ACTIVITY #1
THINK – PAIR – SHARE

Speak with the person next to you and share:

Tell me about an experience you had when you arrived in the United States?
WORKSHOP GOALS

At the end of the workshop, participants will have a better understanding of general school requirements in grades **K-8** in the following areas:

- Courses that students must take
- New York State Education Department (NYSED) assessments/tests that students must pass
- Promotion criteria for English proficient General Education students, English Language Learners (ELLs) and Students with Disabilities (SWDs) must meet
- NYSED/New York City Department of Education (NYCDOE) grading systems
- Learn how to address your child’s social-emotional needs and strategies you can use to support him
- How you can contribute to your child’s success in school and in the future
PROGRAM REQUIREMENTS FOR K–8 GRADE STUDENTS

New York State Education Department (NYSED) Part 100.3 and Part 100.4 Regulations define the minimum program requirements for grades K-8 as follows:

<table>
<thead>
<tr>
<th>All K – 5 Students</th>
<th>All 6 – 8 grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts (ELA)</td>
<td>English Language Arts (ELA)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Science and Technology</td>
<td>Science</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Arts education, including dance, music, theater, visual arts</td>
<td>Arts education, including dance, music, theater, visual arts</td>
</tr>
<tr>
<td>Grade 6: Career Development and Occupational Studies</td>
<td></td>
</tr>
<tr>
<td>Grades 7 and/or 8: Technology</td>
<td></td>
</tr>
<tr>
<td>Grades 7 and/or 8: Home and Career Skills</td>
<td></td>
</tr>
<tr>
<td>Grades 7 and/or 8: Library and Information Skills</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Health Education</td>
<td>Health Education</td>
</tr>
<tr>
<td>Prior to the end of Grade 8: LOTE (Languages Other Than English)</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the above courses, ELLs will receive instruction in:

- English as a New Language (ENL) in accordance with his English proficiency levels
- Home Language Arts (HLA) for ELLs participating in a Bilingual Program
NYSED ASSESSMENTS  GRADES K-8

• Grades K-8  The New York State Identification Test for ELLs (NYSITELL) upon entering school in NYS

• Grades 3-8  NYS English Language Arts (ELA) and Mathematics

• Grades 4 and 8  NYS Science (Performance and Written Tests)

• Grades K-8  New York State English as a Second Language Achievement Test (NYSESLAT)
Activity #2
2019-2020 ELEMENTARY AND INTERMEDIATE SCHOOL LEVEL
NYS TESTING SCHEDULE

With a person who is near you please refer to the NYSED 2019-2020 Elementary and Intermediate Level NYS Testing Schedule to answer the following questions:

• On what date is the Grades 3 – 8 English Language Arts paper-based test?
• On what date is the Grades 3 – 8 Mathematics test?
• On what date is the Grades 4 Science Performance test?
• On what date is the Grade 8 Science Written test?
• On what date is the NYSESLAT Speaking test?
• On what dates are the NYSESLAT Listening, Reading and Writing?
HOW DOES YOUR CHILD GET PROMOTED FROM ONE GRADE TO THE NEXT?

NYSED and the NYCDOE established promotional standards that students must meet to go from one grade level to the next.

Source: NYSED CR Part 100, Sections 100.3(b)(2)(iv), 100.4(b)(2)(v) and (6) – Grade promotion and placement policy and NYCDOE – Chancellor’s Regulation A-501
PROMOTION OF STUDENTS IN GRADES K–2

For all students, including ELLs and Students with Disabilities (SWDs)

- The decision to promote your child from one grade level to the next in grades K-2 will be made by the principal, together with your child’s teacher and you.

- Your child’s work should demonstrate progress toward meeting the NYS Learning Standards in Literacy and Mathematics AND

For ELLs:

- Takes into account your child’s progress in English language development

For SWDs:

- Takes into account your child’s grade-level progress and how well your child met their Individualized Education Program (IEP) goals.
For ELLs:

Whether or not your child is promoted to the next grade depends on the number of years your child has been enrolled in a United States School System. This does not include schools in Puerto Rico.
# PROMOTION OF ELLs IN GRADES 3–7 (Continued)

<table>
<thead>
<tr>
<th>YEARS OF ELL ENROLLMENT</th>
<th>STANDARDS THAT MUST BE MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>For six or more years</td>
<td>Your child will be held to the same promotional standards as non-ELLs</td>
</tr>
<tr>
<td>Students with Interrupted Formal Education (SIFE), if applicable</td>
<td>Your child must demonstrate sufficient progress in:</td>
</tr>
<tr>
<td></td>
<td>• ENL literacy development in alignment with the NYS ELA Learning Standards, as evidenced by multiple measures.*</td>
</tr>
<tr>
<td>Enrolled for at least 2 years, but less than 6 years</td>
<td>• NYS Mathematics Learning Standards taught either in your child’s home language or in English using ENL methods; OR demonstrate sufficient progress in mathematics taught using ENL methods as demonstrated in your child’s work.</td>
</tr>
</tbody>
</table>

* NYS test scores course grades (test scores may not be the main reason in making promotion decisions), report cards, samples of student writing, projects, assignments, and other performance-based student work, such as the NYCDOE ELL Periodic Assessments.
PROMOTION OF IN GRADES 3–7

For English Proficient General Education Students and Students with Disabilities (SWDs) who participate in NYS Testing and whose IEPs do not specify a Modified Promotion Standard

Promotion to the next grade will be based on:
• the use of multiple measures*
• Your child’s work and progress toward meeting the NYS Learning Standards in English Language Arts (ELA) and Mathematics

* Multiple Measures, such as NYS test scores (test scores may not be the main reason in making promotion decisions), course grades, report cards, samples of student writing, projects, assignments, and other performance-based student work.
Special Education students who participate in NYS examinations, and their IEP specifies a Modified Promotion Standard, the promotion to the next grade will be based on what their IEP specifies.
PROMOTION REVIEW PROCESS IN JUNE FOR GRADES 3–7

If your child does not meet the standards for promotion, the school will do the following:

• Create a **promotion portfolio** for your child to see if he is ready to be promoted.
• Your child’s teacher will **grade the tests and samples of work** in your child’s promotion portfolio and make a **recommendation** to the **Principal**.
• The **Principal** will review the promotion portfolio and the teacher’s recommendation.
• If the **Principal** decides that your child **met** the minimum promotion guidelines, your child **will be promoted in June**.
• If the **Principal** decides that your child **did not meet** the minimum promotion guidelines your child **will not** be promoted in June, the **Principal** will share your child’s portfolio with you and will refer your child to **summer school**.
• If you **disagree** with the Principal’s decision, you may **submit a written appeal** to the Principal **in August**.
PROMOTION REVIEW PROCESS IN AUGUST FOR GRADES 3–7

• The Principal will review your child’s portfolio again, together with his summer school work.

• If the Principal determines that your child met the minimum promotion standards, your child will be promoted to the next grade in August.

• If the Principal determines that your child did not meet the minimum promotion standards, your child will not be promoted to the next grade.

• If you disagree with the Principal’s decision, you may submit a written appeal to the Principal in August.

• The Superintendent will review the Principal’s decision and make a final decision.
PROMOTION OF ELLs IN GRADE 8

For ELLs:

Whether or not your child is promoted to the next grade depends on the number of years your child has been enrolled in a United States School System. This does not include schools in Puerto Rico.
# PROMOTION OF ELLs IN GRADE 8 (Continued)

<table>
<thead>
<tr>
<th>YEARS OF ELL ENROLLMENT</th>
<th>STANDARDS THAT MUST BE MET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrolled for 4 or more years</td>
<td>Your child will be held to the same promotional standards as English proficient general education students</td>
</tr>
</tbody>
</table>
| Interrupted Formal Education (SIFE), if applicable | Your child must demonstrate sufficient progress in:  
• ENL literacy development in alignment with the NYS ELA Learning Standards, as evidenced by multiple measures*.  
• The use of multiple measures* and the demonstration of sufficient progress toward meeting the NYS Math Learning Standards as defined by minimum promotion benchmarks in NYCDOE guidelines  
• Must pass their subject classes in ELA, Mathematics, Science and Social Studies with a 65% or above |
| Enrolled for at least 1 year, but less than 2 years | Your child must demonstrate sufficient progress in:  
• Achieving expected progress on either the NYSESLAT or NYCDOE-issued ELL Periodic Assessments; OR the demonstration of sufficient progress toward achieving the NYS ELA Learning Standards, AND  
• The use of multiple measures* and the demonstration of sufficient progress toward meeting the NYS Math Learning Standards as defined by minimum promotion benchmarks in NYCDOE guidelines  
• Must pass their subject classes in ELA, Mathematics, Science and Social Studies with a 65% or above |
| Enrolled for at least 2 years, but less than 4 years | Your child must demonstrate sufficient progress in:  
• Achieving expected progress on either the NYSESLAT or NYCDOE-issued ELL Periodic Assessments; OR the demonstration of sufficient progress toward achieving the NYS ELA Learning Standards, AND  
• The use of multiple measures* and the demonstration of sufficient progress toward meeting the NYS Math Learning Standards as defined by minimum promotion benchmarks in NYCDOE guidelines  
• Must pass their subject classes in ELA, Mathematics, Science and Social Studies with a 65% or above |

* NYS test scores course grades (test scores may not be the main reason in making promotion decisions), report cards, samples of student writing, projects, assignments, and other performance-based student work, such as the NYCDOE ELL Periodic Assessments.
GRADE 8 PROMOTION

For grade 8 English Proficient general education students and Students with Disabilities (SWDs) whose IEPs do not specify a Modified Promotion Standard, and ELLs

Promotion to the next grade will be based on:
  • the use of multiple measures*
  • Your child’s work and progress toward meeting the NYS Learning Standards in English Language Arts (ELA) and Mathematics
  • Your child must receive passing grades of 65% or above in ELA, Mathematics, Science, and Social Studies courses**

*Multiple measures, NYS test scores course grades (test scores may not be the main reason in making promotion decisions), report cards, samples of student writing, projects, assignments, and other performance-based student work, such as the NYCDOE ELL Periodic Assessments.

** If your child is in grade 8 and does not meet the promotion criteria because he/she fails one or more courses in June, your child would have to attend summer school and pass the needed course or courses.
WHO IS NOT HELD TO THE PROMOTION STANDARDS?

The following students are not held to promotion standards:

• All students in Pre-Kindergarten.

• ELLs in grades 3–7,* who have been enrolled in a United States School System (USSS) (excluding schools in Puerto Rico) for less than two years.

• ELLs in grade 8* who have been enrolled in a school in the United States School System for less than one year.

• Students with disabilities whose IEPs specify that they will participate in the New York State Alternate Assessment (NYSAA).

*Including ELLs in grades 3-8 with disabilities receiving special education services
NYS/NYC GRADING SYSTEM – GRADES K-12

All schools must have a Grading Policy and it must explain:
- How each of the subject classes and students will be graded
- The scale the school will use to grade students
- The timeline of when students receive grades

A grade is determined on how well your child demonstrates their understanding of:
- Course concepts
- Content
- Course skills for the particular course
# EXPLANATION OF GRADES IN SAMPLE REPORT CARDS IN NYCDOE

<table>
<thead>
<tr>
<th>PERFORMANCE LEVELS</th>
<th>NUMERIC/ALPHA</th>
<th>E-U SCALE</th>
<th>MASTERY-BASED</th>
<th>ANNOTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 – Excels in standards</td>
<td>90-100% (A) Excellent</td>
<td>E- Excellent</td>
<td>ME - Excellent</td>
<td>NS – Insufficient Attendance</td>
</tr>
<tr>
<td>3 - Proficient</td>
<td>80-89% (B) Good</td>
<td>G - Good</td>
<td>MA - Good</td>
<td>NL – Recent Admit</td>
</tr>
<tr>
<td>2- Below standards</td>
<td>70-79% (C) Average</td>
<td>S - Satisfactory</td>
<td>MT - Satisfactory</td>
<td>NU – Not Graded/Audit (HS)</td>
</tr>
<tr>
<td>1- Well below standards</td>
<td>65-69% (D) Passing</td>
<td>N – Needs Improvement</td>
<td>MP – Needs Improvement</td>
<td>. Not Averaged</td>
</tr>
<tr>
<td></td>
<td>Below 65% (F) Failing</td>
<td>U - Unsatisfactory</td>
<td>MB - Unsatisfactory</td>
<td></td>
</tr>
</tbody>
</table>

NYS Language RBERN at NYU
For ELLs:
• Grading policies should include consideration of your child’s ENL proficiency level,
  
  AND

• Should include opportunities for your child to demonstrate mastery of NYS Learning Standards

For SWDs:
• Grading policies should include consideration of your child’s IEP goals.

  AND

• Your child should have the same opportunities to earn grades as all other students
Think of a time when you have been very upset or angry. Reflect and share:

• What was the conflict?
• How did you try to resolve this conflict?
• In looking back, are you satisfied with the way you responded?
• Would you do anything different to resolve this conflict if it happened today?
• What would you do differently?
WHAT IS SOCIAL EMOTIONAL LEARNING (SEL)?

Social Emotional Learning (SEL) is the process through which children and adults:

- understand and manage emotions,
- set and achieve positive goals,
- feel and show empathy for others,
- establish and maintain positive relationships, and
- make responsible decisions.
SOCIAL EMOTIONAL LEARNING COMPETENCIES

There are 5 SEL Competencies, as follows:

1. **Self-Awareness** – the ability to recognize one’s own emotions, thoughts, and values

2. **Self-Management** – the ability to regulate one’s emotions, thoughts and behaviors in different situations

3. **Social Awareness** – the ability to take the perspective of and empathize with others

4. **Relationship Skills** – the ability to establish and maintain healthy relationships

5. **Responsible Decision-Making** – the ability to make choices about personal behavior and social interactions

The practice of consciously using the 5 Social Emotional Learning competencies at home helps your child to:

• obtain greater well-being and better academic performance

• reduce emotional distress, improve his participation in his own learning, improve attendance and reduce disciplinary problems and suspensions

• improve communication with you and the rest of the family

• Improve teacher-student relationships, relationships with their classmates, as well as with members of the school staff
# ACTIVITY #6

**BE PROACTIVE, NOT REACTIVE!**

WHO CAN PARENTS CONTACT?

<table>
<thead>
<tr>
<th>ISSUES OR CONCERNS</th>
<th>OFFICE(S)</th>
<th>MAIN PERSON TO CALL, EMAIL, OR SEND A NOTE</th>
<th>ALTERNATE PERSON IF MAIN PERSON IS NOT AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Questions: such school events, parent-teacher conferences, the school calendar, etc.</td>
<td>Main Office and/or Parent Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Medical/Infirmary</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BE PROACTIVE, NOT REACTIVE!
WHO CAN PARENTS CONTACT?

<table>
<thead>
<tr>
<th>ISSUES OR CONCERNS</th>
<th>OFFICE(S)</th>
<th>CONTACT PERSON (NAME, POSITION, TELEPHONE NUMBER, E-MAIL ADDRESS, SEND NOTE)</th>
<th>ALTERNATE CONTACT PERSON IF MAIN PERSON IS NOT AVAILABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absences or lateness</td>
<td>Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academics/Programs</td>
<td>Counselor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behavior/Discipline</td>
<td>Dean</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Concerns, such as child’s schedule, available support services, extracurricular activities, lunch, etc.</td>
<td>Assistant Principal (s) or Principal after spoken to teachers and above personnel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English as New Language Program and/or</td>
<td>ENL Coordinator</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
BE PROACTIVE, NOT REACTIVE!
WHO CAN PARENTS CONTACT?

<table>
<thead>
<tr>
<th>ISSUES OR CONCERNS</th>
<th>OFFICE(S)</th>
<th>CONTACT PERSON (NAME, POSITION, TELEPHONE NUMBER, E-MAIL ADDRESS, SEND NOTE)</th>
<th>ALTERNATE CONTACT PERSON IF MAIN PERSON IS NOT AVAILABLE</th>
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</table>

USE THE SPACES BELOW TO ADD MORE CONTACT INFORMATION AS NECESSARY
QUESTIONS
RESOURCES

- New York State Education Department Part 100: [nysed.gov/gsearch/part%2B100](http://nysed.gov/gsearch/part%2B100)
- New York City Department of Education: [www.schools.nyc.gov](http://www.schools.nyc.gov)
- NYS Statewide Language RBERN: [steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rberm](http://steinhardt.nyu.edu/metrocenter/center/technical_assistance/program/language_rberm)
- NYS/NYC RBERN at Fordham University: [https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network](https://www.fordham.edu/info/21065/nysnyc_regional_bilingual_education_resource_network)
ADDITIONAL RESOURCES


NYS Statewide Language RBERN at NYU

nysparenthotline@nyu.edu

(800) 469-8224
Thank You

Gracias