目標

我的目標是鼓勵學生參與運動活動和遊戲。在體育課上，我主要提供學習體驗，讓學生在鍛煉身體的同時享受樂趣！體育課促進自尊，建立健康和積極的生活方式。

PHYSICAL EDUCATION - MS. MARTIN



718-431-1960



Welcome families to the P.S.131 Physical Education Program. I am thrilled to be working alongside an amazing faculty and a community of Physical Education enthusiasts to bring the many benefits of the program to your child during the 2026-2027 school year.

Physical Education Goal-Highlights

Physical Education is an integral part of your child's education program. The students will engage in physical movement and develop personal and social skills necessary for maintaining an active lifestyle and good health.

Your child will receive Physical Education at least once a week and will engage in various sports and movement activities. There will be individual and group lessons, that include but not limited to soccer, mini-basketball and rhythm dancing. Also, sessions will include, locomotor, kicking, throwing, and catching activities to develop fine and gross motor skills. Through peer interactions your child will build self-esteem, self-confidence, sportsmanship, recognition of various cultures and respect for all.

EDUCACIÓN FÍSICA - SRA. MARTIN



718 -431-1960



Bienvenidos familias al Programa de Educación Física P.S.131. Estoy encantado de trabajar junto a una facultad increíble y una comunidad de entusiastas de la educación física para llevar los muchos beneficios del programa a su hijo durante el año escolar 2026-2027.

Aspectos destacados de los objetivos de educación física

La educación física es una parte integral del programa educativo de su hijo. Los estudiantes participarán en el movimiento físico y desarrollarán habilidades personales y sociales necesarias para mantener un estilo de vida activo y buena salud.

Su hijo recibirá educación física al menos una vez a la semana y participará en diversos deportes y actividades de movimiento. Habrá clases individuales y grupales, que incluyen, entre otras, fútbol, mini-baloncesto y baile rítmico.

Además, las sesiones incluirán actividades locomotoras, patadas, lanzamientos y captura para desarrollar habilidades motoras finas y gruesas. A través de las interacciones con sus compañeros, su hijo desarrollará la autoestima, la confianza en sí mismo, el espíritu deportivo, el reconocimiento de diversas culturas y el respeto por todos.

體育 - 馬丁女士



718-431-1960



歡迎家庭參加 P.S.131 體育課程。我很高興能與一位了不起的教師和體育愛好者社區一起工作，為您的孩子帶來該計劃的許多好處在 2026-2027 學年期間。

體育目標亮點

體育是您孩子教育計劃不可或缺的一部分。學生將參與身體運動，並發展保持積極的生活方式和身體健康所需的個人和社交技能。

您的孩子每周至少接受一次體育課，並將參加各種體育和運動活動。將有個人和團體課程，包括但不限於足球，迷你籃球和節奏舞。此外，課程將包括運動、踢腿、投擲和接球活動，以發展精細和粗大運動技能。通過同伴互動，您的孩子將建立自尊、自信、體育精神、對各種文化的認可和對所有人的尊重。

PHYSICAL EDUCATION - MARTIN - UNITS OF STUDY



September

Rules & Routines

Locomotor Skills

October

Locomotor Skills

November

Throwing - Catching Skills

December

Mid-Year - Skills Review

January

Striking Skills

February

Kicking Skills

March

Yoga And Mindfulness

April

Jump Rope Skills

May

Rhythm - Fit Skills

June

End-Year - Skills Review

PHYSICAL EDUCATION - MARTIN - GRADING POLICY



4

Excels at Grade Level Standards

3

Proficient at Grade Level Standards

2

Approaching Grade Level Standards

1

Below Grade Level Standards

Music with Mr. Max

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

Hello Families!

I have been teaching and performing music professionally for over 20 years. I received bachelor's and master's degrees in music composition and jazz studies from the Indiana University Jacobs School of Music before moving to New York City, where I taught world percussion at hundreds of NYC Public Schools. I am currently finishing a second master's degree in childhood education from Touro University. When I'm not teaching, I am taking care of my two children.



Música con el Sr. Max

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

¡Hola, familias!

Llevo más de 20 años enseñando y tocando música de manera profesional. Obtuve una licenciatura y una maestría en composición musical y estudios de jazz en la Escuela de Música Jacobs de la Universidad de Indiana, antes de mudarme a la ciudad de Nueva York, donde enseñé percusión de diversas culturas en cientos de escuelas públicas de NYC. Actualmente estoy terminando una segunda maestría en educación primaria en la Universidad Touro. Cuando no estoy enseñando, me dedico a cuidar a mis dos hijos.



Max老师的音乐课

Email: mtholenaarmaples@schools.nyc.gov

Phone: (703) 785 - 8812

各位家长,大家好!

我从事音乐教学和演出已有20多年。我在印第安纳大学雅各布斯音乐学院获得了音乐作曲和爵士乐研究的学士及硕士学位,随后搬到纽约市,在数百所纽约市公立学校教授世界打击乐。目前,我即将完成图罗大学(Touro University)的第二个硕士学位,专业为小学教育。教学之余,我会照顾我的两个孩子。



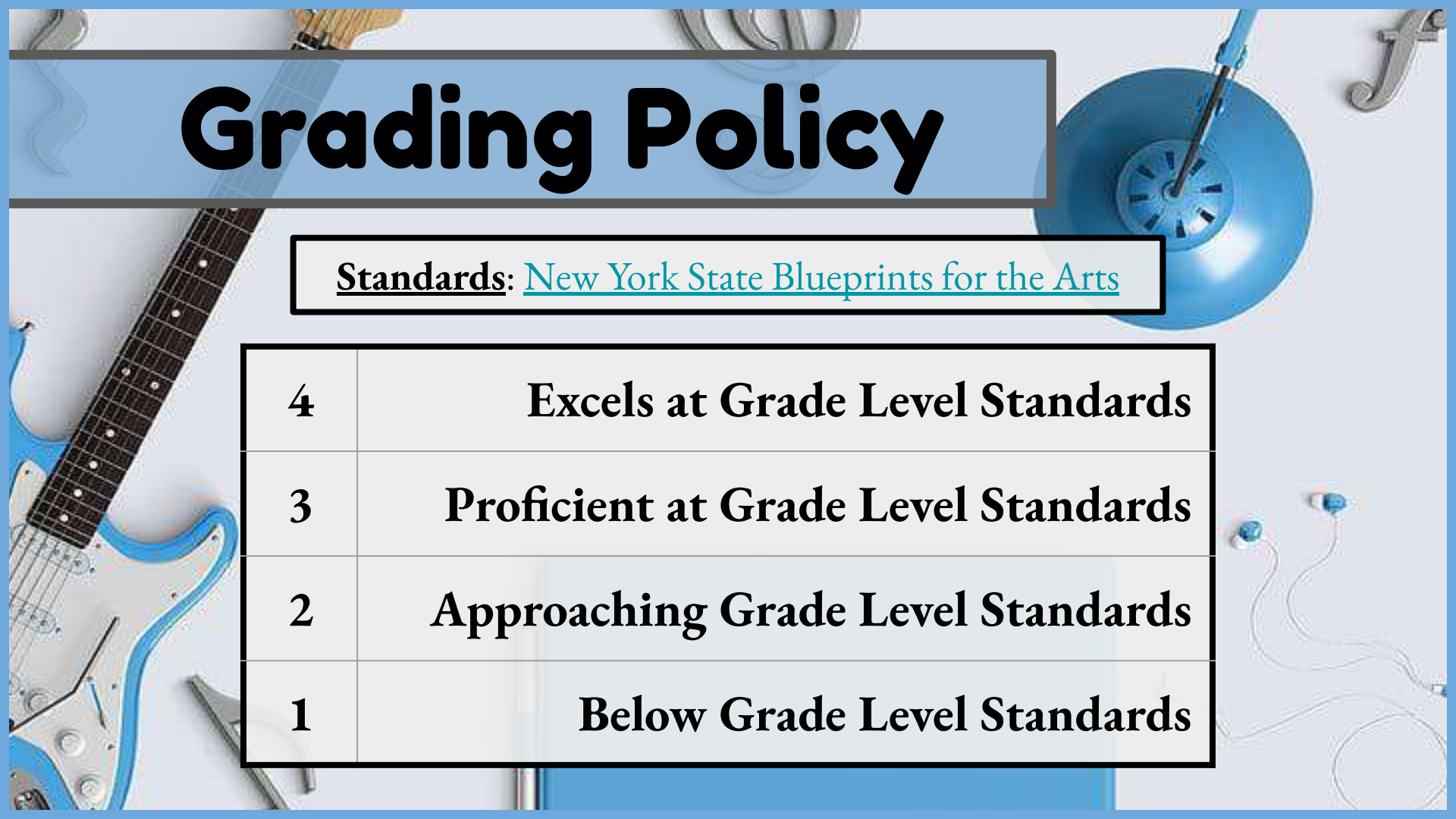
Goals in Music

Every day, our students build skills for self-expression and cultural awareness through listening to music, playing instruments, and thinking about our culture.

Sep - Oct	● Getting to know each other through music and non-verbal communication. ● Celebrating Hispanic Heritage Month and the music of Latin America.
Nov - Dec	● Building foundational music literacy in rhythm and melody. ● Observing winter holidays around the world.
Jan - Feb	● Developing our musical skills through movement and play. ● Recognizing the importance of African American music.
March - April	● Learning instrumental technique and centering European musical lineages. ● Celebrating Women's History Month and influential female musicians.
May - June	● Reflecting on our collective musical knowledge and goals. ● Observing Asian American and Pacific Islander Heritage Month.

Key Music Goals by Grade

PreK & K	• Steady beat; loud vs. soft, high vs. low, long vs. short
1	• Developing our singing voices; learning new rhythms; same vs different
2	• Counting and writing rhythms; singing with solfege (do, re, mi...)
3	• Musical form; varying rhythms; memorizing songs and pitches
4	• Time signatures and meter; dotted rhythms and syncopation; reading melodies
5	• Complex rhythms; odd time signatures; chords and harmony



Grading Policy

Standards: [New York State Blueprints for the Arts](#)

4	Excels at Grade Level Standards
3	Proficient at Grade Level Standards
2	Approaching Grade Level Standards
1	Below Grade Level Standards

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

About Me:



Welcome to an exciting new school year!! I have been teaching at P.S. 131 for over 20 years now, both as a classroom teacher and as the art teacher for the past nine years. I have a B.A. in art and art history from The University of Dallas and a M.S. in Education from Pace University. I love reading, visiting museums, and creating art in my spare time! We are so lucky to live in NYC!

Goal: To provide an environment which fosters curiosity, creative thinking, artistic growth, and visual learning in the classroom and beyond.

Your child will receive art at least once a week with Ms. Barry. Art instruction at P.S. 131 provides a diverse and engaging variety of arts opportunities in a variety of media - drawing, painting, collage etc. to foster self-expression and self-confidence in a supportive environment. Instruction is aligned with the [NYC Blueprint for the Arts](#).

Art Studio Motto:

"Turn your mistakes into something great!"

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

Acerca de mí:

¡¡Bienvenidos a un nuevo y emocionante año escolar!! He estado enseñando en P.S. 131 durante más de 20 años, tanto como profesora de aula como profesora de arte durante los últimos nueve años. Tengo un B.A. en arte e historia del arte de la Universidad de Dallas y una maestría. en Educación de Pace University. ¡Me encanta leer, visitar museos y crear arte en mi tiempo libre! ¡Tenemos mucha suerte de vivir en Nueva York!



Objetivo:

Proporcionar un entorno que fomente la curiosidad, el pensamiento creativo, el crecimiento artístico y el aprendizaje visual en el aula y más allá.

Su hijo recibirá arte al menos una vez por semana con la Sra. Barry. Instrucción de arte en P.S. 131 ofrece una variedad diversa y atractiva de oportunidades artísticas en una variedad de medios: dibujo, pintura, collage, etc. para fomentar la autoexpresión y la confianza en uno mismo en un entorno de apoyo. La instrucción está alineada con el Plan para las Artes de la Ciudad de Nueva York.

Lema del estudio de arte:

"¡Convierte tus errores en algo grandioso!"

ART- MS. BARRY

HBARRY@SCHOOLS.NYC.GOV

718 - 431 - 1960

关于我:

欢迎来到激动人心的新学年！我一直在 P.S. 教书。131 已经 20 多年了，在过去的 9 年里既担任课堂老师又担任美术老师。我有学士学位达拉斯大学 艺术和艺术史学士学位和硕士学位。佩斯大学教育学博士。我喜欢在业余时间阅读、参观博物馆和创作艺术！我们很幸运住在纽约！



目标:

提供一个在课堂内外培养好奇心、创造性思维、艺术成长和视觉学习的环境。

您的孩子每周至少会与巴里女士一起接受一次 艺术创作。P.S. 的艺术指导131 提供各种媒介的多样化且引人入胜的艺术机会 - 绘画、拼贴画等，以在支持性 环境中培养自我表达和自信。教学与 纽约市艺术蓝图保持一致。

艺术工作室座右铭:

“把你的错误变成伟大的事情！”

ART - KEY CONCEPTS/SKILLS

GRADING POLICY

	<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>
Envision	Imagining new artworks and steps to bring them to life			Generate and conceptualize artistic ideas and work		
Develop Craft	Learn to use a variety of art tools and materials			Learn to use tools effectively.		
	Taking care of tools, materials, works, and space					
Engage & Persist	Finding personally meaningful projects and artistic ideas and sticking to them					
Reflect	Learn to evaluate artistic work and processes			Synthesize and relate knowledge and personal experiences to make art		
Remember & Represent	Discover art's effects on people and cultures			Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding		
Observe	Looking closely and noticing					
Experiment & Create	Playing, trying new things, making mistakes, and learning from them					
Express	Learn to make art to communicate ideas			Choose art mediums to express ideas		

4	Excels at Grade Level Standards
3	Proficient at Grade Level Standards
2	Approaching Grade Level Standards
1	Below Grade Level Standards

NYS VISUAL ARTS LEARNING STANDARDS

VISUAL ARTS New York State Learning Standards for the Arts				
Shared by all ARTS disciplines			Discipline-Specific	
Artistic Processes	Anchor Standards	Process Components	Enduring Understandings	
Cr Creating Conceiving and developing new artistic ideas and work.	1. Generate and conceptualize artistic ideas and work.	INVESTIGATE, PLAN, MAKE	1.1	Creativity and innovative thinking are essential life skills that can be developed.
		INVESTIGATE, PLAN, MAKE	1.2	Artists and designers shape artistic investigations, following or breaking with traditions in pursuit of creative artmaking goals.
		INVESTIGATE	2.1	Artists and designers experiment with forms, structures, materials, concepts, media, and artmaking approaches.
Pr Presenting Interpreting and sharing artistic work.	2. Organize and develop artistic ideas and work.	CONSIDER, RESPECT	2.2	Artists and designers balance experimentation and freedom with safety and responsibility while developing and creating artwork.
		MAKE	2.3	People create, respond to, and interact with objects and places in ways that define, shape, enhance, and empower their lives.
	3. Refine and complete artistic work.	REFLECT, REFINE, CONTINUE	3.1	Artists and designers develop excellence through practice and constructive critique; and reflecting on, revising, and refining work over time.
Re Responding Understanding and evaluating how the arts convey meaning.	4. Select, analyze, and interpret artistic work for presentation.	SELECT, PRESERVE	4.1	Artists, collectors, curators, and other arts professionals consider a variety of criteria when analyzing and selecting objects, artifacts, and artwork for presentation and preservation.
	5. Develop and refine artistic techniques and work for presentation.	CURATE	5.1	Artists, curators, and other arts professionals engage appropriate methods and resources when preparing artwork for presentation and preservation.
	6. Convey meaning through the presentation of artistic work.	SHARE, RELATE	6.1	Objects, artifacts, and artworks collected, preserved, or presented communicate meaning and function as a record of social, cultural, and political experiences; resulting in the cultivating of appreciation and understanding.
Cn Connecting Relating artistic ideas and work with personal meaning and external context.	7. Perceive and analyze artistic work.	PERCEIVE	7.1	Individual aesthetic and empathetic awareness developed through engagement with art can lead to understanding and appreciation of self, others, and the world.
		ANALYZE	7.2	Visual imagery influences understanding of and responses to the world.
	8. Interpret meaning in artistic work.	INTERPRET	8.1	People gain insight into meanings of artwork by engaging in a process of art criticism.
	9. Apply criteria to evaluate artistic work.	EVALUATE	9.1	People evaluate art, based on various criteria.
	10. Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.	SYNTHESIZE	10.1	Through artmaking, people make meaning by investigating and developing awareness of perceptions, knowledge, and experiences.
	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	RELATE	11.1	Works of art and design embody and influence the needs, desires, beliefs, traditions, and values of people within a culture.
		INTERRELATE, EXTEND	11.2	Generating and solving artistic problems prepares people to contribute to innovative solutions within a society or culture.
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Computers with Ms. Harvey

Welcome to a new 2026 - 2027 school year at PS 131. My name is Ms. Harvey and I have worked at PS 131 for 25 years. I was a 4th grade teacher for 10 years and I'm going into my 15th year as the Technology teacher. The general Technology program is centered around providing students with a well-rounded education anchored by the [New York State K12 Computer Science and Digital Fluency Learning Standards](#) & the [ISTE Standards- International Society for Technology in Education](#).

Throughout the school year students in grades 3rd-5th will get a hands on opportunity to work with technology, learn how to troubleshoot issues and develop important skills as a 21st century learner. All students will be introduced to CS4ALL- Computer Science concepts and their responsibilities as a Digital Citizen.

COMPUTERS GRADING POLICY & UNITS OF STUDY

Grading Policy

4	Excels at Grade Level Standards
3	Proficient at Grade Level Standards
2	Approaching Grade Level Standards
1	Below Grade Level Standards

**If you have any questions contact Ms. Harvey at 718-431-1960

K-1st: Unit 1

- Getting to Know Parts of the Computer
- Alphabet/ Phonetic Awareness with Picture Recognition: Letters A-1
- Identifying letters on keyboard
- Introduction to Starfall and Wixie - pending (Creative Drawing Program)
- Labeling pictures with words

(Due to the new DOE Technology Policy of “No Screen Time” for grades K, 1st, 2nd students will not be using the computers or iPads.)

COMPUTER UNITS OF STUDY: K-1ST GRADE

K-1st: Unit 2

- Alphabet/ Phonetic Awareness with Picture Recognition: Letters J-R
- Identifying letters on keyboard
- Using Starfall and Wixie (Creative Drawing Program- Still Pending Approval)
- Labeling pictures with sentences

K-1st: Unit 3

- Alphabet/ Phonetic Awareness with Picture Recognition: Letters S-Z
- Identifying letters on keyboard
- Using Starfall and Wixie (Creative Drawing Program- Still Pending Approval)
- Labeling pictures with paragraphs

COMPUTER UNITS OF STUDY: 2ND GRADE

Unit 1

- Introduction to Brainpop Jr. and Login process
- Introduction to Write About It & Draw About It in BrainPop Jr.

Videos

- Parts of A Computer
 - Digital Etiquette
 - Internet Safety
 - Computer Programming
-
- Introduction to Wixie (Online Creative Drawing Program)- Teacher Use Only

Unit 2

- Introduction to CS4All- Computer Science Concepts
-What is Computer Science?

Unit 3

- Introduction to Digital Citizenship using BrainPop
-What responsibilities do you have as a digital citizen?

Unit 4

- Research Projects using school subscription online resources & Wixie (Pending)

(Due to the new DOE Technology Policy of “No Screen Time” for grades K, 1st, 2nd students will not be using the computers or iPads.)

COMPUTER UNITS OF STUDY: 3RD-5TH GRADE

Unit 1

- Introduction to Login-logout of new computers
- Review Mouse control
- Introduction to Online Typing websites
 - Dance Mat Typing (3rd-4th)
 - Learn To Type (5th)

Focus:

-Why is learning how to typing important?

-Home row & building muscle memory for correct hand position on keyboard

- Introduction to Microsoft Powerpoint program

****All students in grades 3-5 will be using their DOE email usernames to log in to various accounts.**

Unit 2

- Introduction to CS4All- Computer Science Concepts
 - What is Computer Science?
 - What is Computational Thinking?

Unit 3

- Introduction MakerSpace/Engineering Design

Unit 4

- Introduction to Digital Citizenship using Common Sense Media & Everfi (5th Only)

All 3rd grade students will have a chance to participate in the Makerspace/Engineering Design Afterschool program.(Optional)

All 4th and 5th grade students will have a chance to participate in building a MakerSpace Project.(Mandatory)



Library with Ms. Keiser

I'm Ms. Keiser, and I'm so excited to welcome you to library for the 2026-2027 school year!



dkeiser@schools.nyc.gov

Grading Policy:

- 4 Excels at Grade Level Standards
 - 3 Proficient at Grade Level Standards
 - 2 Approaching Grade Level Standards
 - 1 Below Grade Level Standards
-



Expectations: Students are expected to participate and try their best in all library activities, show respect to their peers, and take good care of library books. Through group storytime activities and opportunities for independent reading, students will become confident readers and researchers and discover how reading and learning can be fun!



BIBLIOTECA MS. KEISER

Soy la Sra. Keiser y estoy muy emocionada de darle la bienvenida a su familia a la biblioteca para el año escolar 2026-2027.



dkeiser@schools.nyc.gov

Metas: La biblioteca es un ambiente acogedor que apoya el aprendizaje personalizado y ayuda a todos los estudiantes a convertirse en lectores e investigadores seguros. A través de actividades grupales a la hora de contar cuentos y oportunidades para la lectura independiente, los estudiantes aumentarán sus habilidades y su aprecio por los libros, ¡y descubrirán cómo leer y aprender pueden ser divertidos!

Expectativas: Su hijo tendrá clases en la biblioteca al menos una vez a la semana con la Sra. Keiser. Para que podamos explorar la lectura juntos, se espera que los estudiantes participen y hagan lo mejor que puedan en todas las actividades de la biblioteca, muestren respeto a sus compañeros y cuiden bien los libros de la biblioteca.





图书馆 MS. KEISER

我是 Keiser 女士，非常高兴
欢迎您的家人在 2026-2027
学年来到图书馆！



dkeiser@schools.nyc.gov

目标：图书馆是一个温馨的环境，支持个性化学习，并帮助所有学生成为自信的读者和研究人员。通过小组故事时间活动和独立阅读的机会，学生将提高他们的技能和对书籍的欣赏力，并发现阅读和学习的乐趣！

期望：您的孩子每周至少上一次凯瑟女士的图书馆课。为了让我们大家一起探索阅读，学生应该积极参与并尽力参加图书馆的所有活动，尊重同龄人，并爱护图书馆的书籍。



Library Scope and Sequence

Curriculum: The P.S. 131 library curriculum is aligned to the Empire State Information Fluency Continuum. Hands-on activities encourage critical thinking skills and collaboration with peers.

Pre-K and K

- Library Rules and Routines
 - Taking Care of Books
 - Holidays and Celebrations
- Exploring Our World: Animals and their Environments

1st Grade

- Respect and Kindness: Self-to-Text Connections and Building Relationships in the Library
- Making Predictions: Creepy Tales
- Problem and Solution: Penelope Rex

3rd Grade

- Exploring Character: Inside and Outside Character Traits, Comparing and Contrasting Characters
- Exploring Setting: Identify/Describe Setting, Settings Around the World, Country Brochure Research Project

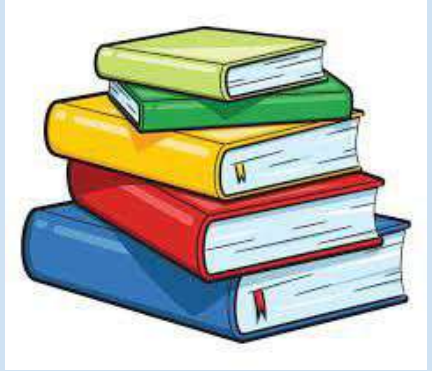
5th Grade

- Genre Study: Fairytales, Fractured Fairytales, Writing Our Own Stories
- Online Safety and Digital Citizenship: Personal and Private Information
- Point of View: Perspective, Animal Diary Research Project

Library: **Book Borrowing!**

All students will be able to **borrow library books for free** throughout the year.

- Students may borrow up to 2 books each week.
- ***Your student will not be allowed to borrow new books if they repeatedly forget to return the books they have finished. Please remind your student to remember their books!***
- Students or parents can always reach out to me with questions about student library accounts.



Introduction:

Hi everyone! I'm Ms. Woo and I am so excited to welcome your child into the Science Lab this academic year. I have been a classroom teacher for over 30 years in P.S. 131.

My earnest desire is to foster the love of science through hands-on experiments and collaborative activities aligned with the [New York State P-12 Science Learning Standards](#).

Expectations:

In this classroom all students are expected to share their voice, demonstrate respect for one another, ask questions and synthesis information to gain deeper understanding.

Your child is also expected to participate in class discussions and engage in writing activities using their investigative notebooks. This practice will help your child become familiar with scientific terminology and develop new understandings as we investigate each unit of study.

Motivational Science Quote: Millions saw the apple fall, Newton was the only one who asked "Why?"...Bernard M. Baruch

Introducción:

¡Hola a todos! Soy la Sra. Woo y me hace mucha ilusión dar la bienvenida a su hijo al laboratorio de ciencias este año escolar. He sido maestra de aula durante más de 30 años en la escuela P.S. 131.

Mi mayor deseo es fomentar el amor por la ciencia mediante experimentos prácticos y actividades colaborativas que se ajusten a los Estándares de Aprendizaje de Ciencias del Estado de Nueva York para estudiantes de primaria y secundaria.

Expectativas:

En esta clase, se espera que todos los estudiantes compartan su opinión, se respeten mutuamente, hagan preguntas y sintetizen la información para profundizar su comprensión.

También se espera que su hijo/a participe en los debates en clase y realice actividades de escritura con sus cuadernos de investigación. Esta práctica le ayudará a familiarizarse con la terminología científica y a desarrollar nuevos conocimientos a medida que investigamos cada unidad de estudio.

Cita científica motivadora: Millones vieron caer la manzana, Newton fue el único que preguntó "¿Por qué?"... Bernard M. Baruch

引言：

大家好！我是 Woo 老師，非常高興能在這個學年歡迎您的孩子來到科學實驗室。我在 P.S. 131 學校擔任教師已有三十多年的經驗。

我真誠地希望透過符合紐約州 12 年級科學學習標準的動手實驗和合作活動，培養學生對科學的熱愛。

期望：

在這個課堂上，所有學生都應分享自己的聲音，相互尊重，提出問題並整合資訊以加深理解。

您的孩子也應參與課堂討論，並使用他們的調查筆記本進行寫作活動。這個練習將幫助您的孩子熟悉科學術語，並在我們調查每個學習單元的過程中獲得新的理解。

勵志科學名言：數百萬人見證了蘋果落地，但只有牛頓問了「為什麼？」...伯納德·M·巴魯克

SCIENCE- GRADING POLICY & UNITS OF STUDY



P.S. 131
THE HIDDEN GEM OF BROOKLYN

Kindergarten	First Grade	Second Grade
September - December Unit 1: Needs of Plants and Animals (58 instructional days)	September - December Unit 1: Animal and Plant Defenses (58 instructional days)	September - December Unit 1: Plant and Animal Relationships (56 instructional days)
December - March Unit 2: Pushes and Pulls (47 instructional days)	December - March Unit 2: Light and Sound (57 instructional days)	December - February Unit 2: Properties and Materials (57 instructional days)
March - June Unit 3: Sunlight and Weather (62 instructional days)	March - June Unit 3: Spinning Earth (57 instructional days)	February - June Unit 3: Changing Landforms (59 instructional days)

P.S. 131
Science Units of Study

Third Grade	Fourth Grade	Fifth Grade
September-November Unit 1: Balancing Forces (22 instructional days)	September-November Unit 1: Energy Conversions (22 instructional days)	September-November Unit 1: Patterns of Earth and Sky (22 instructional days)
November-January Unit 2: Inheritance and Traits (22 instructional days)	November-January Unit 2: Vision and Light (22 instructional days)	November-January Unit 2: Modeling Matter (22 instructional days)
January-March Unit 3: Environments and Survival (22 instructional days)	January-March Unit 3: Earth's Features (22 instructional days)	January-March Unit 3: The Earth System (22 instructional days)
April-June Unit 4: Weather and Climate (22 instructional days)	April-June Unit 4: Waves, Energy, and Information (22 instructional days)	April-June Unit 4: Ecosystem Restoration (22 instructional days)

Science Grading Policy

	Report card grades based on...	Grade Criteria	
Science	Based on the average of all assessment(s) and/or project(s) given during the marking period		
		Level 1	1-59%
		Level 2	60-74%
		Level 3	75-89%
		Level 4	90-100%

Book of the Month

A Letter from Your Teacher

On the first day of school



Written by
Shannon Olsen

Illustrated by
Sandie Sonke

Important Dates

- Parent-Teacher Conferences:

- November 20, 2026 – 1st Marking Period (Remote)
- March 18, 2027 – 2nd Marking Period (Remote)
- May 26, 2026 – Family Engagement Night (In-person)

- Family Fridays (in school):

- October 23, 2026 (Grades K-2): Phonics
- November 20, 2026 (Grades 3-5): ELA
- January 22, 2027 (Grades K-2): Math
- February 12, 2027 (Grades 3-5): Math
- March 12, 2027 (Grades K-2): Fluency
- April 2, 2027 (Grades 3-5): Test Taking Strategies

重要日期

家长会 (线上)

2026年11月20日
第一学季家长会 (线上)

2027年3月18日
第二学季家长会 (线上)

2026年5月26日
家庭互动之夜 (学校实地)

家庭星期五 (学校实地)

K-2年级 2026年10月23日
自然拼读 (Phonics)

3-5年级 2026年11月20日
英语语言艺术 (ELA)

K-2年级 2027年1月22日
数学 (Math)

3-5年级 2027年2月12日
数学 (Math)

K-2年级 2027年3月12日
阅读流畅度 (Fluency)

3-5年级 2027年4月2日
应试策略 (Test Taking Strategies)

Fechas Importantes

Reuniones de Padres y Maestros (Virtuales)

20 de noviembre de 2026

1.º Período de Calificaciones (Virtual)

18 de marzo de 2027

2.º Período de Calificaciones (Virtual)

26 de mayo de 2026

Noche de Participación Familiar (En la escuela)

Viernes de Familia (En la escuela)

Grados K-2

23 de octubre de 2026

Fónica (Phonics)

Grados 3-5

20 de noviembre de 2026

Artes del Lenguaje en Inglés (ELA)

Grados K-2

22 de enero de 2027

Matemáticas (Math)

Grados 3-5

12 de febrero de 2027

Matemáticas (Math)

Grados K-2

12 de marzo de 2027

Fluidez de Lectura (Fluency)

Grados 3-5

2 de abril de 2027

Estrategias para Exámenes (Test Taking)

গুরুত্বপূর্ণ তারিখসমূহ

অভিভাবক-শিক্ষক সভা (ভার্চুয়াল)

২০ নভেম্বর, ২০২৬
১ম মার্কিং পিরিয়ড (ভার্চুয়াল)

১৮ মার্চ, ২০২৭
২য় মার্কিং পিরিয়ড (ভার্চুয়াল)

২৬ মে, ২০২৬
ফ্যামিলি এনগেজমেন্ট নাইট (স্কুলে)

ফ্যামিলি ক্রাইডে (স্কুলে)

গ্রেড K-2 ২৩ অক্টোবর, ২০২৬
ফোনিক্স (Phonics)

গ্রেড K-2 ২২ জানুয়ারি, ২০২৭
গণিত (Math)

গ্রেড K-2 ১২ মার্চ, ২০২৭
পড়ার সাবলীলতা (Fluency)

গ্রেড 3-5 ২০ নভেম্বর, ২০২৬
ইংরেজি ভাষা কলা (ELA)

গ্রেড 3-5 ১২ ফেব্রুয়ারি, ২০২৭
গণিত (Math)

গ্রেড 3-5 ২ এপ্রিল, ২০২৭
পরীক্ষার কৌশল (Test Taking)

School Spirit Days and Kindergarten Events

- 50th Day of School: November 23, 2026
- 100th Day of School: February 22, 2027
- Read Across 131 (BEAR Day): March 2, 2027
- 131st Day of School: April 8, 2027
- Kindergarten Stepping Up Trip: June 2027
- Kindergarten Stepping Up Ceremony: June 2027

School Spirit Days & Kindergarten Events

Traducción al Español (Spanish)

23 de nov. de 2026

Día 50 de la Escuela

8 de abr. de 2027

Día 131 de la Escuela

22 de feb. de 2027

Día 100 de la Escuela

Junio de 2027

Excursión de Kindergarten

2 de mar. de 2027

Lectura a través de 131 (BEAR)

Junio de 2027

Ceremonia de Graduación

中文翻译 (Chinese)

2026年11月23日

开学第50天

2027年4月8日

开学第131天

2027年2月22日

开学第100天

2027年6月

幼儿园毕业旅行

2027年3月2日

131阅读日 (BEAR Day)

2027年6月

幼儿园毕业典礼

বাংলা অনুবাদ (Bengali)

২৩ নভেম্বর, ২০২৬

স্কুলের ৫০তম দিন

৮ এপ্রিল, ২০২৭

স্কুলের ১৩১তম দিন

২২ ফেব্রুয়ারি, ২০২৭

স্কুলের ১০০তম দিন

জুন ২০২৭

কিন্ডারগার্টেন ভ্রমণ

২ মার্চ, ২০২৭

১৩১ রিড অ্যাক্রস (BEAR ডে)

জুন ২০২৭

কিন্ডারগার্টেন গ্র্যাজুয়েশন

School Website

- Be on the lookout for the monthly school calendar for upcoming school events
- Download the PS 131 app



Загрузите приложение PS 131.

PS 131 অ্যাপটি
ডাউনলোড করুন

下载 PS 131 应用程序

Descargar la aplicación
PS 131



PS131Brooklyn

PS131 Partnership



After School Program: Brooklyn Chinese-American Association (BCA)

BCA Contact Person: Jenny Zheng
Phone Number: 646-714-5160

PS131 Partnership (Translations)



Chinese (中文)

课后托管计划: 纽约华人策划协会 / 布碌仑华人协会 (BCA)

BCA 联络人: 郑小姐 (Jenny Zheng) | 电话: 646-714-5160

Spanish (Español)

Programa Después de Escuela: Asociación Chino-Americana de Brooklyn (BCA)

Persona de Contacto de BCA: Jenny Zheng | Teléfono: 646-714-5160



Bengali (বাংলা)

আফটার স্কুল প্রোগ্রাম: ব্রুকলিন চাইনিজ-আমেরিকান অ্যাসোসিয়েশন (BCA)

BCA যোগাযোগের ব্যক্তি: জেনি জেন | ফোন নম্বর: 646-714-5160

Russian (Русский)

Программа после уроков: Китайско-Американская Ассоциация Бруклина (BCA)

Контактное лицо BCA: Дженни Чжэн | Телефон: 646-714-5160

How to keep in touch?



If you have any questions please reach out to the following staff...

Ms. April & Ms. Maria M

Family workers

QHuang@schools.nyc.gov

MMusacchio@schools.nyc.gov

Mr. Kenny Leung

Computer Technology
Specialist

718-431-1960

CLeung10@schools.nyc.gov

Ms. Lisa Rivera

Parent Coordinator

718-431-1960

LRivera126@schools.nyc.gov

How to keep in touch? (Translations)

If you have any questions please reach out to the following staff...

Chinese (中文)

Ms. Lisa Rivera (家长协调员): 718-431-1960 |
LRivera126@schools.nyc.gov
Mr. Kenny Leung (电脑技术专家): 718-431-1960 |
CLEung10@schools.nyc.gov
Ms. April & Ms. Maria M (家庭工作人员): QHuang@schools.nyc.gov |
MMusacchio@schools.nyc.gov

Spanish (Español)

Ms. Lisa Rivera (Coordinadora de Padres): 718-431-1960 |
LRivera126@schools.nyc.gov
Mr. Kenny Leung (Especialista en Tecnología): 718-431-1960 |
CLEung10@schools.nyc.gov
Ms. April & Ms. Maria M (Trabajadoras Familiares):
QHuang@schools.nyc.gov | MMusacchio@schools.nyc.gov

Bengali (বাংলা)

Ms. Lisa Rivera (প্যারেন্ট কোঅর্ডিনেটর): 718-431-1960 |
LRivera126@schools.nyc.gov
Mr. Kenny Leung (কম্পিউটার প্রযুক্তি বিশেষজ্ঞ): 718-431-1960 |
CLEung10@schools.nyc.gov
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November 3, 2026: Remote Instruction. Please make sure you have access to Google Classroom.



Classroom

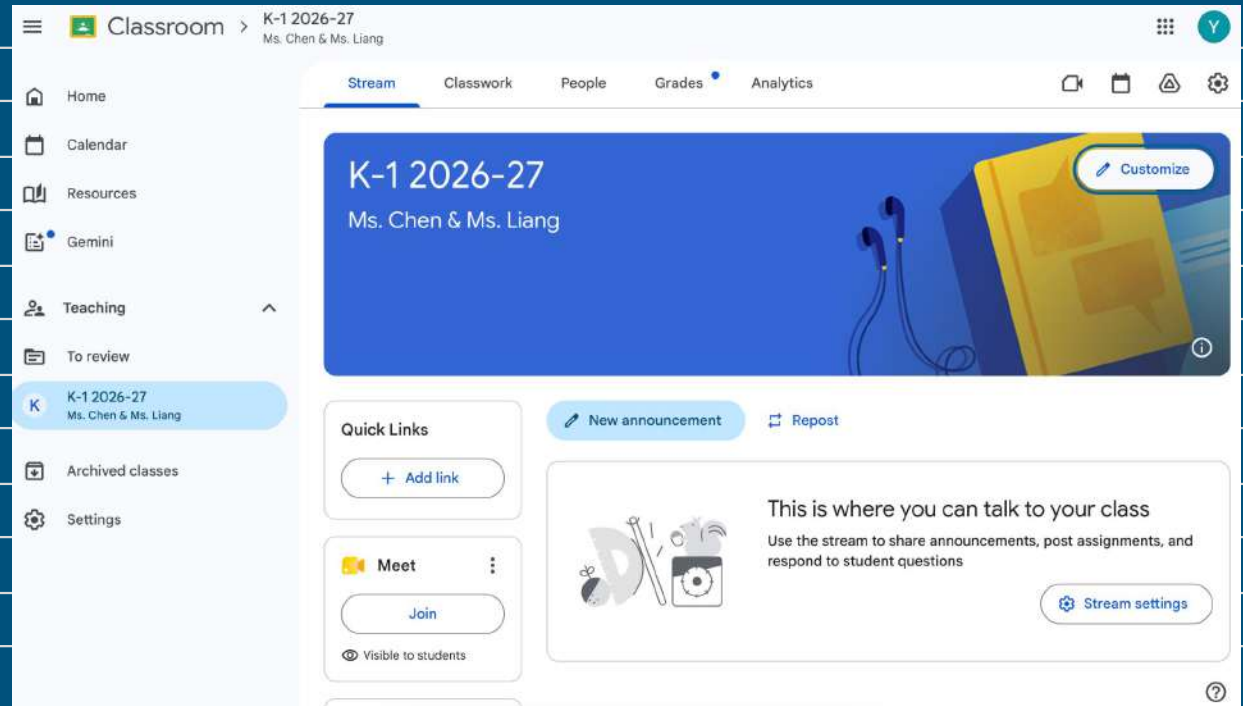
Google Classroom: Class codes

K-1: k57koxje

K- 2: oi7f5j7l

K-3: iw6acbgc

K-8: gvlhgy33



¿Alguna pregunta?

任何问题？

Any questions?

Любые вопросы?

কোন প্রশ্ন?

