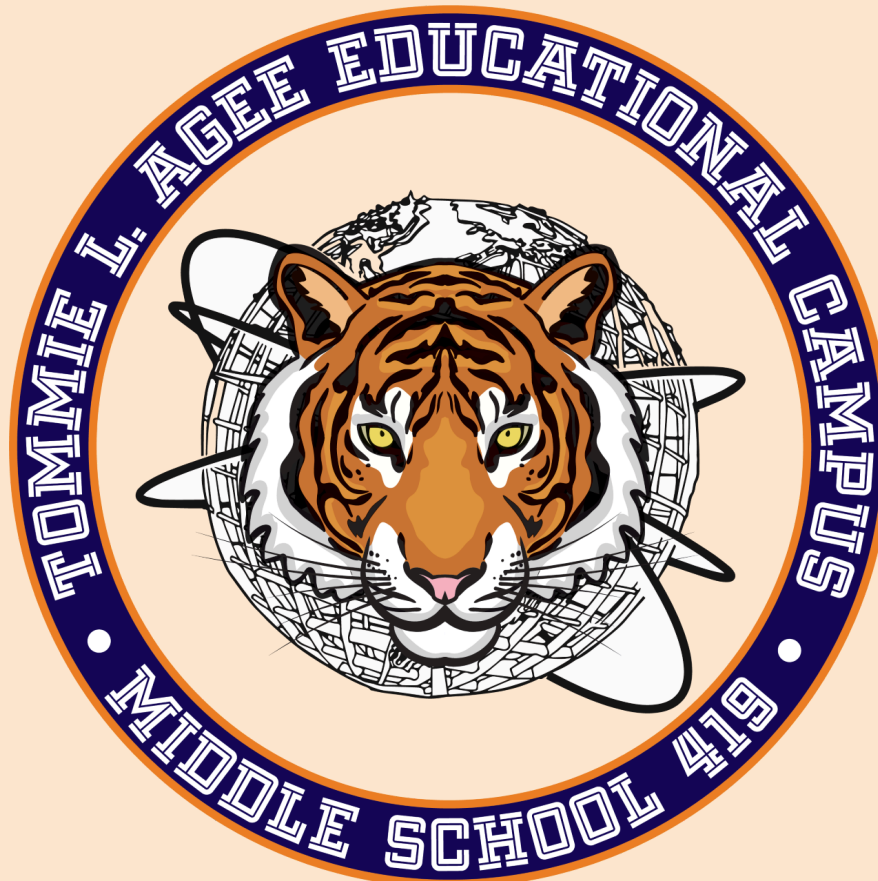


Middle School 419

Home of the BRAVE Tigers. Where No Two Tigers Have the Same Stripes.

111-10 Astoria Boulevard Northern Corona, N.Y. 11369 | Office # 332-262-2861 | Fax # 332-262-2862



2023-2024

STUDENT & FAMILY HANDBOOK

Ms. Soledad Montañes, Founding Principal

Gesai Courtenay-Aponte, Assistant Principal

Dexter Hannibal, Assistant Principal I.A.

Jasmin Animas-Tapia, Parent Coordinator

Jenny Moscoso, Student Support Coordinator

LIVING DOCUMENT - ALL SUBJECT TO CHANGE



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Dear Students & Families,

We are so excited to welcome you to Middle School 419 for the 2023-24 school year! As a student of MS 419, you have been given a rare and special opportunity to be the second class to shape the success of our school and leave your mark for future generations of students and families to come. Together we will create a vibrant, rigorous, and fun learning community that will set apart MS 419 as a school of excellence.

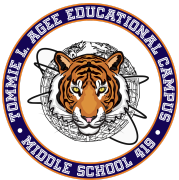
Each of us has a unique set of talents and abilities, even ones we may not yet know exist. The meaning of our school's tagline – where no two tigers have the same stripes –affirms that at M.S. 419 we celebrate our diversity and our individual virtues.

The faculty of MS 419 is dedicated to this mission, and I invite our students to broaden their horizons, be open to new challenges, and commit to learning so that they too can realize their full potential. This handbook serves as an overview to some of the policies and expectations for students and families aligned to the [New York City Department of Education's \(NYC DOE\) Chancellor's Regulations](#). As we grow together, we may revise some of these policies to best fit the needs of our school community. I encourage families to become involved in every way possible because the relationships between families and the school are vital to the success of our students. **Please help me stay connected, by completing this form [here](https://forms.gle/9vwP38wf34GcuEhGA):**
<https://forms.gle/9vwP38wf34GcuEhGA>

The electronic version of this handbook contains many useful links for more information. To access the electronic version please visit our website at www.ms419q.com . **After reviewing this handbook, please complete the Middle School [Student & Family Handbook form](#).**

We look forward to growing, learning, and realizing our potential together with you!

Sincerely,



The MS 419 Faculty



Top 10 Tips to Succeed at MS 419!

1. Create a routine. Middle Schoolers NEED structure and consistency. Establish a consistent bedtime and turn off electronics before bed. Practice Mindful Breathing together instead. Start a morning ritual so your child can eat a healthy breakfast. Allow free time. Remember that teens also need time to unwind. Allowing them to replenish their energy levels will help foster their ability to manage stress and become resilient.
2. Check in daily about HW & upcoming projects. Don't take "nothing" for an answer. Review your child's planner together and help them plan for due dates.
3. Check Google Classroom for upcoming assignments and missing work. Check Google Classroom for current and missing work. Check Google Classroom for current grades.
4. Cultivate your child's love of language. Research shows that academic and career success are directly linked to literacy levels. Make sure your child is reading an appropriate level book they enjoy every day for at least 30-45 minutes. Read a book next to them, ask them about the content, themes, and vocabulary they are reading, have discussions about current events that integrate word generation words.
5. Read through this MS 419 Handbook together. Reinforce our school focus on persistence and grit. Help your child understand that work can be challenging and it's OK to struggle. Make sure they know they need to ask for help if lost or overwhelmed.
6. Build relationships with Counselors, Teachers, and Administration. While we pride ourselves on constant contact with families, please reach out and check in on how your child is progressing. Let us know if any major changes or losses have occurred.
7. Acknowledge your child's efforts and feelings. Show confidence in your child's abilities and praise them for their successes. If your child shares that they are working their hardest and their grades are still below your expectations, collaborate with your child's teachers and guidance counselor to see what supports are available. Openly discuss your child's feelings about school and activities. Encourage solution-oriented and growth-mindset thinking.
8. Make it clear that all school rules and policies must be followed. Students need to hear consistent expectations from all the adults working to support their success.
9. Know your child's friends and their parents. Peer relationships are a major part of student development. Allow your child independence, but be informed about who they are spending time with both in-person and online. Have conversations about what emotions these friends bring up in your child. Know who will be supervising your child when they are away.
10. Attend all Student Led Conferences. SLCs teach kids how to articulate their growth and areas still in need of progress. Help support them by being there.



About Middle School 419

Vision Statement

Middle School 419 is the Home of the BRAVE Tigers. Our vision is to cultivate a community that amplifies each individual's strengths, multilingualism, and fosters a love for learning that is culturally relevant.

By the time students graduate, they will have developed a strong sense of self, voice, and identity; have the tools to act socially and emotionally intelligent; embrace their multilingualism; be conscious of their impact on the world; and engage responsibly in a global society. We promote intellectual curiosity and empower civic-oriented learners to achieve their full potential.

Mission Statement

The members of the M.S. 419 community are a dynamic team of educators that believe innovation, creativity, multilingualism and research-based practices can transform education. Our students and faculty are socially, emotionally, academically intelligent, and conscious of their impact on their communities. We are committed to maximizing the middle school experience by giving students opportunities to explore their full capacity by remaining adaptive to technological advancements and empowering diversity to become global leaders.

We aim to achieve this by:

- Providing rigorous data-driven, research-based curriculum that is inclusive, and culturally responsive with differentiated entry points;
- Designing opportunities for students to engage with civics, STEM, computer science, environmental studies, financial literacy, digital media, and the arts;
- Equipping students with tools and strategies that enable them to be socially emotionally intelligent & conscious of their impact on the world;
- Partnering with families, organizations, and cultural institutions to enhance student achievement;
- Developing teacher pedagogy by providing relevant, meaningful professional development utilizing analysis of data trends to make informed decisions;
- Remaining adaptive to the needs of our community, students, and demands of technological advancements;
- Establishing a sense of comradery amongst all stakeholders to drive the vision & mission of the school community as a whole.



School Tagline: M.S. 419 Home of the **BRAVE** Tigers. Where no two tigers have the same stripes.

Bright + Resilient + Adaptable + Virtuous + Empowered


B - Affirming we are **bright**, capable, and able to become the person we dream to be.


R - Remaining **resilient** so we can persevere when faced with adversity.

A - **Adapting** to the changes we experience so that we remain productive, contributing members of our global society.





V - Identifying our **virtues** that make us strong and help us establish our sense of purpose.

E - **Empowering** ourselves to be the agents of change we want to see in the world & community.

School Mascot & Logo	
	<ul style="list-style-type: none"> • Tigers are known for their tenacity, independence, and unique pattern of stripes. • These characteristics represent the middle school age group and their developmental stage. • As teenagers, they are learning more about their individuality, becoming more independent, and honing the tenacity to overcome the challenges of adolescence as they prepare for adulthood. • No two tigers have the same stripes and at M.S. 419 we celebrate our diversity. • Our logo features the iconic Unisphere, which represents our borough's capacity for global innovation and achievement.

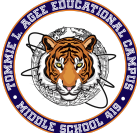
T.I.G.E.R. Core Values			
Core Value	Student Expectations	Faculty Expectations	Family Expectations
<p>Trust</p> 	<p>We seek to build trust in every relationship with peers, adults, and community because Tigers are BRAVE.</p>	<p>We seek to build trust in every relationship with students, colleagues, families, and school partners.</p>	<p>We seek to build trust in every relationship with our children, school faculty, and community organizations.</p>



<p>Integrity</p> 	<p>We are both honest and driven by a clear moral compass in the way we act and think both in and outside of school because Tigers are bright.</p>	<p>We are driven by a clear moral compass in our decisions to drive the mission & vision of M.S. 419 for the greater good of our school community.</p>	<p>We are honest and driven by a clear moral compass in the decisions we make for our child(ren) wellbeing.</p>
<p>Growth</p> 	<p>We have <u>growth mindsets</u>. We always believe we can improve and work every day to learn something new for ourselves and to share with our school community because Tigers are adaptive to change.</p>	<p>We have <u>growth mindsets</u>. We always believe we can improve and work every day to learn something new for the better of our students, teaching craft, and the school community.</p>	<p>We have <u>growth mindsets</u>. We always believe we can improve and work every day to learn something new for the better of ourselves, child(ren), family, and community.</p>
<p>Empathy</p> 	<p>We have the ability to identify and understand another person's feelings without judgment, so we feel safe and valued because Tigers are virtuous.</p>	<p>We have the ability to identify and understand another person's feelings and experiences, so that we feel safe and valued. We will leverage diversity in and out of the classroom.</p>	<p>We have the ability to identify and understand another person's feelings and experiences, so that each person's journey is celebrated for their diversity.</p>
<p>Respect</p> 	<p>We respect one another's right to safety and dignity. We will be civil and polite through our words, actions, and be empowered to be change agents.</p>	<p>We respect one another's right to safety and dignity. We will foster a learning community that promotes social justice dialogue and civic awareness through our words and actions.</p>	<p>We respect one another's right to safety and dignity. We will partner with our school community to promote civic oriented learning through our actions and words.</p>

Instructional Beliefs

M.S. 419 instructional vision is championed by an inclusive community of **bright (B)** learners that aren't afraid to take educational risks and challenge their thinking. To actively participate in a global society, we know we must remain **resilient (R)** when faced with adversity while navigating the complexities of life and remain **adaptable (A)**. We leverage our **virtues (V)** and



use our voices, so that we are **empowered (E)** to be the change we wish to see in the world. We will be **BRAVE**.

Expectations for curriculum development: M.S. 419's curriculum is linked to the school's mission, vision, pedagogical practices, co-curricular activities, and school events. Our curriculum is civic-oriented and aligned to the [CR-SE framework](#). Learning experiences are inclusive, acknowledge the skills of every learner, and involve students as co-creators in the educational process by adopting the [habits of mind and applying the personalized framework](#). The language and mindset habits are woven throughout the curriculum and daily instruction, so the habits become automatic over time for students and teachers.

M.S. 419's Commitment to Community & Family Engagement

M.S. 419 is committed to partnering with community organizations and families in order to provide a safe, inclusive, culturally-responsive, and supportive environment for all stakeholders to be invested in the success of our students. With a family oriented approach, we will work together to remove barriers, provide opportunities, and enhance the middle school experience for future generations to come. Together we will collaborate on decision making through open and meaningful dialogue to ensure we're co-creators in the evolution of our school. In order to ensure a successful exchange of information, it is important that all parties follow a few key principles.

Visitor Protocols: In an effort to limit the number of visitors in a school at any given time, where possible, we will address all visitor and parent concerns by phone or computer. When it is necessary to hold a meeting in person, all visitors are required to follow the visitor control protocols:

- In order to enter the building, a visitor must:
 - show identification
 - have proof of vaccination
 - complete the daily health screening form
 - wear a face covering
- All visitors must receive a visitor's pass, which must be returned upon exiting the building.
- All visitors must be escorted to and from the meeting destination, in order to prevent visitors from accessing unauthorized areas, limiting the possibility of exposure.
- If a parent is called to the school to pick up their child, the child must be brought to the main lobby to meet the parent.
- Non-essential individuals will not be allowed to enter school buildings.

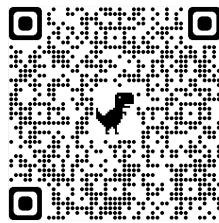


Communication Protocols

Collaboration with our parent community is important to the academic and social development of our students. As such we have several ways in which parents can communicate and reach out to us:

- **REMIND:** All teachers will use [REMIND](#) to communicate and support families via reminders, event posts, and celebration reminders.

Families can also request specific support from our school by completing a request form using the QR code below. Designated support staff will follow-up within 24-48 hours.



- **Communication channels include:** Face-to-face communication – one-on-one meetings, School Council meetings, Parent-StudentTeacher conferences, Student-led Conferences, Student Council Meetings, Faculty Committees, Translated Telephone conversations, Translated Hard copy, written communication – letters sent home from the school, paper school newsletters, and monthly calendar. Electronic communication – email, electronic newsletters, websites, social media.
 - *Social media platforms may work well for: Sharing snippets of good news stories and celebrations, Sending reminders of key dates, Providing links to more detailed information or sharing resources.*
- **Addressing Concerns Directly:** If parents/guardians have a concern about something at school or in the classroom, they are encouraged to bring the concern forward in a timely manner directly to the appropriate person by using the proper chain of communication protocol. The communication protocol helps to promote direct, open, and respectful interactions so that problems and concerns can be resolved quickly and effectively. Communication should begin with the staff member closest to the situation, as that person will usually have the most information. At times, additional personnel are required to resolve specific situations.
 1. *Discuss the concern with the classroom teacher to determine if the issue can be resolved at the classroom level.*
 2. *If the issue cannot be resolved at the classroom level, teachers or parents bring it forward to the Parent Coordinator, School Counselor, Student Support Coordinator, or Assistant Principal or other appropriate personnel.*



3. If this issue cannot be resolved at the administrative level, the Assistant Principal will bring it forward for discussion with the Principal. All requests for scheduling a meeting with the principal should be directed to their secretary.

- **Confidentiality:** In accordance with the Family Educational Rights and Privacy Act ([FERPA](#)), please recognize that confidentiality may limit information that can be shared from school to parents, including consequences for other students’ behaviors.
- **Time to Respond to Communications:** Teachers will make every effort to respond as soon as possible to parent communications, with the understanding that the teaching day sometimes precludes immediate responses. Teachers and staff may need some time to collect needed information before responding. Please give us a minimum of 24 hours to respond.
- **Equitable Family Engagement Opportunities:** *We will host engagement opportunities during the morning, evening and organize school functions that realistically reflect the schedules and cultures of families, and offer other structures to listen to families.*

Verification Of Student Enrollment: If a parent requires a letter to verify the student enrollment in our school, please make a request to the Main Office by completing a prescribed request form. Please allow 2 business days from the date acknowledging your request to complete processing. The School Secretary will inform you when the letter is ready for pickup.

Principal Soledad Montanes, Assistant Principal Gesai Courtenay, Student Support Services Coordinator Jenny Moscoso, UFT Teacher Center Coach Rebecca Jean

Teacher Office Hours

For the 2023-24 school year are: office hours are remote. If interested in speaking with faculty members directly, you may email the teacher or call the school main office and/or email teacher(s) directly.

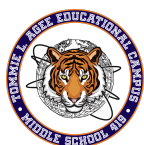
Faculty Member Name	Title & Position	Email
Soledad Montanes	Principal	Smontanes@schools.nyc.gov
Gesai Courtenay	Assistant Principal	gcourtenay@schools.nyc.gov
Stephanie Demas-Prassos	Secretary	sdemasprassos@schools.nyc.gov
Stavroula Vlahos	Procurement Secretary	svlahos@schools.nyc.gov
Lorena Moreira	School Aide and Pupil Support and Attendance	lmoreira6@schools.nyc.gov
Jenny Moscoso	Student Support	jmoscoso@schools.nyc.gov



	Coordinator	
Marybeth Romano	IEP Coordinator	mromano21@schools.nyc.gov
Jasmin Animas-Tapia	Parent Coordinator	janimastapia@schools.nyc.gov
Jocelyn Vargas	Bilingual School Counselor	jvargas34@schools.nyc.gov
Kayleen Estevez	Bilingual School Counselor	kestevez4@schools.nyc.gov
Linda Sariahmed	School Librarian / Media Specialist	lsariahmed@schools.nyc.gov
Leah Goldberg	ENL Teacher	lgoldberg18@schools.nyc.gov
Carmen Duran	ENL Teacher	cduran11@schools.nyc.gov
Rebecca Cameron	ENL Teacher	RCameron4@schools.nyc.gov
Joseph DeMarco	Music Teacher	jdemarco@etmonline.org
Prattasha Paul	6th Grade Mathematics Teacher	ppaul7@schools.nyc.gov
Marti Velez	Math and Science 6th Grade Teacher	mvelez27@schools.nyc.gov
Nicole Liuzzo	6th Grade ELA Teacher	nliuzzo3@schools.nyc.gov
Natalie Perreira	6th Grade ELA/ SS Teacher	npereira3@schools.nyc.gov
Judy Santos	Dual Language 6th Grade Science Teacher	ysantoszunich@schools.nyc.gov
Rosabelle Ganaris	Dual Language 6th Grade Math Teacher	rganiaris@schools.nyc.gov
Rebecca Jean	6th Grade Social Studies Teacher	rjean12@schools.nyc.gov
Marti Velez	6th Grade Science & Social Studies Teacher	mvelez27@schools.nyc.gov
Jennifer Molina	6th/7th Grade Science	jmolina13@schools.nyc.gov



	Teacher	
Kerri Gilson	7th Grade Science Teacher	kgilson2@schools.nyc.gov
Gabrielle Sarrubbo	7th Grade ELA Teacher	gsarrubbo@schools.nyc.gov
Kelly Herrera	7th Grade ELA Teacher	kherreramartin@schools.nyc.gov
Juan Mendez	7th Grade Math Teacher	jmendez48@schools.nyc.gov
Pema Lhamo	7th Grade Math Teacher	plhamo3@schools.nyc.gov
Molly Joyce	7th Grade Social Studies Teacher	mjoyce24@schools.nyc.gov
Nilda Rosario	6th Grade Special Education Teacher	nrosario9@schools.nyc.gov
Christopher Higgins	6th Grade Special Education Teacher	chiggins10@schools.nyc.gov
Courtney Gubista	Special Education Teacher	cgubista@schools.nyc.gov
Jossie Hurtato	6th / 7th Grade Special Education Teacher	jhurtado2@schools.nyc.gov
Elizabeth Fernandez	6th/7th Grade Special Education Teacher	efernandez22@schools.nyc.gov
William Ng	7th Grade Math/Science Special Education Teacher	wng@schools.nyc.gov
Kevin Cuesta	6th / 7th Grade Physical Education / Health Teacher	kcuesta@schools.nyc.gov
Johnny Correa	Physical Education / Health Teacher	jcorrea22@schools.nyc.gov
Janet Rodriguez	Bilingual Speech Therapist	JRodriguez311@schools.nyc.gov
Francesca Palazzolo	Monolingual Speech Therapist	fpalazzolo3@schools.nyc.gov



Jeovanna Coloma	Bilingual Social Worker (1x/week)	jsuczhanay@schools.nyc.gov
Jessica Sucuzhanay	Bilingual School Psychologist (1x/week)	jsuczhanay@schools.nyc.gov
Christine Cormier	Art Teacher	ccormier@schools.nyc.gov

Building Procedures

Arrival

The school day begins at 8:30am every day. Students can begin entering by 8:25am if they did not eat breakfast in the school cafeteria. Students will be instructed to enter through designated entrances and are expected to follow safety guidelines.

Please be Aware of Delayed Opening - Storm Day Procedures

- The Chancellor will make the citywide decision to go to a **remote** day
- Parents should listen to information broadcast by any of the following radio stations: WINS (1010AM), WCBS (880AM), WLIB (1190), WBLS (107.5FM), NY1 (Channel 1 on TWC)

Breakfast & Morning Programs

Students are able to eat breakfast in the cafeteria from 8am-8:30 am, but are not allowed to leave the area until the school day begins at 8:30am.. If a student has an appointment to meet with their teacher, they will be issued a pass to show supervising school personnel in the cafeteria. If a student is participating in a morning program, security at the main entrance will be notified and the student will be granted access to enter the building.

Lunch And School Food

The New York City Department of Education offers free breakfast, lunch and afterschool meals to all NYC public school students during the school year. Students may bring their own lunch from home if they choose to. Food deliveries from outside stores/restaurants are not allowed. Food menus are available at <https://www.schools.nyc.gov/school-life/food/menus>.



Dismissal

Unless indicated to ride a Yellow School bus, students will be dismissed at the end of the school day and expected to walk home. If a parent or family member chooses to pick-up their child from school, they may do so by waiting by the designated exit or making other arrangements with their child. Students are NOT permitted to leave school prior to the end of the school day unless they have been signed out in the main office.

Attendance

NYC SCHOOLS ACCOUNT - You now have a new way to access key information about your child's progress in school. With a [NYC Schools](https://www.schools.nyc.gov/learn-at-home/technical-tools-and-support/doe-student-accounts) account, you will be able to view your child's attendance, report card grades, and general student information in one of ten languages on a computer, phone or tablet. Letters were sent home in June to assist you in creating an account. You can Sign into your NYC Schools account from a computer, phone, or tablet by visiting <https://www.schools.nyc.gov/learn-at-home/technical-tools-and-support/doe-student-accounts>

Early Excuse:

A student should avoid requesting permission to leave school before the end of the school day. Medical, dental, and other appointments should be arranged after school hours.

The parent is to come to the General Office where the student is to be dismissed. ***No student will be dismissed before the end of the day unless escorted by his parents or an adult appointed by his parents. All adults must present photo identification. No student pick-up between 1:30 and dismissal.***

Absences for Religious Observances:

The Department of Education, as authorized in State law, publishes a list of dates on which students may be released from school for religious observances. It is noted and emphasized that absence for religious observance is not authorized during any other school day in the year. Students who attend their house of worship on holy days should arrive at school no later than 10:00 A.M.

Transportation

Students will ride the bus to which they have been assigned. All students must live at least 1 mile from the school in order to be eligible for the yellow school bus. All other students who live over a mile will be given Metro Cards for full fare.

Metrocards

Metrocards are distributed in September. If a student loses a Metrocard, they can get a replacement card during their lunch periods from a School Aide with a written request from their parent/guardian.



Bus Transportation

The Office of Pupil Transportation determines bus stops (OPT: 718-392-8855 or www.opnyc.org). At registration, only if your child is bus eligible, you will be given a choice of stops nearest to your home.

Student Programs

Students are required to have a copy of their program with them at all times. It is suggested that each student copy his/her program into their notebook or binder.

Program Changes:

Student program changes are subject to change based on schoolwide needs. When changes are made, students and families will be notified.

Student Responsibilities

Our school's philosophy is to ensure a safe and nurturing environment that facilitates effective teaching and meaningful learning and which fosters a sense of responsibility, good citizenship and accountability. Therefore, it is necessary that students understand that there are standards of behavior with which all students are expected to comply, and there are consequences, if these standards are violated.

Students have a responsibility to:

1. Attend school regularly and punctually and make every effort to achieve in all areas of their education.
2. Be prepared for class with appropriate materials and properly maintain textbooks and other school equipment.
3. Follow school regulations regarding entering and leaving the classroom and school building.
4. Help maintain a school environment free of weapons, illegal drugs, controlled substances, and alcohol.
5. Behave in a manner that contributes to a safe learning environment and which does not violate other students' right to learn.
6. Share information with school officials regarding matters which may endanger the health and welfare of members of the school community.
7. Respect the dignity and equality of others and refrain from conduct which denies or impinges on the rights of others.
8. Show respect for school property and respect the property of others, both private and public.
9. Be polite, courteous and respectful toward others regardless of age, race, creed, color, religion, national origin, sexual orientation, physical and/or emotional condition, disability, marital status and political beliefs, and refrain from making slurs based on these criteria.
10. Behave in a polite, cooperative manner toward students, teachers, and other school staff.
11. Promote good human relations and build bridges of understanding among the members of the school community.
12. Use non-confrontational methods to resolve conflicts.



13. Express them in a manner which promotes cooperation and does not interfere with the educational process.
14. Assemble in a peaceful manner and respect the decision of students who do not wish to participate.
15. Bring to school only those personal possessions which are safe and do not interfere with the learning environment.
16. Be familiar with the Discipline Code and abide by school rules and regulations.
17. Provide leadership to encourage fellow students to follow established school policies and practices.
18. Keep parents informed of school-related matters, including progress in school, social and educational events, and ensure parents receive communications that are provided by school staff to students for transmission to their parents..
19. Follow any and all school safety protocols in reference to COVID-19.
20. When using digital platforms, maintain integrity and maturity by using appropriate language in all written communication. Choose thumbnail images that are appropriate for a school-based platform.
21. **Library:** Students are responsible for the material they borrow. If an item is lost or damaged, the student must pay for the cost of the book. A \$0.05 fee per item is charged each school day if the material is late. No more than \$2 will be charged as a late fee per item.

Homework

- Homework is an important part of a student’s grade and is the responsibility of the student.
- Homework is usually given in each subject class almost every day, assignments may be written, oral, reading or to study.
- Homework is used to reinforce a lesson and/or prepare the student for the following day’s lesson, and it is used as part of the report card grade.
- Students should monitor their grades via google classroom for updates. It is suggested that each student should have the telephone number of another student in each class. If an absence occurs, the student will be able to get the homework assignment and will not fall behind.
- If an extended absence for a medical or family emergency is anticipated, the grade specific guidance counselor will get assignments ready for pick-up by the parent.
- In addition to assignments given by the teacher, all students are required to:
 1. Reread class notes to reinforce the lessons of the day
 2. Read for at least 30 minutes.

Students are able to make up all missing homework assignments up to 1 week prior to the end of the marking period. Full credit will not be given for late homework. **In accordance with Chancellor’s Regulation A-501 and the NYCDOE Promotion Implementation Guide**



Promotional Criteria

School is a place where students are safe, nurtured, valued and are involved in opportunities and experiences that maximize their potential. It is a place where all community members work in harmony receiving all necessary support. At M.S. 419, we value above all else, the importance of a partnership with parents that supports and respects their aspirations for their children. It is our collective responsibility to equip all students with skills that maximize their independence and enable them to be college and career ready in the 21st century.

Middle School 419 has defined benchmarks and multiple measures that students must achieve in order to be promoted to the next grade level. Each measure, and its benchmark, represents the content and skills students need to master, or show sufficient progress towards, in order to be ready for and successful in the next grade. These grade-level benchmarks, established in September of each school-year, will be communicated to students and families to ensure a mutual understanding of what students need to accomplish throughout the year, in order to be ready for the next grade level. The Promotion Policy is designed to ensure that all students in a given grade are held to the same promotion benchmarks and enter the next grade with the same level of readiness.

Portfolios of Student Work

- Teachers will maintain digitized collections of student work that document student progress toward meeting performance standards in each subject area.
- Students should be provided with time to update their portfolios for each of their classes throughout the course of the school year and before the end of each marking period.
- Work in students' portfolios will be reflective of their progress and performance according to learning standards for the grade. Students' strengths and enrichment learning should be included as well.
- Portfolios of student work are one of the multiple criteria to be used for making decisions on promotion, therefore teachers should be diligent in making sure students' portfolios are kept up to date and organized.
- Student portfolios will be available to parents, guidance, school assessment team, and administration and may be requested at any time.

Report Cards

Report cards are distributed four times a year. The purpose of the report card is to inform parents and students of the rating of scholastic achievement and citizenship for each of the marking periods. Parents are urged to review report cards with their children and note their progress related to promotional standards for the student's specific grade level.



M.S. 419's Multiple Measures & Benchmarks For Promotion

For promotion purposes, students must evidence mastery of content and readiness for the next grade, by the performance at or above the levels indicated. Multiple Measures have been established separate and apart from the “Course Mark” measure, however, Multiple Measures also live inside the “Course Mark” measure.

- Grades 6 & 7: students must meet the “Course Mark” measure in ELA & Math; if not, then 3 out of 4 of the remaining measures must be met to be promoted
- Grade 8: students must meet the “Course Mark” measure in the 4-core subjects to be promoted

Measure	Grade Level	Benchmark	Note
Course Mark	Grades 6&7 (ELA & Math)	≥ 65%	Per subject decision
	Grade 8 (All 4-Core Subjects)	≥ 65%	Mandatory Measure
Periodic Assessments	MAP Growth	+3 levels from entry	Towards ELA
	ELA 6-8: (Benchmarks)	Scoring protocol provided by publisher	
	Math 6-8: (Benchmarks)		Towards Math
NYSED Assessments	Grades 6-8 (NYSED ELA & Math)	“MET”	Preliminary Results
NYCDOE Promotion Portfolios	Grades 6-8 (ELA & Math) “Blackline Master”	Scoring protocol provided by NYCDOE	Per subject decision

Please note, Promotion in Doubt letters are generated in February of each school-year and sent to students and families who may be at risk of not meeting the promotion benchmarks for their grade-level in their Course Mark.



Students in grade 6—8 who meet less than two measures will be administered the “Blackline Masters” Promotional Portfolio Assessment as one additional measure for promotional consideration.

August For those students who were not promoted in June, the school reviews the June promotion portfolio alongside the summer school work and prepares a promotion review summary sheet for each student. Students who meet the required promotion benchmarks as described in the Promotion Portfolio Manuals are promoted in August. Students who do not meet the required promotion benchmarks are retained.

Appeal: If the parent disagrees with the promotion decision, the parent may submit a written appeal to the principal by the end of August. The superintendent shall review the principal’s decision and make a final determination.

Student Discipline

We take pride in ensuring students and parents that all children will enjoy a safe school experience. Accordingly, plans are carefully put into place that not only provide the needed teacher and administrative supervision but also hold each student accountable for responsible behavior. As stated in the [NYC Department of Education’s Discipline Code](#), ensuring that every child learns in safe, supportive, and inclusive schools is our top priority. To do this, we use preventive approaches that address the real causes of a conflict as well as reinforcing positive behaviors through teachable moments. We also hold students accountable for their actions. The discipline code outlines the standards of behavior and the consequences if these standards are not met. We encourage you to become familiar with these standards and discuss them at home.

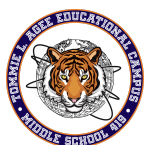
Anecdotal

Anecdotal may be sent by teachers at any time during the marking period through various forms of communication. These notices are sent to inform parents regarding any issues, concerns, or successes their child may be experiencing in a particular subject area. It is the intention of the school to notify parents at this critical point so that changes be made to correct any issues or concerns in order to ensure the success of your child. Parents wishing to discuss the issue further should request an appointment to the appropriate teacher.

Investigation Procedures

As per Chancellor’s Regulations, during any investigation, the principal or his/her designee may interview student witnesses and victims **without** notifying the parent or requesting parental consent.

If the Office of the Special Commissioner of Investigation or the police wants to interview a student in connection with an investigation of a school-related incident, parental consent must be obtained. If however, the parent cannot be reached and there is a health and safety emergency, the interview may



take place and the parent will be notified immediately following the interview. The principal or his/her designee will be present for the interview.

IMPORTANT: During and after a disciplinary conference with a student and their guardian, a [meeting agreement form](#) must be completed and signed by all present in the meeting.

School Safety

To ensure the safety of all personnel, various safety drills are routinely conducted. These exercises are designed to assure that in the event of an emergency, prudent safety measures will be employed in a knowledgeable, panic free manner. Moreover, disaster and evacuation plans have been devised which ensure that more serious emergencies will be dealt with as prudent as possible. School Safety Agents are on patrol at the main entrance and at strategic points throughout the building.

Safety Awareness for Students:

It is important that children be aware of how to respond to potentially threatening situations involving strangers. There are a number of basic safety rules that children can follow that will increase their awareness, for example:

- Students should never go home with strangers.
- Students should never talk to strangers.
- Students should not take things from strangers.
- If students are approached by strangers and are still near the school, they should be encouraged to return to the school and immediately inform a staff member.
- Older children should be encouraged to walk/travel to school in groups whenever possible.

Lateness to Class:

A student is late to class if they are not in the room by the time the "late bell" sounds. Lateness is recorded by the subject teacher. There is ample time between periods to go from one class to another without being late. Walking at a slow pace or stopping to "visit" with friends in the hall will result in inexcusable lateness. If a teacher detains a student, a pass will be given to explain the lateness.

Leaving the Room:

Any student requesting to leave the room to go to the lavatory must have the permission of the teacher. A pass will be given and a record will be entered in the "Out of the Room Book." No student is to walk through the halls during class periods without a pass issued by a teacher. In an effort to reduce lost instructional time, it is suggested that students use the lavatory during their lunch period, if possible.



Media Consent:

Throughout the year, our students will have the opportunity to be photographed for our school website. Parental consent is necessary. Forms are available in the main office.

Personal Property:

Students are responsible for maintaining their belongings. The school is not responsible for lost items. It is advised that students leave expensive jewelry and other items of significant value at home rather than risk these being lost or stolen at school.

Lost and Found:

- The Lost and Found is located in the main office.
- Students and staff are requested to bring found articles to this area.
- Keys, eyeglasses, and valuables are to be taken to the main office.

Emergency Preparedness:

In order to ensure students and staff are prepared for emergency situations, we will be conducting drills throughout the year. It is important for students to follow the procedures set forth below and to take drills seriously:

Lockdown Drill

During a lockdown, all students must find a place in the classroom that is out of the line of view of the door. Teachers will direct students where they may stay in the room. An announcement will be made over the loudspeaker announcing the lockdown. Students are to remain quiet for the duration of the lockdown. Movement around the room and use of electronics is strictly forbidden. Students who are in the hallway or bathroom should make their way to the nearest supervised classroom.

Evacuation Drill

Students will be directed to line up and make their way as quickly as possible out of the building through their class' designated exit. Students must follow the directions of staff as they may their way away from the building. Students will be allowed to return to the building after the all-clear. Students who cannot be evacuated due to mobility issues will be brought to a designated location. In the event of a real lockdown or evacuation, special measures for dismissal and student pick-up will be in place. If we must evacuate the building, our evacuation sites will be activated.

Emergency/Biographical Contact (Blue Card)

Parents are required to supply emergency/biographical contact information when their child enters MS 419. In addition, we ask families to complete Google from [here](#) so that we have a digital DataBase which provides the school with the address and telephone number of the parents/guardians at home and work as well as a neighbor or relative so that they can be



notified in the event of an emergency. If any of this information changes, please notify the school immediately so the information can be changed in the New York City Department of Education database.

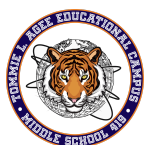
Medical/Health Information

Medical Information

- **Blue Cards:** All current medical information should be on file with the school. Please be sure that you have filled out a complete emergency contact blue card form that can be found on the school website.
- **Medication:** Please be aware that students may take medication in school if there is:
 - Written permission from parent or guardian; and
 - Written statement from prescribing physician with dosage; and
 - Original dated medication bottle which contains a legible label
- **Immunization:** The New York State Department of Education and the Board of Health require that documentation be secured proving that all students who come to school are fully immunized. We are required to exclude students if they are not immunized and do not have documentation from a physician indicating that they have received all required immunization. For more information regarding immunization, please visit the [DOE website](https://schools.nyc.gov/school-life/health-and-wellness/immunizations) at schools.nyc.gov/school-life/health-and-wellness/immunizations or contact the main office.
- **Elevator: Students with a medical situation that does not allow them to take stairs will receive an Elevator Pass and must ride with a staff or faculty member.** Students are not allowed to ride the elevator by themselves. Please have them bring in a doctor's note explaining the nature of the situation which will be kept on file in the school office. More information on elevators can be found in the [Elevator Policy](#) is down below:

If you or your student needs to use the elevator he or she must follow the elevator protocol at all times. Please review the protocol below with your child.

- **Medical Emergency:** If your child experiences a medical emergency, the school will take appropriate action including contacting the family or EMS as necessary. If a student becomes ill or is involved in an accident during the school day, the school nurse in conjunction with school administration will determine if the child should be sent home and will contact the parent/guardian. Failure to reach the parent/guardian will result in a call to an alternate person listed on the emergency contact blue card.



Electronic Devices & Cell Phones

As per the NYCDOE Chancellor, students now have the option and are permitted to bring the following electronic items to school: 1) cell phones; 2) laptops, tablets, iPads and other similar computing devices, phone capable watches or pendants, and 3) portable music.

However, the Chancellor will support individual school created policies for the use of cell phones, phone capable watches or pendants, computing devices, and portable music. Our policy about cellular phone usage applies to any device that makes or receives phone calls, leaves messages, sends text messages, surfs the Internet, or downloads and allows for the reading of and responding to email. It also applies to laptops, tablets, iPads and other similar computing devices and portable music.

This policy is also in effect for any after school program at M.S. 419.

Personal cellular phones, iPads, and other handheld electronic devices **are not** to be used in the building. These items are expensive and should be left at home. **The school is not responsible for their loss or theft.** Cell phones, phone capable watches or pendants, computing devices, and portable music devices may not be used during the school day for any reason. Cell phones must be turned off and not visible during the school day and during after school programs. Cell phones, phone capable watches or pendants, computing devices, and portable music devices **may not be used in locker rooms or bathrooms.** These items are subject to confiscations and will be returned only to parents. **Parents who need to contact their children during the school day in emergency situations may do so by calling the Main Office.**

We are operating with a **three-strike policy** when it comes to the use of cellphones. Confiscation and return of electronic items describe the circumstances under which electronic items may be confiscated and returned. In determining whether to confiscate an electronic device, schools should consider the nature of the violation. Where appropriate, measures should be instituted in a progressive fashion. Such measures may include, but are not limited to:

- **1st Offense:** Cell phones and portable music and entertainment systems, including ear buds, will be confiscated and returned after a letter is signed by the parent indicating they are aware of the confiscation policy
- **2nd Offense:** Cell phones and portable music and entertainment systems, including ear buds, will be confiscated and returned after a parent attends a conference.
- **3rd Offense:** Cell phones and portable music and entertainment systems, including ear buds, will be confiscated and returned at the end of the school year pending parent approval.

Computing devices may not be turned on or used during the administration of any school quiz, test or examination, except where such use has been explicitly authorized by the school or is contained in an Individualized Education Program or Section 504 Accommodation Plan.



Students who use cell phones, phone capable watches or pendants, computing devices, and/or portable music in violation of any provision of the DOE’s Discipline Code, the school’s policy, Chancellor’s regulation A-413, and/or the DOE’s Internet Acceptable Use and Safety Policy (“IAUSP”) will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

Confiscation and return of electronic items

In determining whether to confiscate an electronic device, M.S. 419 will consider the nature of the violation. Where appropriate, measures will be instituted in a progressive fashion. Such measures may include, but are not limited to:

- confiscation of item and returned to student at end of school day
- confiscation of item and returned to parent following a parent conference
- revocation of privileges to bring items to school.

Cell phones may be used during trips under authorized supervision by a staff or faculty member for the purpose of taking trip related pictures and contacting parents/guardians if buses are delayed.

- * If students need to contact their family, they may seek permission from their teacher to report to the main office and use a landline.
- * If family members need to contact a student in an emergency – they may contact the main office and the student will be located so they may use the phone in the main office.

Dress Code

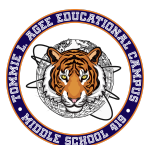
● **STUDENT APPAREL & UNIFORM**

We are a uniform school. Every student is to wear any of the following color coordinations: Navy, White, or Navy top (short sleeve, polo, button down, school tshirt, sweatshirt without a hoodie) & Navy Blue, Gray, or Kaki Bottom (Pants, Skirts or Shorts on the Knee, or Sweatpants). No markings or branding should be visible on the school uniform. Only SOLID clothing is considered to be uniform.

Inappropriate dress can cause unnecessary distractions in the classrooms and, more importantly, convey unintended wrong messages that are misinterpreted by peers. Clothing that may be appropriate for non-school related social activities might not be proper school attire. All students should wear seasonally appropriate clothing.

The following is a list of **inappropriate apparel** and accessories that should not be worn in the school building:

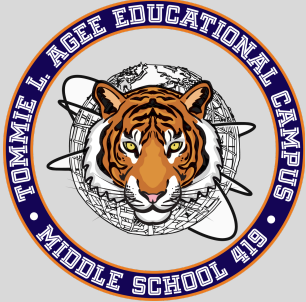
- low cut blouses, halter tops, midriff tops, tube tops
- super low riders, short shorts, short skirts



- flip flops
- muscle T-shirts
- white T-shirts (underwear) may not be worn as an outer garment
- clothing that has inappropriate language or messages
- metal wallets or pant chains
- metal spike bracelets or necklaces
- sneakers with wheels
- gloves
- outdoor jacket
- Crocs or other open-toed shoes

- **No Hat Policy**

Head coverings such as hats, sweatbands, skullcaps, bandanas, etc. are prohibited in the school building. Confiscated head coverings will be returned only to parents who come to school to pick them up. Religious head coverings such as veils, hijabs, kippas, etc. are allowed.

	<p style="text-align: center;">MIDDLE SCHOOL 419Q Daily Schedule 2023 -2024</p> <p style="text-align: center;"><i>* 2-3 minutes are included for passing in-between each period & locker usage.</i> <i>* Attendance is taken every period.</i></p>
<p style="text-align: center;">8:00 - 8:28 am</p>	<p style="text-align: center;">Breakfast in the Cafeteria & Morning Wellness Program in Gym Monday - Friday</p>
<p style="text-align: center;">8:30 - 8:45 am</p>	<p style="text-align: center;">Prime Time With Your CREW</p>
<p style="text-align: center;"><i>6th & 7th Grade Locker Time & Passing</i></p>	
<p style="text-align: center;">8:48 - 9:31 am</p>	<p style="text-align: center;">1st Period</p>
<p style="text-align: center;">9:33 -10:16 am</p>	<p style="text-align: center;">2nd Period</p>
<p style="text-align: center;">10:18 - 11:01 am</p>	<p style="text-align: center;">3rd Period</p>
<p style="text-align: center;">11:03- 11:46 am</p>	<p style="text-align: center;">4th Period</p>



<i>6th Grade Locker Time & Passing Before Lunch (Bookbags NOT Allowed in Caf.)</i>	
11:49 - 12:32 pm	5th Period 6th Grade LUNCH
<i>7th Grade Locker Time & Passing Before Lunch (Bookbags NOT Allowed in Caf.) 6th Grade Pick-Up Bookbags After Lunch & Before Reporting to Class.</i>	
12:35- 1:18 pm	6th Period & 7th Grade LUNCH
1:20- 2:03 pm	7th Period
2:05 - 2:49 pm	8th Period
2:49 - 2:50 pm	Dismissal

School Family Community Teams & Parent Advocacy

[School Leadership Committee \(SLT\)](#)

The School Leadership Team (SLT) consists of parents, teachers, other school personnel and administration. SLT meets monthly and its main role and purpose is to provide overall direction and guidance regarding the education of students, the use of resources to support the improvement of pedagogy, and the impact of educational choices on student results. This Team works with the principal to produce the yearly Comprehensive Education Plan (CEP), as well as, review the yearly budget to ensure funds are spent on improving student outcomes for all students. The role of SLT will also be to focus on the issues that affect children’s learning such as: curriculum, professional development, organizational structure, school-wide events, use of resources, and community involvement.

[Parent Association \(PA\)](#)

Becoming active in the PA provides additional opportunities for parents and guardians to be informed and become involved in the school community and in your child’s educational progress and successes. Monthly PA meetings will be pre-scheduled for the entire year, announced via letters, REMIND messages and school website. Meetings will be scheduled on a monthly basis. Parent attendance at these meetings is very important because school information is shared. Throughout the year, the PA will host many events in order to build community relations and raise funds for our school and our students. All parents are encouraged to take part in these events and become part of the various PA committees & sub-committees that will be made



available throughout the year.

[Here is our Middle School Parent Engagement Table of Organization](#)

Navigating Special Education Services @ 419

Each student with an Individualized Education Plan (IEP) will be assigned an IEP point person. This person will be a special education teacher or related service provider, such as their speech or occupational therapy provider, who knows or will know your child well. Your child's IEP Point Person will be your primary contact person with regard to their IEP, Annual Reviews, and three year evaluations. If your child is due for a three year mandated evaluation, you will be in contact with the IEP point person. Below you will find an overview of all Special Education related items to support you and your child while at M.S. 419.

Special Education Overview for Families:

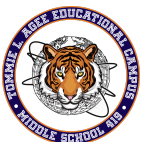
Individual Education Plans (IEP)

The Individualized Education Program, also called the IEP, is a document that is developed for each public school child who needs special education services. Guardians are required to attend their child's annual IEP review. After your child's annual review is complete, your child's IEP point person will provide you with a printed copy of the IEP. A child's IEP is conferenced and reviewed every year by the IEP Point Person/Case Managers, subject teachers, and service providers and reviewed every three years by the school psychologist. Parents may request a re-evaluation anytime through a written letter.

During the Annual Review we (1) Discuss your child's progress toward his or her annual goal (2) Discuss the current educational setting and supports that are in place (3) Determine goals for the following year.

The following sections of the IEP provide the most information about your child's educational program:

- Present Levels of Performance (PLOP)- Here you will find a detailed narrative of your child's current academic (core subjects), social, emotional and physical performance.
- Measurable Annual Goals- Based on your child's present academic levels and the standards for the grade, teachers, parents, and service providers develop annual goals that your child will aim to achieve within one year. Your child's progress will be tracked throughout the year and will be reported to you when report cards are issued.
- Recommended Special Education Program/Services- This section details your child's personalized program, including when and within which classes your child will receive related services.
- Testing Accommodations- This section outlines the accommodations that your child will receive for local and state testing. Possible accommodations include receiving a separate testing location, additional time, use of technology for testing, or having questions read aloud.
- Summary- The summary page includes important information such as your child's functional and instructional levels in reading and math and an outline of recommended services.



Service Delivery Models

1. **ICT (Integrated Co-Teaching):** ICT classrooms have a general education teacher and special education teacher available to support all students in core classes. This setting allows students to be educated with age-appropriate peers in general education classes while meeting their individual education plan.
2. **Self-Contained Class:** Special Class (SC) services are provided in a self-contained classroom. All of the children in the class have IEPs with needs that cannot be met in a general education classroom. They are taught by special education teachers who provide specialized instruction. In elementary and middle school, special classes have up to 12 students. In high school, special classes have up to 15 students. The students in the class are within a three-year age range and have similar educational needs.
3. **D75 Inclusion Class:** Many classes also contain students with special needs that are enrolled in the [Riverview School](#). Riverview students are accompanied by a paraprofessional. Inclusion at M.S. 419 is a unique opportunity to integrate students with special needs from the Riverview school into our community. M.S. 419 students also have opportunities to work with the Riverview school co-located in our building.
4. **Related Services:** Speech and Language Pathologist, Occupational Therapist, Physical Therapist, Counseling Services.

How to support students in self-advocating

In addition to you and your child's attendance at the IEP meeting, it is important that you review the IEP together. If your child is aware of the services they are entitled to, they will be better equipped to advocate for their learning needs. *For more information on how you and your child can become self advocates in their individualized learning, please visit www.understood.org*

Initial Referrals

If you believe your student needs special education services, please write a letter addressed to the Principal Montanes requesting an evaluation. More information about the initial review process can be found at:

<https://www.schools.nyc.gov/special-education/the-iep-process/making-a-referral>

The IEP team, including the parent or guardian, will determine whether your child is eligible for special education services and requires an IEP. A school-age student is eligible for special education services if the student meets the criteria for one or more of the 13 disability classifications listed in the Individuals with Disabilities Education Act (IDEA) below.

Modified Promotional Criteria

Most students with IEPs who participate in standard assessments should be held to standard promotion criteria. However, when the impact of the student's disability is so severe that the student is not able to meet the school's promotion benchmarks, even with the use of multiple measures to assess progress toward the benchmark and the provision of required specially designed instruction, accommodations, supports and services, the student may be held to modified promotion criteria.

Modified promotion criteria is defined by the student's progress towards annual IEP goals. A portfolio is created to assess the student's progress toward meeting annual goals in literacy and



math. Evidence in the portfolio must reflect use of multiple measures that explicitly assess the student's progress. The portfolio must be reviewed by the student's teacher and the principal in June in order to make promotion decisions. Promotion decisions cannot be based on non-academic annual goals. *All students in 8th grade, regardless of promotion criteria, will be required to pass ELA, math, science and social studies courses in order to be promoted to 9th grade.*

Section 504 Accommodations

Health services and Section 504 accommodations for students who receive them end on the last day of school. If your student currently receives health services and Section 504 accommodations you must complete a [re-authorization form](#) to continue during the upcoming school year. To re-authorize services, families must complete and submit the appropriate form(s) before the new school year begins. Please reach out to the main office for further guidance.

District 75 Special Education Inclusive Services

Inclusion at M.S. 419 is a unique opportunity to integrate students with special needs from the [Riverview School](#) into our community. All Riverview staff and students are fully immersed into our school culture.

District 75 Special Education Inclusive Services are an opportunity for students with disabilities to receive special education services from District 75 while participating in the general education curriculum at our school. Students receive services from a District 75 Special Education Teacher, and if appropriate, related services and paraprofessional support, from District 75 providers. Students learn in age-appropriate general education classes, receive instruction from a general education teacher, and participate in school programs with students with and without disabilities.

All Riverview students receive SETSS (Special Education Teacher Support Services): SETSS offers specially designed supplemental instruction to support the student with a disability within the general education classroom.

Multilingual & English Language Learners @ 419

In accordance with New York State English as a New Language (ENL) regulations, M.S. 419 provides integrated ENL (push-in) and stand alone ENL services. The English Language Learner's proficiency level determines the type of services received as well as the amount of minutes per week that the services will be provided.

Proficiency Levels

Entering (Beginning) A student at the entering level has a great dependence on supports and structures to advance academic language skills and has not yet met the linguistic demands



necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Emerging (Low Intermediate) A student at the emerging level has some dependence on support and structures to advance academic language skills and has not yet met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Transitioning (Intermediate) A student at the transitioning level shows some independence in advancing academic language skills but has yet to meet the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Expanding (Advanced) A student at the expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). This student is designated an active ELL.

Commanding As measured by the NYSITELL, a student at the commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within their grade level. If a student attains Commanding level on the NYSITELL, the student is not an ELL and is not considered a former ELL; this student is not entitled to former ELL testing accommodations or services. This student is not designated an ELL. If a student scores commanding on the NYSESLAT, this is a student who has exited ELL status, and they are mandated for two years of former ELL testing accommodations and services.

