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PS20statenisland.org

P.S. 20
THE PORT RICHMOND SCHOOL

161 Park Avenue
Staten Island, NY 10302
718-442-4110

Family Handbook
2025-2026

Dear Parents/Guardians,

Welcome to P.S.20 The Port Richmond School! We are so excited to begin another wonderful school year. The P.S.20 teachers and staff are working hard to plan a thorough and rigorous educational experience for all our students.

We want to work as a team, with parents, to create an optimal learning environment for our students. Continuous communication between home and school is paramount to the success of our educational program. As parents, you are encouraged to be actively involved in your child's education by talking to your child about school, volunteering whenever possible, and participating in the P.S. 20 PTA. This partnership will help contribute to our students' mastery of the core curriculum while shaping our young people into considerate and responsible citizens. We look forward to celebrating with you the achievements of our students.

The P.S.20 Family Handbook is written to share important information regarding school policies and procedures. Please read it carefully and share the information with your child.

Please feel free to contact us if you have questions or need more information.

Sincerely,

Amanda Mezzatesta, Principal

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PS 20 THEORY OF ACTION

2025-2026

If school leaders cultivate a data-driven culture using multiple sources of evidence (observations, screeners, formative/summative assessment, etc.) through collaborative inquiry with the ILT and PLC to provide job-embedded coaching and responsive, professional learning experiences to implement the literacy shifts with quality.

Then, teachers will be able to use the feedback from the sources of evidence to provide targeted tiered support and analyze their teaching for impact.

Then, students will be able to set and monitor personal goals academically, socially, and emotionally, and they will use evidence to monitor their progress.

Our Mission Statement:

In strong collaboration with all community stakeholders, we believe all students can meet high standards of excellence within a safe and nurturing environment. We are committed to a standards-aligned curriculum in all content areas while integrating social-emotional practices. When coupled with targeted professional development, we address our community's cognitive and social-emotional growth. We believe in a culturally responsive curriculum that embraces our diversity. We provide equitable opportunities for our students to become independent, confident risk-takers by cultivating academic life skills such as foundational literacy, critical thinking, and technological competency. This will set all students on a path to becoming college and career-ready and enable them to rise to the challenges of our ever-changing society

Our Vision Statement:

At PS 20, we believe our students learn when they are empowered and challenged to do their best. Knowing every student deeply through both academic and social/emotional measures will enable us to bring out excellence and make them a positive force for change. Their future is entrusted to us, and we will advocate for and strive to help them reach their maximum potential. We are committed to the success of all of our students.

Our Instructional Priorities

| | |
|---|--|
| <p>Priority # 1---Literacy for All (Parents) Your Child's Literacy Skills Will Be a Priority</p> <ul style="list-style-type: none">□ Literacy and reading are absolutely fundamental to children's ability to reach important milestones all along the educational journey. Our goal is to have every student reading on grade level by the end of 2nd grade.□ If you have a child in kindergarten through grade 2, their teachers will use a tool to identify strengths and challenges at the beginning of the year, and develop support plans tailored to their specific needs.□ Thousands of teachers in these grades will receive extra training to support literacy.□ 140 more teachers will be hired to reduce class sizes at 72 elementary schools with the specific goal of improving reading proficiency.□ We will bring the number of reading coaches in our successful Universal Literacy coaching program to 500 so every early childhood and K-2 classroom has one.□ In addition, we will give schools funding for targeted supports for students, such as , extended day and enrichment activities. | <p>Priority # 2---Devices for Digital Citizens (Parents) Your Child Will Grow Their Technological Skills</p> <ul style="list-style-type: none">□ This September, we will build on what we have learned about the benefits of technology.□ Students will develop digital skills to prepare them for the new economy.□ We will distribute an additional 175,000 devices so every K-12 student who needs one has access to one.□ We will launch an eighth-grade technology project for students to demonstrate their digital literacy skills.□ We will train 5,000 K-12 teachers to teach computer science coursework.□ We will expand Computer Science for All, to support computational thinking, problem-solving, and digital skills for 400,000 students by 2024. |
| <p>Priority # 3---Special Education Investments (Parents) More Special Education Support Will Be Available for Students with Disabilities</p> <ul style="list-style-type: none">□ The pandemic has had a disproportionate impact on our students with disabilities. The Academic Recovery Plan will make every resource available to better support students with Individualized Education Programs (IEPs), from our youngest learners to students preparing for graduation.□ We will launch afterschool and Saturday programs for students with IEPs to receive additional instruction and related services.□ We will add 800 Special Education Pre-K seats and expand Committees on Preschool Special Education to review more IEP requests.□ We will provide eligible students ages 21+ with either continued instruction toward their diploma or other credential, or consultation about plans for college and career readiness.□ We will also continue to provide family workshops and information sessions through our Beyond Access Series, which supports families of students with disabilities by providing sessions on topics related to special education. | <p>Priority # 4---More Support For Multilingual Learners (Parents) More Language Support Will Be Available to Multilingual Learners Multilingual learners (MLs)</p> <ul style="list-style-type: none">□ Immigrant families are valued and supported at DOE.□ We will provide culturally responsive supports that give students and their families equitable access to resources and opportunities that help students succeed inside and outside the classroom.□ We will establish Immigrant Ambassador Programs across 30 high schools to match immigrant DOE students with college students for mentorship.□ Schools will be provided resources to purchase print and digital books in students' home languages, and build home language libraries.□ We will provide teachers with training that is specific to the language needs of multilingual learners and immigrant students.□ We will conduct wellness checks and deliver social-emotional learning support to multilingual learners, particularly in transitioning to full time in-person learning.□ We will expand the Postsecondary Readiness for ELLs Program (PREP), to be facilitated by a select group of school counselors and educators. |
| <p>Priority # 5 --- College and Career Ready (Parents) Your Child Will Get ready for College and Career</p> <ul style="list-style-type: none">□ Especially as our students heal from the pandemic, we need to make sure they are better prepared for the next step in life, whether it's college or career.□ We will deliver free, personalized college counseling for every junior and senior after school so that every student has a post-graduation plan. This includes launching Student Success Centers for 34 high schools.□ We will offer Universal College Financial Aid Guidance in multiple languages, to help navigate the application process.□ We will add new Advanced Placement or College Now courses so tens of thousands more students have access to college-level coursework. | |

School Calendar 2025-2026 (See Attached)

Key Dates for the 2025-2026 school year

Please ensure that these dates are penciled in on your calendars.

Parent-Teacher Conferences, including afternoon and evening sessions, will be held on the following dates:

| | |
|--------------------------------|---|
| September 17, 2025 - In Person | (4:30pm - 7:30) |
| November 6, 2025 - Remote | (½ Day - 12:30pm - 2:30pm) (Evening - 4:30pm - 7:30pm) |
| March 5, 2026 - Remote | (½ Day - 12:30pm - 2:30pm) (Evening - 4:30pm - 7:30pm) |
| May 7, 2026 - In Person | (4:30pm - 7:30pm) |

Attendance and School Procedures

School Hours

School begins at 8:00am and ends at 2:20pm.

Arrival & Dismissal

The chart below shows where students should arrive in the morning and where they are dismissed in the afternoon. The breakfast door opens at 7:30 am. Breakfast will be offered for all students from 7:30-7:50 am in the Cafeteria.

For dismissal, exit doors will open at 2:15 p.m. All teachers should escort students starting no earlier than 2:15 p.m.

| Grade | Arrival | Dismissal | Arrival Location | Dismissal Location | Arrival & Dismissal Supporting Staff |
|------------------|----------------|------------------|--|---|---|
| K | 7:50am-8:00am | 2:14am-2:20am | New Wing Door Park Avenue & New Street | New Wing Door Park Avenue & New Street | Ms. Arroyo |
| 1st | 7:50am-8:00am | 2:14pm-2:20pm | New Wing Door Park Avenue & New Street | New Wing Door Park Avenue & New Street | Ms. Arroyo |
| 2nd | 7:50am-8:00am | 2:14pm-2:20pm | Main Entrance | School Yard | Ms. Martinez |
| 3rd | 7:50am-8:00am | 2:14pm-2:20pm | Main Entrance | School Yard | Ms. Martinez |
| 4th | 7:50am-8:00am | 2:14pm-2:20pm | Main Entrance | Exit 2 Park Avenue & Vreeland St | Ms. Martin |
| 5th | 7:50am-8:00am | 2:14pm-2:20pm | Main Entrance | Exit 2 Park Avenue & Vreeland St | Ms. Martin |
| Late Room | 2:20pm | | 106A | 106A | L. Montano N. Cartagena C. Martinez E. Cabanas |

*Morning breakfast door (Exit 2) opens at 7:30am (Ms. Arroyo)

*Morning main door opens at 7:55am (Ms. Martinez)

*All late students will be picked up from the New Wing Door (Park Avenue & New Street) beginning at 2:25pm.

Students must be picked up promptly at 2:20 p.m. All students who are not picked up on time will be held inside the classroom 106A located in the new wing.

Student Attendance:

Lateness

Students arriving after 8:05 are considered LATE. The official class teacher must mark the student late on the attendance sheet. Students who arrive to school after 8:05 a.m. must report to the main office to receive a late pass.

Absence

Students are required to have a minimum of 90% attendance. All students are expected in their classroom no later than 8:00 a.m. If your child is ill and cannot attend school, please provide a written note to the teacher upon return. Absences for three or more consecutive days require a medical note from a doctor.



Attendance Matters!!!!

| Number of Days Absent | Attendance Rate | Instructional Time Missed in Months | Instructional Time Loss in Hours |
|-----------------------|-----------------|-------------------------------------|----------------------------------|
| 9 | 95% | ½ of a Month | 49.5 Hours |
| 18 | 90% | 1 Month | 99 Hours |
| 27 | 85% | 1 ½ Months | 148.5 Hours |
| 37 | 80% | 2 Months | 203.5 Hours |
| 46 | 75% | 2 ½ Months | 253 Hours |
| 55 | 70% | 3 Months | 302 Hours |
| 64 | 65% | 3 ½ Months | 352 Hours |
| 73 | 60% | 4 Months | 401.5 Hours |



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

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...



ELEMENTARY STUDENTS

read well by the end of third grade

MIDDLE SCHOOLERS

pass important courses

HIGH SCHOOLERS

stay on track for graduation

COLLEGE STUDENTS

earn their degrees

WORKERS

succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that's 18 missed days or 2 days a month—can knock students off track.

Early Pick Up

If you need to pick up your child at a time other than dismissal, you need to sign in at the Security Desk, then go to the Main Office where you must sign them out in the Sign-Out Book. Please bring a valid picture ID. Any person picking up a child must be listed on the Blue Card and must be over the age of 18. Your child will be called down from his/her classroom to meet you in the main office.

*****No child may be picked up between 1:30 P.M. and 2:15 p.m.***

Blue Cards: Operoo For Parents

We will now be utilizing Operoo which replaces traditional paper forms with digital versions. This platform offers:

- **Centralized Form Management:** Parents can access and complete all required school forms—such as registration, medical consent, and field trip permissions—digitally through the Operoo Central app or web portal.
- **Real-Time Updates:** The platform allows parents to update their child's emergency contact and medical information at any time, ensuring that school staff have the most current data available.
- **Secure and Accessible:** Operoo employs robust security measures to protect personal data, and the information is accessible to authorized school personnel via encrypted mobile devices, even in offline settings.
- **Multilingual Support:** Forms are automatically translated into the parent's preferred language, facilitating inclusivity and better communication.

Emergencies

In the event of an emergency, the school will make every attempt to reach a parent or legal guardian, or other adult listed on the emergency blue card. If your child becomes ill, the licensed nurse on staff will notify you if he/she recommends that your child be sent home. In the event of a medical emergency, your child will be transported to the nearest hospital by ambulance.

Safety Drills

The school conducts frequent safety drills. Evacuation/Fire drill and lock down drill instructions are posted near doors throughout the school and children are instructed in routines early in the year to prepare for these unannounced drills. See below for a list of the safety drills practiced at our school:

- Evacuation/Fire Drill - A scheduled practice of moving students and staff out of a school building to a designated safe location, simulating an emergency. These drills are designed to familiarize everyone with emergency procedures, evacuation routes, and designated assembly points, ensuring everyone knows what to do in case of a real emergency like a fire or other hazardous situation.
- Soft Lockdown - There's no imminent threat, but the school is temporarily secured to address potential concerns or investigations. This means doors are locked, staff and students move out of sight, and communication is heightened.

- Shelter-In - "Shelter-In" or "Shelter-In-Place" means that, during certain emergencies, it is safer for students and staff to stay inside the school building rather than evacuate or go home. This may be due to external threats, hazardous conditions, or other safety concerns.
- Code Blue - A Code Blue Drill is for designated staff members trained in CPR and defibrillator use.

Inclement Weather/Storm Day Procedures

The Chancellor will make an announcement to all public schools in the city on whether to delay an opening or if schools will be fully remote that day. This announcement is made in consultation with other City officials. All authorized delayed openings will result in the regular starting time being two hours delayed (Please note that, in addition to this two hour delay, the afternoon AIS/Title III instruction, will be cancelled).

By 6:00 a.m., the decision is announced on the 311 Information Line, on the Department of Education website Home Page (which can be accessed at <http://schools.nyc.gov/calendar>) and on the following radio stations in the city: WINS(1010 AM), WCBS(880AM), WABC (770 AM), WLIB (1190 AM), WADO (1280 AM), WBLS (107.5 FM), WVUE (91.5 FM), as well as the following television stations: WCBS (Channel 2), WNBC (Channel 4), WNYW (Fox Channel 5), WABC (Channel 7), WNYE (Channel 25), Univision Channel 41, and "NY 1" (Channel 1 on cable television). Major radio news stations, such as WINS (1010 AM) and WCBS (880 AM), should be listened to on portable radios in the event of a major blackout.

General Rules of Conduct

All Students are required to follow the Discipline Code as Per Citywide Standards:

1. Students must arrive at school before or by 8:00 a.m. daily.
2. Students who need to go to the bathroom must go in pairs, sign out and sign-in in the classroom bathroom logbook, and carry a pass.
3. Students must not leave the classroom without permission from the teacher and a classroom pass. Students should follow all staircase and door signs and return to the classroom as soon as possible so as not to miss valuable instruction time.
4. Each student must walk through the building quietly in line with their teacher.
5. Students must help maintain school attractiveness and cleanliness. Graffiti and defacing of school property is absolutely unacceptable. This can lead to suspension.
6. Students must exhibit courteous and respectful behavior towards each other and all school staff.
7. Students are expected to use appropriate language at all times. No profanity or obscenities.
8. Students must respect the classroom rules, the property, and rights of others.
9. Students are not to bring weapons of any kind to school. This includes toy guns, box cutters, knives, laser lights, etc.
10. When a student has a problem, parents will be contacted by the school. Parents are expected to work with the teacher and the child collaboratively to resolve the situation.

In a case where a student does not follow appropriate protocols or behaves in ways that are unsafe for himself/herself or others, the teacher and/or school administrators may implement an appropriate consequence including removal from special class events, trips, or extracurricular activities, or suspension from the school's bus, classroom (Principal's suspension) or school (Superintendent's Suspension).

Cell Phone Policy

In accordance with new DOE policy (Chancellor's Regulation A-413) the possession of cell phones, computing devices, and portable music and entertainment systems are not permitted in schools; however, students must comply with written school-based policies.

As determined by the School Leadership Team, the cell phone policy at P.S. 20 is as follows:

- Cell phones and other devices must be *turned off* and *stored* during school hours, including during lunch periods.
- Cell phones and other electronics may not be used during school hours, and they should not be seen nor heard. If a teacher would like to request permission for his/her students to use these devices during the school day for educational purposes (video project, etc.) this must first be cleared by the principal.
- If a student *does not comply* with this policy, their phone/device may be confiscated, and a parent must come to the school to pick up the device. Confiscated phones, etc. will be locked in the main office until a parent comes to pick it up.

Confiscation and return of electronic items

School-based policies must describe the procedures for the confiscation, storage and return of electronic devices. 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:

- One warning
- Confiscation of item and return following parent conference
- Revocation of privilege to bring item to school after three incidents of confiscation

Discipline

School-based policies must state that students who use cell phones, computing devices, and/or portable music and entertainment system in violation of any provision of the DOE's Internet Acceptable Use and Safety Policy ("ISUSP") will be subject to discipline in accordance with the guidance interventions and disciplinary responses set forth in the Discipline Code.

Homework Policy

The purpose for assigning homework is to give students the opportunity to extend lessons, skills, engage in critical thinking, and develop good work habits. Homework can also serve as a catalyst for communication between teachers and their students' families. Completion of routine homework can motivate students to develop good work habits, while increasing the opportunity for individual initiative and responsibility. Homework can stimulate creativity, critical thinking and awareness that learning can take place outside the classroom. The guidelines below indicate how students and parents have a responsibility for the success of homework.

Family Responsibilities

- ✓ To provide a routine and environment that is conducive to doing homework (ex. a quiet space, provide materials)
- ✓ To offer assistance but not do the actual homework
- ✓ To check that your child has edited his/her homework for spelling, punctuation, neatness, etc.
- ✓ To notify the teacher when homework presents a problem
- ✓ To read school notices and respond in a timely manner.

During the day

School Safety and Health

Visitors

Our Safety Agents ensure that the P.S. 20 learning community is safe. **All visitors are required to show identification and sign in at the Safety Agents' desk by the main entrance, then go to the Main Office.**

1. All visitors including parents of students, must sign-in at the security desk before proceeding to the Main Office. The Safety Agent will provide a visitor pass to a visitor with a valid ID. Visitors must wear the visitor pass while they are inside the school.
2. All visitors entering school premises must report to the Main Office to state the purpose of their visit.
3. Before leaving the school, visitors must again report to the security desk to sign out.

**We will provide you with updated information as we receive it from NYC DOE.

School Medical Assistant

Phone number of Nurse Office: (718) 442-4110 Ext 1530

Illness/Influenza

Any child with a fever and a cough or sore throat should stay home until the child is well and fever free for 24 hours. Students should have a doctor's note to return to school after an illness. If a student feels feverish at school, he/she should go to the nurse's office and will be separated from others until a parent arrives.

Head Lice

Students who are suspected of having head lice will be checked by a trained staff member. If the student has head lice, the parent will be contacted. The student will not be allowed to attend school until he/she is re-checked by the trained staff member. You may access the following web-site as a resource www.licebustersnyc.com

Conjunctivitis/Pink Eye

Students who are suspected of having conjunctivitis/pink eye will be checked by the nurse. If the student has conjunctivitis/pink eye, the parent will be contacted. The student will not be allowed to attend school until a doctor's note declares the conjunctivitis/pink eye is gone. Parents must take their child to the doctor and present a doctor's note upon return.

Administering Medication to children

Please note that school staff members are not permitted to administer medication of any kind to students during the school day. Medication may only be administered if a 504 form is on file and only the school nurse may administer the medication. If you have questions regarding administration of medication to your child, you may call or write to the school nurse. 504 forms can be obtained from the school guidance counselor.

Breakfast & Lunch

Free breakfast and lunch are available for all students at P.S. 20. Monthly breakfast and lunch menus are posted on the back of the Parent Monthly Calendar. Breakfast will be served at 7:30am for all students who wish to attend and a "grab and go" breakfast will be available to those who wish to arrive at 8:00am.

Recess Policy During Lunch Periods

During all lunch periods, students are required to spend half of their time participating in outdoor recess in the schoolyard. If the temperature falls below 32°F, recess will take place indoors with supervised indoor activities provided. Students must dress appropriately for the weather to ensure their comfort and safety during outdoor recess.

Field Trips

Field trips extend learning beyond the school walls. A signed permission slip is required for each class field trip. A child will not be permitted to go on a trip without written permission. Parents are encouraged to attend class trips. Notify your child's teacher if you are available.

Unfortunately, siblings are not permitted on class trips. In some cases, certain trips or in-school events may also require a participation waiver. These waivers must be completed and submitted in addition to the standard permission slip.

****Any student who has a medical condition must fill out a medical form and notify the teacher and school nurse two weeks prior to any trips**

School Day Daily Schedule

| Period | Time |
|----------------------|-------------|
| Breakfast | 7:30-7:50 |
| 1 | 8:00-8:50 |
| 2 | 8:55-9:45 |
| 3 | 9:50-10:40 |
| 4 K & 5th LUNCH | 10:45-11:35 |
| 5 1st & 3rd LUNCH | 11:40-12:30 |
| 6 2nd & 4th LUNCH | 12:35-1:25 |
| 7 | 1:30-2:20 |

Our Curriculum for Content Areas

As we strive to meet the needs of all of our students, we are proud to offer a variety of learning environments. We proudly offer Dual Language Instruction in grades 2 through 5. Students in these classes follow the same curriculum and adhere to grade level standards while also learning all academic content in both Spanish and English. We also offer the same rigorous and challenging learning experiences in Monolingual (English only) and Transitional Bilingual classes.

Social Emotional Learning

Social Emotional Learning is an integral part of your child's experience at PS 20. We believe that when children learn how to regulate their emotions, handle conflict and appreciate differences in others they are better equipped for success in the outside world. PS 20 follows an SEL curriculum. We are proud to offer a peer mediation program for our students in grades 3-5. We support our younger students with becoming peace helpers.

Literacy

We follow a comprehensive Literacy Instructional Plan that supports our students to become successful and avid readers and writers. We use Houghton Mifflin Harcourt Into Reading/Arriba la Lectura as our literacy curriculum. Additionally, we use Heggerty to develop phonemic awareness as well as best practices such as guided and shared reading across all grades.

Mathematics

Students will engage in problem solving using visuals, hands-on materials and digital resources using Savvas' Envisions 3.0. The students will be encouraged to explore the concepts of math using a variety of instructional practices that will help build a strong conceptual understanding in order to assist them in finding their way of solving word problems, computation, geometry, critical thinking skill and conceptual understanding.

Passport to Social Studies

Passport is the city-wide social studies curriculum. The curriculum requires students to use rich content, themes and big ideas to learn history, geography, economics, civics, citizenship and government. They also use important skills to “think like historians.” Teachers also include literacy in the social studies classroom. This helps students use evidence from text when reading, writing, and discussing.

Amplify Science

Amplify Science is a K–8 science curriculum that blends hands-on investigations, literacy-rich activities, and interactive digital tools to empower students to think, read, write, and argue like real scientists and engineers. Amplify Science engages students in a relevant, real-world problem where they investigate scientific phenomena, engage in collaboration and discussion, and develop models or explanations in order to arrive at solutions.

Grading Policy

Report Card grades are aligned to the chosen DOE's priority standards which are aligned to the Next Generation Learning Standards. These standards serve as a measure of student progress toward meeting end-of-year grade-level expectations.

Therefore, during each report card term:

- a "4" indicates that your child "excels in grade level standards," for that marking period.
- a "3" indicates that your child is "proficient in grade level standards" for that marking period.
- a "2" indicates that your child is "below grade level standards," for that marking period.
- a "1" indicates that your child is "well below grade level standards" for that marking period.

Enrichment Programs

PS 20 offers many residencies and/or instructional programs to enrich the learning of our students. These range from physical activity, theater arts, visual arts, music and STEM. The following are some of the current programs offered at PS 20.

Some of the enrichment activities we currently offer are:

- ❖ Stream Room
- ❖ Sensory Hallways
- ❖ Meditation Room
- ❖ Arts Connection
- ❖ Social Emotional Learning
- ❖ Restorative Circles
- ❖ Ballroom Basix
- ❖ Student Council
- ❖ Music for Many
- ❖ My Sister's Keeper/My Brother's Keeper
- ❖ Morning Sports Enrichment Program

Standardized Tests

Standardized tests are tools for assessing both learning and teaching. Students in grades 3, 4, and 5 are required to take standardized state tests in English Language Arts and Mathematics. Students in grade 5 are also required to take the New York State Science exam. Students' performance on these standardized tests, school work, and teacher observations are used to determine if they have met the criteria for promotion. The standardized test results are reported as a scale score and performance levels. The performance levels are:

- Level 1 – performing far below the learning standards
- Level 2 – approaching the learning standards
- Level 3 – meeting the learning standards
- Level 4 – exceeding the learning standards

The NYSESLAT is given to all students who are identified as ELL/MLL by the New York State Identification Test for English Language Learners (NYSITELL). The purpose of the NYSESLAT is to annually assess the English language proficiency level of ELLs/MLLs enrolled in Grades K–12 in New York State schools. The test gives the state, schools, parents, and teachers important information about the English language development of ELLs/MLLs. The NYSESLAT is usually administered in the spring during April and May.

The proficiency levels are as follows:

| Level | Description of English Language Proficiency Level | |
|-------------------------------------|---|-------------------------------|
| Entering (Beginning) | A student at the Entering level has 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). | Eligible for ELL Services |
| Emerging (Low Intermediate) | A student at the Emerging level has some 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). | |
| 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). | |
| 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). | |
| Commanding (Proficient) | A student at the Commanding level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings). A student at this level is no longer considered an ELL student, but is entitled to receive two years of Former ELL services. | Not Eligible for ELL Services |

****Specific dates for our school's state testing will be provided to you during the school year when more guidance is given.**

Communication & Parent Support

Language Assistance

The Department of Education provides translation and interpretation services that will assist you in communicating effectively with your child's school. If you require interpretation services when meeting with your child's teacher, please notify our Language Access Coordinator, Ms. Cartagena.

Operoo

To build strong communication within our school community, we utilize the Operoo online communication platform to send important messages to our families regarding school-wide events and school information. Our school messages are sent straight to your phone or email. Please ask your child's teacher or speak to our parent coordinator, Nolvia Cartagena to see how you can sign up for an Operoo account at the beginning of the school year to ensure you receive all the important information given from our school.

NYCSA (New York City Student Accounts)

New York City Schools Account (<https://mystudent.nyc/>) is an online tool that helps you get the information you need about your child's academic progress. In NYC Schools Account, you can view detailed information about your child, including information about attendance, course grades, and scores on state tests. In order to get started with NYC Schools Account and view your child's information, you will need your child's student ID and a temporary password. Contact the Family Support Team or the Parent Coordinator for more information.

Support for Families

| | |
|------------------|--------------------|
| Nolvia Cartagena | Parent Coordinator |
|------------------|--------------------|

Public Transportation Assistance

Please see Raquel Otero for any issues concerning transportation @ 718-442-4110 ext. 1022



Meetings with Teachers

In addition to our Parent Teacher Conferences, parents can request to make an appointment to meet with their child's teacher through email, Operoo or Class Dojo. The parent and teacher can agree on a date and time to meet. Teachers will not be able to engage in conversations with parents at dismissal or arrival time in order to ensure safety.

Meetings with teachers can be arranged by:

1. Sending a written message to the teacher via your child
2. Calling the school and leaving a message for the teacher
3. Email the school at Amezzatesta2@schools.nyc.gov

School Leadership Team (SLT)

The New York State legislature mandates that all NYC public schools have a School Leadership Team in place by no later than October of each school year. The SLTs are made up of 50% families and 50% staff. The Principal, PTA President and UFT Representative (or designees) are automatically on the team; other members are elected by their constituencies at special meetings held for that purpose. The SLT is a place where families, administrators and staff members have an opportunity to communicate regularly and share ideas. One of many official responsibilities of the SLT include creating the Comprehensive Education Plan for the school and making decisions that will allow this plan to be implemented.

Title I Parent Involvement

PS 20 is a Title I School-wide program. Title I is the largest federal aid program for improving the academic achievement of economically disadvantaged students. As part of the school's educational planning process, Title I schools, through the School Leadership Team and Title I parent representatives, are required to jointly develop and agree upon a Parent Involvement Policy (PIP). The parent involvement activities included in the PIP must be focused on improving student achievement and aligned with the school plan. The goal is to build the capacity of the school's Title I parents to become effective partners with the school to improve student achievement. A minimum of one percent of the school's Title I allocation is set aside to fund these parent engagement activities.

Special Education / School-Based Committee on Special Education (CSE) Team

The School-Based Committee on Special Education (CSE) works in collaboration with families and teachers to ensure that students with special needs receive the support they require to succeed. The team is responsible for evaluating students who may need special education services. If a student is found eligible, the CSE works with the family and school staff to develop an Individualized Education Plan (IEP) tailored to the student's unique needs.

IEPs are designed to support academic, social-emotional, and/or behavioral development, and may include services such as speech therapy, occupational or physical therapy, counseling, or instruction from special education teachers and other specialists.

If you are concerned about your child's progress and think he or she may have a disability and need special education services, you should discuss your concerns with your child's teacher. You can also contact Amanda Mezzatesta, Principal at amezzatesta2@schools.nyc.gov, for more information.

Members of the School-Based CSE Team:

Social Worker: Astrid Pacheco

Psychologist: Andrea Figueroa

Family Worker: Joan Clark

A good source of information is the NYC Department of Education website's section on Special Education.

www.schools.nyc.gov/special-education/preschool-to-age-21/special-education-in-nyc

Support Services: Academic Intervention Services and Response to Intervention

PS 20 provides a range of support services for students who are having difficulty in one or more academic areas:

- **Academic Intervention Services (AIS)** – PS 20 teachers, guidance counselors and therapists provide additional instruction to groups of students who score below particular levels on State tests or are at risk of not achieving State standards in English Language Arts, Math, Social Studies, and/or Science.

ENL resources

English language learners (ELLs) are students who speak a language other than English at home and need support learning English. Students are identified as ELLs through a process that begins at enrollment, when all families complete a home language survey (HLIS), answering a series of questions about languages spoken at home. If the survey indicates that the child speaks a language other than English at home, that child may take the New York State Identification Test for English Language Learners (NYSITELL), which identifies whether a student is an ELL. All ELLs take the New York State English Language Achievement Test each spring, to determine ongoing eligibility for ELL services. If it is determined that your child is an ELL, you will receive written notification of ELL status and program placement each year. For questions about programs for ELLs, you can contact S. Velez, our ELL Coordinator.

You can find more information about the NYC Department of Education's services for English language learners, including the ELL Parent Brochure (available in nine languages) and Frequently Asked Questions.

www.schools.nyc.gov/multilingual-learners/process/english-language-learners

Please visit our website to learn more about our school and stay up to date with current events and important information: [P.S. 020 Port Richmond \(squarespace.com\)](http://P.S. 020 Port Richmond (squarespace.com))

PS 20's Resource Guide for Family Support

| For Questions About... | Reach Out to... |
|--|--|
| What's happening at P.S.20 and outreach opportunities | <p>Operoo App PS 20 Solved App</p>  <p>School App Guide For Parents</p> <p>1 Log In</p> <ul style="list-style-type: none"> When prompted, select Parent/Guardian to personalize your experience. Enter your phone number to log in. <p>2 View Your Child's Info and School Updates</p> <ul style="list-style-type: none"> Home - The latest news, updates, and social media posts from your school Calendar - School events, important deadlines, and days off Contact - School phone, address, staff directory Resources - Important school info, policies, and forms Apps - One-tap access to the tools your child's school uses Profile - Your child's info, test scores, scanned assignments, marking period grades, and PBIS rewards <p>Check the app regularly to stay involved in your child's academic journey.</p> <p>SOLVED</p> <p>Class Dojo P.S. 20 Monthly Calendar & Newsletter</p> |
| Google Classroom/ Technology Issues | Contact your child's classroom teacher through Operoo and/or Class Dojo messages |
| DOE iPad orders, meals or other family resources and general school related questions | Nolvia Cartagena (Parent Coordinator) Email: ncartagena2@schools.nyc.gov Phone #(718) 442-4110 Ext. 1040 Cell Phone# (347) 563-4738 |
| Social emotional concerns for your child or your family | Astrid Pacheco (Social Worker) Phone #(718) 442-4110 apachec2@schools.nyc.gov Andrea Figueroa (School psychologist) Phone #(718) 442-4110 afigueroa26@schools.nyc.gov |

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|------------------------------------|---|
| | <p>Yasmin Martinez (Guidance Counselor) ymartinez40@schools.nyc.gov Phone # (718) 442-4110 Ext. 2031</p> |
| Attendance Issues | <p>Luisa Martin (Assistant Principal) lmartin2@schools.nyc.gov Phone # (718) 442-4110</p> <p>Raquel Otero (Pupil Secretary) rotero8@schools.nyc.gov Phone # (718) 442-4110 Ext. 1022</p> |
| Technical issues related to Operoo | <p>Nolvia Cartagena (Parent Coordinator) ncartagena2@schools.nyc.gov Phone # (718) 442-4110 Ext. 1040 Cell Phone # (347) 563-4738</p> |
| Health related/medical questions | <p>Karen Lefkovic (School Nurse) Phone # (718) 442-4110 Ext. 1530</p> |
| Questions regarding I.E.P.s | <p>Debbie Caban Gonzalez (SEIT Teacher) dcabangonzalez@schools.nyc.gov Phone # (718) 442-4110 Ext. 1040</p> |