

Dual Language Middle School Student and Family Handbook 2023 - 2024

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Mission and Vision

Mission: The Dual Language Middle School is dedicated to the continued development of bilingual/ biliterate students through a strong academic program in English and Spanish. The Dual Language Middle School fosters pride in children's heritage as well as an appreciation for the cultures of others. We believe that developing linguistically and culturally diverse students leads to higher levels of language proficiency, achievement, and self-esteem.

Vision: The Dual Language Middle School's vision is to provide a place where bilingual/bicultural urban students can study in an environment that recognizes and celebrates their cultural identities.

El que sabe dos idiomas, cuenta por dos.

REACH Values

Dual Language Middle School perceives character development as an integral part of the middle school experience and works to nurture and promote the development of sound character. The elements of sound character that the school has identified as essential for community are:

Respect and Responsibility

Respect involves treating oneself and others with dignity: accepting and celebrating our differences. Respect should be extended not only to members of the DLMS community, but also to the community at large. Responsibility includes fulfilling our obligations to each other and to the school, taking action when we encounter a problem that needs to be solved, and taking responsibility for our actions especially when it requires leadership and courage.

Enthusiasm

Enthusiasm requires you to keep an open mind and do things with a positive attitude. Take on new activities with an open mind. We participate appropriately and with positive energy and do not talk or distract others. Enthusiasm includes following directions the first time and giving your best effort every time. Participating actively in class activities, and asking and answering questions thoughtfully are all ways to demonstrate enthusiasm.

Achievement

Achievement means doing your absolute best – TOP QUALITY – work on all assignments in all classes. You complete all homework every night and keep your binders, notebooks, and book bag neat, clean, and organized. The achievement value requires setting high goals for yourself and always demonstrating progress towards meeting high standards. Missed work is always made up.

Citizenship

Citizenship means being a productive member of our community by always having integrity, demonstrating compassion and being honest. A good citizen stands up for what is right and takes responsibility for their actions and accepts the consequences without making excuses or blaming others. It also expects you to be kind and compassionate to others and to appreciate their perspectives and differences. When it comes to school work, showing good citizenship means always being honest and truthful.

Hard Work

Hard work means coming to school ready to do your best every day. Trying your best, persevering through challenges, and asking for help from a teacher or classmate when needed demonstrates hard work.

Staff List and Key Contacts

Staff List

Please contact the following staff members for questions about the items listed below:

<i>Ms. Rojas</i>	<i>Ms. Torres</i>	<i>Ms. Blanca</i>	<i>Ms. Daniella</i>	<i>Ms. Ingrid</i>
● High school process ● Mandated counseling ● Middle School Articulation ● MySchools	● External Referrals ● 1:1 student support ● Student group supports ● Family workshops	● Metrocards ● PTA Meetings ● NYC Student Account ● Family Workshops ● Immunizations	● Student attendance ● Jupiter ● Face to Face letters ● Address changes	● Lunch forms ● Nurse forms ● After-school ● Technology

DOE and DLMS Calendar

[DOE Calendar](#)

[DLMS Family Calendar](#)

Health and Safety

Health and safety is our top priority, especially given COVID-19. DLMS follows all [DOE COVID](#) procedures. The daily health screening and in-school testing program have been discontinued for the 22-23 school year.

Visitor Policy

DLMS welcomes families with an open door policy. All visitors are required to sign in at the security desk on the 1st Floor before signing in 204.

School Schedule

Arrival and Breakfast 7:55 - 8:10: *Students enter through the 76th Street cafeteria door. Students who arrive after 8:10 must enter through the main entrance on 77th Street.*

Homeroom 8:15 - 8:25 *Students who arrive after 8:15 are marked late.*

Period 1 8:25-9:10

Period 2 9:10-9:55

Period 3 9:55-10:40

Period 4 10:40-11:25

Period 5 11:25-12:10

Period 6 12:10-12:55

Period 7 1:00-1:45 Lunch and Recess

Period 8 1:45-2:35

Dismissal 2:35: *Students are dismissed through the gate on Columbus Street between 76th and 77th Streets. Students staying for after-school will be dismissed through the main entrance on 77th Street.*

Student Attendance

Absences

Students are expected to attend school each day. After 3 unexplained absences, a family meeting will be scheduled. Low attendance may result in lost privileges and/or a home visit from the DOE's attendance office..

Lateness

Students who arrive after 8:15 are marked late and will make up the time during lunch and recess. Lateness can impact the high school application process. After a student is late 5 times, a family meeting will be called and a plan will be established. Frequent tardiness may result in lost privileges and/or a home visit from the DOE's attendance office.

Early Departure

We understand that, on occasion, it may be necessary for a student to leave early. Students may only be released to individuals listed on their Blue Card. Students may not go home alone or with a person who is not listed on the Blue Card. **Students will not be permitted to sign themselves out under any circumstances.** *Whenever possible, please pick up students before 1:00 or after 1:45.*

Medical Notes

Families are encouraged to provide notes from doctors and other professionals when missing school for an appointment. Although students are still marked absent, there is a code that indicates medical necessity for the absence when a note is provided.

Planned Absences

Whenever possible, please inform the main office via phone call or Jupiter if your child will be absent. We will make phone calls when unexpected absences occur.

Attendance Questions

Please contact Ms. Ingrid or Ms. Daniella with any questions about student attendance.

Respect for all and Discipline

Students at DLMS have the following rights and responsibilities:

- At DLMS, all students have the right to be treated fairly and with respect. To learn more about the DOE's "Respect for All" program visit: schools.nyc.gov/RulesPolicies/RespectforAll
- Students are expected to comply with all state, local, and school rules, norms and regulations. All students are expected to review and abide by the [DLMS Shared Expectations](#) and [Chancellor's Regulations](#).

Student infractions will be internally recorded and families will be contacted by their teacher, advisor, assistant principal, or principal regarding follow up and appropriate disciplinary action as described in the Chancellor's Regulations listed

above. Serious student infractions will be reported through the Office of Safety and Youth Development (OSYD) Online Occurrence Reporting System (OORS).

Dress Code

In order to maintain a positive learning environment, it is expected that [school] students dress in a professional manner. We expect [school] students to be dressed appropriately to ensure safety and to keep the focus on teaching and learning. We would like all parents and guardians to remind students of proper dress protocols on campus. We encourage students to wear DLMS shirts and spirit gear or the unofficial uniform: a DLMS t-shirt or a blue or white collared shirt and khaki or navy blue pants/skirts. Students who chose to dress in street clothes must adhere to the following the guidelines below.

Prohibited forms of dress at DLMS include, but are not limited to:

- 1) Hats or caps (with the exception of headwear worn for religious observance).
- 2) Clothing that contains references to drugs, alcohol, sex, violence, racism, or gang-affiliation.
- 3) Clothing that does not provide coverage of torso, undergarments, and private body parts, including see-through garments of any kind.
- 4) Crocs, slippers, flip flops and other open and/or heeled shoes are not allowed.
- 5) Sunglasses while indoors.

If a student comes to school wearing clothing prohibited by the Dress Code, then the student's parents will be notified, the student may be subject to the interventions and disciplinary responses set forth in the Discipline Code, and the student will be expected to make appropriate adjustments to his/her clothing to conform with the Dress Code (e.g., turning shirts inside out, borrowing temporary clothing until the end of the school day, etc.)."

Physical Education and Dance

At DLMS, all students have Physical Education and Dance classes. Sneakers and clothing that enable movement are required for both classes. Students may be asked to remove jewelry for safety reasons. For these classes, students must adhere to the class-specific dress code that is given to them in September.

Electronic Device Policy

The DLMS community is committed to fostering an educational environment that (i) promotes focused engagement, active participation, and positive interactions both inside and outside the classroom, and (ii) ensures integrity and fairness in our testing and assessments. We believe such an environment will result in positive academic and social experiences and outcomes for our students. Accordingly, our Electronic Device Policy prohibits student cell phone use at school. While students may bring cell phones, "smart watches," headphones/earbuds and other devices to school, they are required to store them in their [Yondr pouch](#) for the duration of the day. While the Yondr Pouch is considered school property, it is each student's responsibility to bring their Pouch with them to school every day and keep it in good working condition.

DAILY PROCESS

During *arrival*, students will:

- 1) Turn off their phone.

- 2) Place their phone inside their Pouch and secure it in front of school staff at the entrance gate. *Students who arrive late will secure their Pouch in 204.*
- 3) Store their Pouch in their backpack or locker for the day.

During *dismissal*, students will unlock their pouches at the gate. Students who attend afterschool programs will unlock their phones in 204 (DLMS programs) or 224 (All-Stars).

VIOLATIONS

Phone Use During School

If a student is found to be using their phone during the school day, their phone will be confiscated and a family member will be called to pick it up.

Forgotten Pouch

If a student forgets their Pouch, their phone will be collected and their family will be called by a member of the office staff for a reminder about the Yondr Pouch.

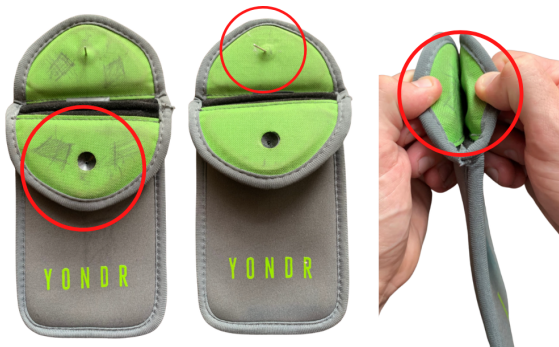
1st Offense: The phone will be returned to the student at dismissal.

2nd and Subsequent Offenses: The Pouch will be considered lost/damaged and the policy below will apply.

Lost and/or Damaged Pouch

If a student loses and/or damages their Pouch, DLMS staff members will collect the phone and Pouch and call home. Students will pay a \$20 replacement fee. For subsequent damages, students will pay the replacement fee and serve community service.

Examples of damage:



- Ripped
- Cut
- Torn
- Pen/pencil marks
- Bent/cut pin
- Signs of force to black button on flap

We believe strongly that this policy minimizes distractions and promotes focus. In addition, we believe that this policy encourages responsible and appropriate habits regarding the use of technology. Technology is a vital educational tool. DLMS remains committed to integrating technology in the classroom to enhance our students' educational experience and continues to invest time and resources in that effort. Additionally, DLMS remains committed to maintaining a safe and secure school environment. We believe that this policy is consistent with these objectives.

Computers, iPads and E-readers

- All students will be given a DOE / DLMS device to use while in the school building. These devices will not travel between home and school.

- Students may receive written permission from their teacher to use personal computing devices such as laptops or e-readers. Only students with written permission from a teacher or administrator may use these devices during the school day.
- Students are responsible for their own electronics. The school will not replace any damaged or missing items.
- Students that misuse electronics will lose permission to use them in school.

At the beginning of the school year, students will be assigned a laptop to use while at school. All students must agree to follow the following expectations for computer use:

1. Take care of the computers. **No food or drink near the computers.** (Clear water will damage them just like any other drink). Be careful not to damage the keys or trackpads, and carry them with two hands when transporting them.
2. Use computers for school work. While there are many wonderful things online to play with, computers in school are meant to help you learn.
3. Do not change settings like wallpaper and other settings.
4. Save everything in your Google Account. Use one of the many applications that Google offers (Document, Spreadsheet, Presentation, etc.). This way we do not clog up our computers.
5. Always return and plug in your computer. When you return your computer to the cart, be sure it goes in the correct slot and gets plugged into the charger in that spot.
6. Respect Google accounts: Throughout the year students will work collaboratively on projects, write their own personal essays and narratives, and save some of their class work that is most important to them. If you ever find that someone has left open their email or Google account on a computer, please log them out immediately, tell the teacher, and then tell the student (if you know them) that the account was left open. Losing saved documents or emails could be really disastrous for another student! Uphold our school value of CITIZENSHIP and only interact with students and teachers in a way that shows respect.
7. Report cyberbullying to Ms. Rojas, Ms. Karla or your advisor. Cyberbullying is defined in the NYC DOE discipline code as: "Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying); such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass." Behavior such as this should be reported immediately. For our students, this means communicating and/or posting any content that is hurtful or inappropriate in a way that can affect the physical and/or emotional safety and security of any of our students.
8. Be responsible in remembering your usernames and passwords and username. Write them down in your planner or another safe, private location.
9. ***Computers are an amazing resource and we want to make them last as long as possible. For your own sake, please take good care of them.***

Locker Policy

The school locker is the property of DLMS and students are expected to adhere to the following rules or receive penalties which may include the loss of locker privileges.

- Lockers may only be used during the permitted times: during morning homeroom, before lunch, after lunch and at dismissal. Other times by permission of the supervising teacher (via phone call or written permission).
- Any tardiness related to lockers will not be accepted as an excuse – students are expected to get to class on time. Excessive tardiness may result in the loss of locker privileges and their REACH grade.

- Students may not share the locker with another student. Anything found in a locker will be the sole responsibility of the person to which the locker is assigned.
- Objects/articles must not be put in the locker if it is against the law or school policy. School administrators may inspect (randomly) the contents of the locker at any time.
- Kicking, hitting, slamming, defacing, using graffiti, bending/prying/jamming of lock, and other such abuse is not allowed. No items may be glued, taped, or affixed to the inside/outside of the locker. All food and drinks must be entirely removed by the end of each school day.
- All things stored in the locker must be kept in a clean and orderly condition. No throwing trash on the floor outside of the locker. Do not place large bulky items such as sweaters and backpacks into the locker as it can jam the locker door.
- Failure to follow any of the above rules will result in the loss of locker privileges for an amount of time determined by DLMS.
- Students may bring a lock from home, but it is their responsibility to remember the combination and/or carry the key.
- If leaving early, a student must get permission to enter the classroom in which their locker is located. If the door is closed, they must go to the office before entering the classroom.

Food and Drink

DLMS wishes to promote a safe learning environment to all community members, which include the promotion of healthy habits for students. Food is available to all students in the school cafeteria at the appointed lunchtime hour. We strongly encourage students to avail themselves of the opportunity to eat a healthy breakfast and lunch. Breakfast is served from 7:55 - 8:10. Lunch is served from 1:00 - 1:45. Students may not eat in class. If a snack break is needed, students may request to go to the main office to eat quickly before returning to class.

Students may not order food from outside sources during school hours. It is against the NYC Citywide Behavioral Expectations for students to bring unauthorized persons to school or allow unauthorized visitors to enter school (e.g. delivery persons).

Students are encouraged to bring refillable, non-glass water bottles to school each day. Students must discard any non-sealed drinks other than water before entering the classroom. We strongly discourage the purchase or consumption of sugary drinks. Any drinks other than water may only be consumed in the cafeteria during breakfast or lunch time.

On occasion, families and/or DLMS may want to celebrate special occasions with food and/or drink. Family members must contact their child's homeroom teachers regarding such events.

Metrocards

Student Metrocards are issued to eligible students at the beginning of the school year. They are:

- Only for use by the student to whom it was issued.
- Good from 5:30 AM to 8:30 PM on days when school is in session.
- Good for three trips each school day. Three trips allows a student to travel to school, from school to an after school activity, and then from that activity to home. A special four-trip student Metrocard is available on request for pupils whose trip to school requires multiple transfers.
- Good for September to January and then in February students receive a new Metrocard that lasts until the last day of school.

According to [Chancellor's Regulation A-801](#), transportation eligibility for children who are not mandated for specialized transportation because of their IEP (Individualized Education Program), is determined on the basis of the student's grade and the distance between the student's home and school. To learn more visit <http://optnyc.org/ServicesAndEligibility/gettransportation.htm>

We understand that the responsibility of riding public transportation and keeping track of valuable belongings is new for many middle schoolers. We encourage you to support them by checking that their Metrocard is in a safe and consistent location (rather than loose in a coat or bag pocket) where it is not likely to be lost, bent, or stolen.

Replacing Lost/Damaged Metrocards

If a student loses or damages their Metrocard, they must fill out a form in the office and communicate with Blanca Ortiz to arrange for a replacement.

Plagiarism Policy

The NYC DOE Citywide Behavior Expectations defines Plagiarism as “appropriating another’s work and using it as one’s own for credit without the required citation and attribution, e.g., copying written work from the Internet, or any other source.” Plagiarism is a serious offense in the NYC DOE and will result in disciplinary and restorative action.

Specifically, plagiarism includes the following:

- Copying, word for word, work from another person (including the Internet and other students) without giving credit to the original source.
- Taking words or language from another’s work with only minor alterations or changes to words and/or sentence structure.
- Representing another person’s original ideas or thoughts as one’s own.
- Paying another person to do one’s work.

Possible consequences include:

- Receive a level 1 on the assignment on related standards.
- Mandatory parent/teacher/student conference to discuss plagiarism.
- Repeat offenses will lead to administrative disciplinary action which may include suspension.

Curriculum and Instruction

School Wide Academic Initiatives & Partnerships	
Advisory and Student-led Conferences	The structure of advisory allows for relationship building, academic progress monitoring, and character development. Advisory allows students to build positive connections with their peers and with their advisory leader. Advisory leaders also work with their students to present reflections on learning during Student Led Conferences (SLCs). SLCs are meetings between the student, family and advisors in which students reflect on and present their current strengths and goals for growth.
W.I.N.	W.I.N is our What I Need acceleration and intervention program to increase literacy and math skills. Every student gets three periods of WIN a week. Starting September, all

	students will learn cross-content literacy strategies and do independent reading in their WIN class.
Specials	In addition to their core content courses, all students take Dance, Visual Art and Physical Education during their three years at DLMS. Students earn grades in these courses, which help them develop a variety of unique skills. Students must wear appropriate clothing and footwear on Dance and Physical Education days.
Middle School Quality Initiative (MSQI)	MSQI is the New York City Department of Education's focused literacy effort to expand the number of middle schools that prepare students for college and career success.
College Access for All (CA4A)	CA4A: Middle School is a holistic early college awareness program that ensures that every middle school student will be exposed to a college-going culture and will have the opportunity to visit a college campus at least once in grades 6–8

Field Trips

Field trips are a memorable part of a student's education and we are fortunate to live in a city rich with opportunities for students to explore. Permission slips will be sent home to families in advance of all field trips, and should be returned at least two days before a trip. Students without completed permission slips cannot go on a field trip; **verbal consent is not allowed**.

Grading Policy

Grades reflect a combination of classwork, projects, papers, examinations, participation and active engagement in each subject area. [We encourage all families to review the full DLMS Grading Policy](#) and to stay aware of student progress. Families may access student grades in the [NYCSchool account](#). Advisors will be in touch with families twice a month about student progress and other school events.

Jupiter

Jupiter is an easy-to-use online communication tool that parents can use to communicate with their child's advisor or other staff members. Family bulletins and announcements will be shared through the platform in your preferred home language. A message will be sent to every parent via cell phone, email or paper flyer with login information at the beginning of the year.

Student-Led Conferences (SLCs)

DLMS considers the relationship between students, families, and the school to be of primary importance. Three times during the school year, the school invites students and their families to attend formal conferences during which progress reports, class artifacts and student goals are shared with families. At DLMS, Student-Led Conferences (SLCs) replace the traditional parent/teacher conference. SLCs are attended by the student, parent/guardian, and advisor. The advisor facilitates the meeting, but the student is in charge. This year, we expect that SLCs will take place via Google Meet.

During the conference, students explain their progress toward and mastery of learning targets in all classes. Students justify their progress by leading their families through a portfolio of assignments gathered from academic classes.

Objectives of Student-Led Conferences:

- To increase student accountability and autonomy concerning academic progress.
- To hone student verbal communication and critical thinking skills.
- To build open relationships with families concerning student progress at DLMS.
- To teach students how to articulate their insights into their own learning and be able to substantiate them with evidence.

Role of the Student:

- The student is in charge of the SLC. They continually self-assess and reflect on their progress based on grades, attendance, and REACH. Students analyze coursework in order to show what they are proud of and where they would like to grow. Students create goals for themselves and brainstorm ways their family can help.

Role of the Advisor:

- The advisor helps students organize materials and prepare for conferences. They review student materials and goals. The advisor may ask probing questions or direct the student to the agenda, but they do not dominate the conversation. After SLCs, the advisor follows up on any other issues, questions or concerns.

Role of the Parent/Guardians:

- The parents/guardians attend SLCs, review current grades and materials with their student. During the conference, parents/guardians are willing to let the student speak, saving questions until the end. After SLCs they help the student meet their academic and behavioral goals by supporting their progress at home. Parents/guardians may also meet with the students' subject area teachers during SLCs.

Students with Disabilities and Section 504 Plans

Special Education Teachers

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 case manager 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 both the school psychologist and the IEP point person .

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 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.

Services Offered

1. Integrated Co-Teaching (ICT): 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. Related Services (RS): Related services include counseling, speech, occupational therapy and physical therapy. Depending on a student's IEP, these services may take place with a general education classroom or in a separate group. Some RS providers are DLMS staff members while other providers work with students from multiple schools.

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 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.

Section 504 Accommodations

Section 504 requires public schools to offer accommodations for eligible students with disabilities. These accommodations help students with special health needs to participate in New York City Department of Education (DOE) programs and activities on an equal basis with their peers who do not have disabilities. Information about 504 accommodations is available on the [DOE website](#). Contact AP for more information.

English Language Learners

In accordance with New York State English as a New Language (ENL) regulations, DLMS provides integrated ENL (co-teaching) 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. [Please refer to the DOE's ELL webpage for more information.](#)

During the month of May, ELL students will take the NYSESLAT that will determine their proficiency level for the next school year. The NYSESLAT consists of a speaking, listening, reading, and writing section.

Testing

Formative Assessment

All students will take formative assessments in ELA and math. This will provide data to assist teachers in grouping students and ensuring that all students receive the supports necessary to to be challenged appropriately.

New York State Tests

The ELA State Test will be administered in April 2023. The Math State Test will be administered in 2023.

8th Grade Regents Exams

8th graders will take the following exams in June to earn high school credit: Algebra 1, Living Environment and the Second Language Proficiency exam (Spanish).

English Language Learner Exams

English Language Learners take the New York State Identification Test for English Language Learners and the Spanish Language Assessment Battery when they enroll in the DOE. They take the New York State English as a Second Language Achievement Test in the spring.

Some frequently asked questions are answered here:

- Students are already familiar with content on the test. Reassure your child that they are being tested on standards they have learned so far, and not on new concepts.
- Students will not be given time limits on the ELA or Math State Tests. The exams have a suggested end time, but students may continue testing if they are working productively. Regents exams do have a 3 hour time limit for students with no extended time.
- Students will NOT have homework the night before a state test. The afternoon following testing will be a combination of gym, arts, and classes other than the subject tested that day.

In order to prepare for these tests students should:

- Get eight or more hours of sleep. Send them to bed early and minimize anxiety or distractions within their routine for the weeks of testing.
- Eat a healthy breakfast. If they arrive by 8:00 AM, they will have the option of having school breakfast to help with their energy and focus for the morning.
- Arrive on time. If a student arrives late, he or she may miss the test and have to be scheduled for a make-up. *There are no make-ups for Regents exams.*

After School & Extracurricular Activities

We offer a variety of programs after school for enrichment as well as academic support.

After-School All-Stars

After-School All-Stars operates a free after-school program at DLMS. The after-school program features homework help, tutoring, enrichment activities, and social emotional skill building. The program runs 5 days a week starting in September from school dismissal until 5:45 pm. Applications will be available at the start of the year.

DLMS After-School

DLMS teachers offer homework help and a variety of clubs and activities. DLMS programs are offered Wednesday - Friday from 2:40 - 4:40. If students register for after-school, they must commit to staying in the program. If they cannot attend due to an appointment or other reason, caretakers must inform the teacher and main office in advance. More information will be shared in September.

Athletics

DLMS teachers and afterschool staff collaborate to offer our students various athletics programs during each season of the school year. Historically, DLMS has had competitive seasons through the Middle School Athletics League in both boys soccer and girls volleyball. Each teacher-coach holds try-outs for the program and it is up to their discretion to decide who can join the team and stay on the team for the duration of the season. Student athletes are expected to sign contracts, which state that they must maintain above a 70 average in all of their classes. Additionally, student athletes must follow all rules and regulations in the student handbook or risk getting suspended from their team for any infractions of conduct. If a student is chosen for the competitive team, they must show up to every scheduled practice and game, or risk losing their position.

High School Admissions

How High School Works in New York City

In New York City, there are over 700 high school programs offered to our city's students. Except in rare cases, every child is guaranteed a seat in his/her zoned school which is often one of the high schools closest to your home. To find your zoned high school visit myschools.nyc.gov. Beyond students being guaranteed a seat in a zoned school, students, families and advisors will work on high school lists. Families are encouraged to visit prospective schools, research their programs and take an active role in identifying the best options for their students. Ms. Rojas will meet with families after an initial high school list is drafted. To learn more about the high school process please visit: schools.nyc.gov/ChoicesEnrollment/High.

Specialized High Schools & SHSAT

Students who wish to apply to New York City's Specialized High Schools must take the Specialized High School Admissions Test (SHSAT) in November and rank their choices of schools in order of preference. Students who are interested in registering for the SHSAT should speak with Ms. Rojas. For information about the test, visit schools.nyc.gov/accountability/resources/testing/shsat.htm.

Audition/Portfolio Schools

Students interested in attending certain arts-focused high schools will need to prepare an audition or portfolio. More information about the requirements can be found in the DOE's guide to [Visual and Performing Arts High Schools: Preparing Your Audition / Arts Portfolio](#)

Schools that require the SHSAT	Schools that require an audition, interview and/or portfolio (This is not a complete list)
Bronx High School of Science	Art and Design High School

• Brooklyn Latin School • Brooklyn Technical High School • High School for Math, Science and Engineering at City College • High School for American Studies at Lehman College • Queens High School for Sciences at York College • Staten Island Technical High School • Stuyvesant High School	• Frank Sinatra • Fiorello H. LaGuardia High School • Gramercy Arts High School • The High School of Fashion Industries • Professional Performing High School • Repertory Company High School for Theater Arts • Special Music School • Talent Unlimited • Manhattan Hunter Science (academic portfolio) • Beacon High School (academic portfolio) • Bard High School • NYC iSchool
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Student & Family Handbook Acknowledgement Form

When the school year begins, each student and family will be asked to confirm receipt of this handbook and adherence to the policies within.