



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2011-2012  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL NAME : K008 THE ROBERT FULTON SCHOOL**

**DBN : 13K008**

**PRINCIPAL: SETH PHILLIPS EMAIL: SPHILLI@SCHOOLS.NYC.GOV**

**SUPERINTENDENT: BARBARA FREEMAN**

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Seth Phillips	*Principal or Designee	
Amanda Green	*UFT Chapter Leader or Designee	
Liz Pitofsky	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Sjene Kendrick	Member/Staff	
McKenzie Field	Member/Staff	
Lisa Edstrom	Member/Parent	
Sarah Powers	Member/Parent	
Kathleen McBride	Member/Parent	
Yifat Schuslinger	Member/Parent	
Vacancy	Member/Staff	

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<p><b>Annual Goal #1</b></p> <ul style="list-style-type: none"><li>• The school will increase the Growth percentile in ELA by 5%.</li></ul>
<p><b>Comprehensive needs assessment</b></p> <ul style="list-style-type: none"><li>• The SLT looked at the 2010-2011 school year Progress Report</li></ul> <ol style="list-style-type: none"><li>1) Median Adjusted Growth Percentile of 66 was in the in 25.7% of peer range and 41.7% of city range in ELA</li><li>2) Median Adjusted Growth Percentile for school's lowest third of 67 was in the 23.1% of peer range and 30.2% of city range in ELA</li></ol>
<p><b>Instructional strategies/activities</b></p> <ul style="list-style-type: none"><li>• Administration will analyze 2011 ELA growth percentiles by teacher to identify areas or personnel in need of support</li><li>• Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking</li><li>• Study the book Choice Words by Peter Johnson to improve instruction and deepen student thinking.</li></ul>
<p><b>Strategies to increase parental involvement</b></p> <ul style="list-style-type: none"><li>• Presentations at PTA meeting</li><li>• Discussions at Grade Level Principal's Meetings</li><li>• ELA workshops</li></ul>
<p><b>Strategies for attracting Highly Qualified Teachers (HQT)</b></p> <ul style="list-style-type: none"><li>• Two ay a week instructional consultant</li><li>• Monthly staff conferences used to discuss different chapters from the professional book Choice Words by Peter Johnson</li><li>• Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction</li><li>• Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking</li><li>• Vertical Groups in Reading, Writing, Math, Social Studies, and Science</li><li>• Grade Level Professional Development Days</li></ul>
<p><b>Service and program coordination</b></p> <p>N/A</p>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>• Tax Levy</li></ul>

## ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #2**

- The school will increase the Growth percentile in mathematics by 5%.

There will be an increase of 5% on the growth percentile in mathematic in 2012 as compared to 2011.

### **Comprehensive needs assessment**

- The SLT looked at the 2010-2011 school year Progress Report
  - 1) Median Adjusted Growth Percentile of 65 was in the in 18.8% of peer range and 45.2% of city range in Math
  - 2) Median Adjusted Growth Percentile for school's lowest third of 67 was in the 13.5% of peer range and 29.0% of city range in Math

### **Instructional strategies/activities**

- Administration will analyze 2011 Math growth percentiles by teacher to identify areas or personnel in need of support
- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Study the book Choice Words by Peter Johnson to improve instruction and deepen student thinking.

### **Strategies to increase parental involvement**

- Presentations at PTA meeting
- Discussions at Grade Level Principal's Meetings
- Math workshops

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Two ay a week instructional consultant
- Monthly staff conferences used to discuss different chapters from the professional book Choice Words by Peter Johnson
- Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction
- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Vertical Groups in Reading, Writing, Math, Social Studies, and Science
- Grade Level Professional Development Days

### **Service and program coordination**

- N/A

### **Budget and resources alignment**

- Tax Levy

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- **Teacher Effectiveness**

Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction  
4- 6 visits to all of the k – 5 classrooms with feedback notes by June 28, 2012.

#### **Comprehensive needs assessment**

- Test scores are high in reading and math.
- Desire to improve practice from teacher as cited in Learning Environment survey

#### **Instructional strategies/activities**

- In September, will introduce Danielson Framework to staff at a Faculty Meeting.
- In October we will schedule common walkthroughs with grade leaders and coaches in school to develop a common vision and alignment to the framework.
- Starting in Mid October, the administration will conduct the first of two cycles visits in every classroom and provide feedback around a targeted component of Danielson framework. Throughout the year will focus on 1 priority components from 1e, 2b, 2d,3b, 3c, 3d, or 4e
- Feedback will be provided to individual teachers in conversation and in written form within one week of an observation.
- The second cycle will of classroom visits will begin after the first round is finished
- Analysis of observations, patterns and trends completed after each completed cycle.

#### **Strategies to increase parental involvement**

- Presentations at PTA meeting
- Discussions at Grade Level Principal's Meetings
- Workshops

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Two ay a week instructional consultant
- Monthly staff conferences used to discuss different chapters from the professional book Choice Words by Peter Johnson
- Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction
- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Vertical Groups in Reading, Writing, Math, Social Studies, and Science
- Grade Level Professional Development Days

#### **Service and program coordination**

- N/A

#### **Budget and resources alignment**

- Tax Levy

## ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #4**

- There will be an increase of 5% of African American and Hispanic students passing on the NYS mathematic standardized test in 2012 as compared to 2011 for African American and Hispanic students.

### **Comprehensive needs assessment**

The SLT Looked at the 2010-2011 NYS Mathematics Testing data disaggregated for ethnic group.

- There is 25% point difference between black/Hispanics and white/asian

### **Instructional strategies/activities**

- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Study the book Choice Words by Peter Johnson to improve instruction and deepen student thinking.

### **Strategies to increase parental involvement**

- Presentations at PTA meeting
- Discussions at Grade Level Principal's Meetings
- Math workshops

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Two ay a week instructional consultant
- Monthly staff conferences used to discuss different chapters from the professional book Choice Words by Peter Johnson
- Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction
- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Vertical Groups in Reading, Writing, Math, Social Studies, and Science
- Grade Level Professional Development Days

### **Service and program coordination**

N/A

### **Budget and resources alignment**

- Tax Levy

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #5**

There will be an increase of 5% of African American and Hispanic students passing on the NYS ELA standardized test in 2012 as compared to 2011 for African American and Hispanic students.

**Comprehensive needs assessment**

The SLT Looked at the 2010-2011 NYS Mathematics Testing data disaggregated for ethnic group.

- There is 25% point difference between black/Hispanics and white/asian

**Instructional strategies/activities**

- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Study the book Choice Words by Peter Johnson to improve instruction and deepen student thinking.

**Strategies to increase parental involvement**

- Presentations at PTA meeting
- Discussions at Grade Level Principal's Meetings
- ELA workshops

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Two ay a week instructional consultant
- Monthly staff conferences used to discuss different chapters from the professional book Choice Words by Peter Johnson
- Engage in short, short cycles of classroom visit utilizing Danielson's Framework and provide feedback to increase effectiveness of instruction
- Study of Component 3b: Using Questioning and Discussion Techniques to improve instruction and deepen student thinking
- Vertical Groups in Reading, Writing, Math, Social Studies, and Science
- Grade Level Professional Development Days

**Service and program coordination**

N/A

**Budget and resources alignment**

- Tax Levy

**ACADEMIC INTERVENTION SERVICES (AIS)**

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	<b>5</b>	<b>5</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>1</b>	<b>33</b>	<b>33</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>2</b>	<b>39</b>	<b>39</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>3</b>	<b>18</b>	<b>18</b>	<b>N/A</b>	<b>N/A</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>4</b>	<b>30</b>	<b>30</b>	<b>12</b>	<b>30</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>5</b>	<b>26</b>	<b>26</b>	<b>12</b>	<b>26</b>	<b>10</b>	<b>2</b>	<b>5</b>	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	<ul style="list-style-type: none"> <li>➤ Extended Day provides children 50 minutes of individualized ELA instruction</li> <li>➤ Test Prep is provided during Extended day tutoring</li> <li>➤ Small group instruction is provided either through the pull-out and push-in model</li> <li>➤ Wilson is small group instruction</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>➤ Extended Day provides children 50 minutes of individualized Mathematics instruction</li> <li>➤ Test Prep is provided during Extended day tutoring</li> <li>➤ Small group instruction is provided either through the pull-out</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>➤ After school program designed to support students who have been struggling in Science</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>➤ In combination with English Language Arts support, the 5<sup>th</sup> grade “At-Risk” students receive additional instruction.</li> </ul>
<b>At-risk Services provided by the Guidance Counselor</b>	<ul style="list-style-type: none"> <li>➤ The Guidance Counselor provides 1:1 and small group counseling during the school day for students in grades 3-5. Through play therapy, and group sessions, the guidance counselor helps students whose emotional issues have interfered with their academic progress.</li> </ul>
<b>At-risk Services provided by the School Psychologist</b>	<ul style="list-style-type: none"> <li>• The School Psychologist is “On Call” for crises intervention (4 days a week)</li> </ul>
<b>At-risk Services provided by the Social Worker</b>	<ul style="list-style-type: none"> <li>• The School Psychologist is “On Call” for crises intervention (2 days a week)</li> </ul>
<b>At-risk Health-related Services</b>	<ul style="list-style-type: none"> <li>• Asthma Classes with Department of Health Nurse</li> <li>• Overweight with Department of Health Nurse</li> <li>• Allergy Consultations with identified children</li> </ul>



**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Jose Ruiz/ Margarita Nell</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>008</b>
School Name <b>The Robert Fulton School</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Seth Phillips</b>	Assistant Principal <b>Bob Mikos</b>
Coach <b>Anne Powers</b>	Coach <b>N/A</b>
ESL Teacher <b>Tracey Posluszny</b>	Guidance Counselor <b>Johanna Provenzano</b>
Teacher/Subject Area <b>Megan Davis/Common Branch</b>	Parent <b>Lisa Kopel</b>
Teacher/Subject Area <b>Brandie Hayes/Common Branch</b>	Parent Coordinator <b>Blake Amos</b>
Related Service Provider <b>Karen Block</b>	Other <b>type here</b>
Network Leader <b>Margarita Nell</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>591</b>	Total Number of ELLs	<b>22</b>	ELLs as share of total student population (%)	<b>3.72%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

English Language learners are identified in the following way: At the time of enrollment, all parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS). This survey is given to parents by a trained pedagogue. Some pedagogues speak Spanish and Russian. The rest speak English. The HLIS form lets school staff know what language is used in the child's home. An informal oral interview is given to the parents in English, or their native language, if needed, asking the questions on the HLIS form to help identify if another language is spoken in the home. If the HLIS indicates that the child uses a language other than English, he or she is administered an English proficiency test called the Language Assessment Battery-Revised (LAB-R) within 10 days of his or her first day of school. The test is administered to the student by a certified teacher. In this case, it usually always the English as a Second Language (ESL) teacher. Performance on the LAB-R determines the child's entitlement to English language development support services. (If LAB-R results show that a child is an ELL and Spanish is used in the home, he or she must also take a Spanish LAB to determine language dominance. This test is also given with the first 10 days of the student's first day of school and is administered by a certified New York State teacher.) Schools will then notify parents and/or guardians of their child's LAB results in writing soon after and place students in ELL instructional programs according to parent's choice as filled out on the Parent-Selection Form given to parents and guardians at the orientation meeting they are invited to attend. If they do not attend this meeting, parents and/or guardians are still given the form to fill out to select his or her preferred program for their child(ren). If the numbers are not such that a bilingual program will not be opened at P.S. 8 during the given school year that the child becomes entitled for ELL support services, parents are informed of the option for their child transfer to another school in the district that offers a bilingual program conducted in the child's native language in the district. Or, they can simply choose to select a bilingual program as their first choice and if the numbers in the school grow to support a bilingual class in the same native language on two continuous grade bands, then the student will be placed in a bilingual class at Public School 8.

Identified ELL students will be annually evaluated by the New York State English as a Second Language Achievement Test (NYSESLAT) given to students each spring. ATS reports such as the RLAT is used to determine which students shall receive the NYSESLAT. This test evaluates the student's language development in all four areas: Listening, Speaking, Reading, and Writing. The speaking exam is given one-on-one to the student by the certified ESL teacher, while the Listening, Reading, and Writing are administered in grade bands: K-1, 2-4, and 5-6, as needed, by various teachers throughout the school. Whenever possible, the ESL teacher administers these exams, but sometimes other teachers in the school who work with the ELL students may do so. Parents are notified of this test each year in writing and are told about it at the Parent Orientation they attend once their child is eligible for English language development support services.

2. In order to make sure that parents and/or guardians understand all three program choices. Public School 8 holds an orientation for parents or guardians of newly enrolled ELLs each fall. This orientation is used to inform them of the different ELL programs that are available. It is held in the library each year. Parents are shown a video that introduces English Language Support Programs and explains the three different choices parents have: Freestanding English as a Second Language, Dual Language, and Transition Bilingual Education (TBE). In the orientation, parents receive materials about ELL programs in both English and their home language. The orientation is hosted by the ESL Teacher and the Parent-Coordinator. Parents and Guardians are given the opportunity to ask questions

about ELL services (with assistance from a translator, if necessary). At the end of each orientation, school staff collects the Parent Survey and Program Selection Form, which indicates the program that parents select for their child(ren). Because ELL parents often speak a language other than English, translated materials (brochures, DVDs) provided by the Office of ELLs and services offered by the Translation and Interpretation Unit, including document translation and interpretation services are used as needed to ensure parents of newly enrolled ELLs understand the program selection and entitlement process.. Informational and question-and-answer sessions are provided through this initial group orientation session at the beginning of the year. If parents and/or guardians cannot attend this orientation given in the fall of each year, then they are given the option to speak with the school's ESL teacher and/or Parent Coordinator over the phone or at a different time in person at the school. They are shown, when possible, the video again, and told of the three program choices, as well as given all the materials, including informational packet, that were handed out at the orientation meeting. They are then asked to fill out the Program Selection Form and return it as soon as possible. Translation services, interpreters, and district reps are used as needed. Parent coordinators and other designated staff should work closely with supervisors (assistant principals, bilingual coordinators), network specialists, and district based ELL specialists to coordinate school events for ELL parents and deliver information to them in a timely manner. The parent coordinator and ESL teacher enlists the help of staff from both P.S. 8 as well as other schools (bilingual/ESL teachers, other parent coordinators), network or district staff (ELL specialists), and central staff (Office of ELLs, Office of Family Engagement and Advocacy) and/or outside translation services contracted out by the Department of Education to ensure that parents of newly enrolled ELLs are given all the necessary information.

3. Public School 8 ensures that entitlement letters are distributed to parents in an appropriate timeline after the LAB-R (and Spanish LAB, if necessary) are given to the student by having the ESL teacher send the appropriate form letters home to the parents, along with the Program Selection Form and a time and place for the orientation included in the entitlement letters. If a student scores below proficiency on the LAB-R then the ESL teacher sends home the Entitlement Letter\*, Parent Survey and Program Selection Form, and Placement Letter to be filled out upon completion of the Orientation Session. If a student scores at or above proficiency on the LAB-R, he or she receives a Non-Entitlement Letter. For students who scores below proficiency on the NYSESLAT from the previous year, their parents are given a Continued Entitlement Letter informing them of the child's continued entitlement for ELL services. Students that score at or above proficiency on the NYSESLAT receive Non Entitlement/Transition Letters. Copies of these letters are stored in annual binders that the ESL teacher maintains. Parent Survey and Program Selection forms are also distributed at the time of the Entitlement Letters and are available at the Parent Orientation. Parents are expected to bring the Program Selection Form with them to the orientation and fill it out immediately after. (Extra copies will be made available for those who need it.) Copies of the Parent Survey and Program Selection form are then also keep in a binder that is maintained by the ESL teacher. If the parents cannot attend the orientation, a phone call to each parent will be made and arrangements will be made to later view the video or hear of the program choices over the phone to help the parents fill out the Program Selection Form. The ESL teacher will work with the Parent Coordinator to reach out to those who cannot the orientation for newly enrolled to make sure the Program Selection form is filled out appropriately. If the form is not returned, the default is Transitional Bilingual Education (TBE) as per CR Part-154. However, if the numbers are such that they do not **This school serves the following grades (includes ELLs and EPs)** (e.g. less than 14 students on 2 or 3 continuous grade bands in the same native language) then **Check all that apply** Program Selection Form will be placed in the freestanding English as a Second Language program writing and verbally at the Orientation Meeting each fall. They are also told that is best for their child's academic achievement to keep their child in the same program throughout the years rather than switch from one to another.

4. ELLs are placed in program that was selected by their parents on the Parent Survey and Program Selection Form. These forms are kept in a binder that is maintained by the ESL teacher. Continued entitlement letters are also kept in a binder and maintained by the ESL teacher. At the Orientation Meeting and through written materials parents are informed of the three program choices they have for their child: Transitional Bilingual Education (TBE), Dual Language, and Freestanding English as a Second Language (ESL) programs. Transitional Bilingual Education (TBE) programs include language arts and subject matter instruction in the students' native language and English as well as intensive instruction in English as a Second Language. As the student develops English proficiency using the strengthened knowledge and academic skills acquired in the native language, instruction in English increases and native language instruction decreases. Dual Language programs provide half of the instruction in English and half in the native language of the ELLs in the program (e.g., Spanish, Chinese, Haitian Creole). Students of the native language are taught alongside English-speaking students so that all students become bicultural and fluent in both languages. Freestanding English as a Second Language (ESL) programs provide all language arts and subject matter instruction in English through the use of specific instructional strategies. Support in the native language may be available, as needed by the students. After attending the meeting and viewing the video designed by the Department of

Education’s Office of English Language Learners, parents select a program for their child and indicate this by completing the Parent Survey and Selection Form. The ESL teacher and designated school staff then review these forms and place children in the appropriate program choice as selected by the parent(s) or guardian(s). If the parent fails to complete the form after repeated requests are made, the child will be placed in the Transitional Bilingual Education program by default. However, if the numbers are not such that there are not at least 14 students who speak the same native language on two contiguous grade bands, then the children of parents who selected TBE but chose to keep their child at P.S. 8, will be placed in the school’s freestanding ESL program until the numbers reach such that a class in his or her native language on the student’s appropriate grade span can be opened. Consolations and communication with parents regarding this selection process are given and made available in the parent’s native language, as necessary. Both the ESL teacher and the school’s parent coordinator maintain open contact with the parents regarding the selection process and provide materials, as needed for the parents to make informed decisions regarding their child’s education. The parents are also told both in writing and orally at the orientation meeting or over the phone or an in-person meeting that studies show that students that remain in the same program over the years, do better academically than those that switch programs.

5. After reviewing the Program Selection Forms over the years, the trend has been toward the freestanding English as a Second Language program. While some parents have chosen TBE, they have also elected to remain in the school and allow their child to be placed in a freestanding English as a Second Language program until the numbers allow for the TBE program to open. All but 5 parents have chosen to place their child(ren) in a freestanding ESL program. Of the five parents, 2 selected TBE and 2 Dual Language program. There was one parent who chose to leave the selection blank, thereby defaulting to TBE, but then again to freestanding ESL. The form was for a child whose sibling is also in the program. For his sibling, the parents chose TBE at their first choice. While there are some parents who are interested in the TBE program and the Dual Language programs, the trend at P.S. 8 has been toward placement in the ESL program, mostly by choice, but at times by default. No parents have ever left the school in recent years to elect for a bilingual placement.

6. The programs (ESL) at our school are aligned with parent-requests. While some may wish for TBE or Dual Language, the numbers are not such that we can provide that. However, P.S. 8 continues to have an open-door policy and support the growing diversity at it school. If the number of students eligible for ELL services and the desire for TBE and Dual Language programs grow to the numbers that would allow for funding of these classes, we will open them and provide instruction for our ELLs with these programs.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	<b>K</b> * <b>1</b> * <b>2</b> * <b>3</b> * <b>4</b> * <b>5</b> * <b>6</b> * <b>7</b> * <b>8</b> * <b>9</b> * <b>10</b> * <b>11</b> * <b>12</b> *
--	--

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Transitional Bilingual</b>														<b>0</b>

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
<b>Education</b> (60%:40% → 50%:50% → 75%:25%)														
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	0	0	0	0	0	0								0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	17	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	17	0	1	5	0	1	0	0	0	22
<b>Total</b>	<b>17</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>22</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Yiddish	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Transitional Bilingual Education**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	5																		5	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>5</b>	<b>0</b>	<b>5</b>	<b>0</b>																

**Dual Language (ELLs/EPs)**

**9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1				1								3

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	1		1											2
Russian														0
Bengali	1													1
Urdu														0
Arabic	1		1		1	1								4
Haitian														0
French		1	1	1										3
Korean														0
Punjabi														0
Polish														0
Albanian				1										1
Other	1	2	1	3		1								8
<b>TOTAL</b>	<b>5</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>22</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a. Instruction is delivered to all ELLs at P.S. 8 through a freestanding ESL pull-out program.  
 b. Students are grouped according to grade and language level. Some classes are homogeneous by grade and heterogeneous by language level and other are homogeneous by language level and heterogeneous by grade. For example, there is a beginner ELL group of 2, 3, and 5<sup>th</sup> graders, but there is also a beginner group of only K. There is also a group of Advanced and Intermediate ELLs in grades 3-5.

2. As per Part CR-154, all beginners and intermediate students receive 360 minutes of ESL instruction from the ESL teacher as given

## A. Programming and Scheduling Information

through 90 minutes of instruction four times per week during the students' ELA periods. Advanced ELLs receive 180 minutes of ESL instruction by the ESL teacher and 180 minutes of ELA instruction by the classroom teacher. Staff are made aware of these mandates. The ESL teacher follows the mandates by picking up her students and delivering the required instruction throughout the day according to the schedule she has set up with the classroom teachers.

3. Content area instruction is delivered through the freestanding ESL program. Math, Science, and Social Studies are all a part of the English Language instruction as delivered by the ESL teacher in the ESL program. Students read books and participate in language learning activities designed by the ESL teacher to build their knowledge of the content areas, while simultaneously building content area vocabulary and language necessary to succeed in the classroom and beyond and understand the concepts he or she is studying in class. The ESL teacher uses State standards to design curriculum and provide instruction in the content areas to her ELLs. She utilizes the CALLA approach to content area instruction and language development, instructing the students explicating in the vocabulary they need to understand the content areas and providing them language experiences in which they both hear and utilize the vocabulary. Be it a read aloud, shared writing or reading, hands-on science experience, or social studies research project, or math game, students are engaged in language rich experiences and opportunities and both learn and use new found vocabulary and language that they can bring with them back to the classroom and their lives outside of school. Instruction is given in English, but content area materials are made available, when necessary in the student's native language. These materials include books, magazines, and newspapers, as well as online information and resources, such as dictionaries and glossaries, in Spanish, Portuguese, French, Russian, German, Danish, Arabic, Chinese, and Japanese. Students are presented these materials in direct language lessons, through read alouds, and also use them in independent reading and group work. The teacher also uses Reader's Theater plays that the students read, recite, and act out together demonstrating their knowledge of language and literacy. Maps and visual diagrams are used to scaffold language in some of the content areas. Shared reading poems and charts also help the children develop oral language. Cds with songs are also used to help the students extend their vocabulary and develop oral language. Total Physical Response is used to help students learn and connect with new vocabulary. Phonics games, letter recognition, and other language games are used to help students learn and practice the phonics skills needed to be successful with the language. The ESL teacher also has various styles of writing paper to help adapt the writing level for each student. Some pages have more room for pictures for the students to draw their stories and lines are wider. Other pages have smaller areas for pictures and more, thinner lines to encourage more writing. It all depends on where the student is in the language acquisition process. Also, when need be, students may speak to each other and write in their native language, thereby using the native language as a bridge for their English language learning and utilizing the technique of bridging. The teacher also works closely with classroom teachers and content area teachers to share some of these techniques and skills so that they can be used in the classroom, as well. These materials are differentiated and used for all program levels--beginner through advanced, depending on what is needed by each group of students.

4. To ensure that ELLs are appropriately evaluated in their native language, the Spanish Lab-R is given to all Spanish speakers who take the Lab-R. Additionally, a bilingual evaluator will evaluate all Special Education students that require such services.

5. Instruction is differentiated for all ELL sub-groups:

a. P.S. 8 does not have any SIFE students at our school. However, the plan for SIFEs is to include them in the appropriate grade level classroom and provide them with the extra 50 minutes of tutoring time after school twice a week. SIFES will also work with the ESL and intervention teachers during the school day. These teachers will work closely with the classroom teachers to ensure that the student is making progress. Instruction will be differentiated by all teachers who work with the SIFEs and communication will be maintained on a regular basis between all teachers and parents, as well, so that the student is brought up to grade level.

b. Newcomers (ELLs in U.S. schools less than three years): All newcomers receive the appropriate amount of ESL instruction as mandated per CR-Part 154. Because No Child Left Behind (NCLB) now requires testing for all identified ELL's in the country for more than one year, these students are given extra support in preparing for the State exams. They are given AIS support with focused instruction on developing their language skills and understanding the language and strategies needed to be successful on the State exams. Additionally, an extra 50 minutes of tutoring, three times per week by either the ESL teacher or their classroom teacher is made available to them.

c. ELL's receiving service for 4-6 years receive the mandated amount of ESL instruction as well as AIS support. Classroom teachers differentiate instruction for the students and are made aware of their language needs. The ESL teacher also differentiates instruction and works closely together with the classroom and AIS teachers to move these ELLs along. All teachers share information about the needs and

## A. Programming and Scheduling Information

progress of the children and work together to support the students in a continuous manner. These students are also offered additional tutoring for 50 minutes after school, two times per week. These ELLs take the NYSESLAT and other standardized tests, such as the predictives, ELA, and Math exams throughout the year. All test scores are analyzed and discussed by teachers working with the student. This helps teachers to focus instruction and provide the student with the appropriate language scaffolds to support their language acquisition and development. An AIS plan will be created for the child based on his or her needs. If needed, the child will also receive counseling and other support. Parents are also encouraged to come in and meet with the teachers to also assist in helping the 4-6 year ELL students make progress.

d. For long-term ELLs (those who completed more than 6 years in the program), the same interventions and strategies mentioned above are also used. They are given the opportunity for the extra 50 minutes of instruction three times per week as well as AIS support and the properly mandated ESL instruction, in which the ESL teacher focuses on the specific language needs. The ESL teacher works closely with the classroom teacher and AIS teachers to build on these language needs both in the classroom and in the ESL pull-out program. The AIS team will meet to discuss the needs of these students and develop an academic plan. Teachers may also attend a PPC (Pupil Personnel Committee) meeting with SETSS teacher, guidance counselor, principal, and other related service providers and classroom and ESL teachers to discuss the needs of the students and come up with an Academic Intervention Plan for the students.

e. ELLs that have special needs are given an IEP that directs the classroom teacher, special education teacher, ESL teacher, and others that work with the student as to what the student's goals and needs are. The ESL teacher looks at the IEP and uses it to help design instruction and meet the needs of the students as well as develop their language skills. Teachers discuss the child's development, attend IEP meetings, and work together for the benefit of the child.

6. Teachers of ELL-SWDs use a number of different instructional strategies and grade-level materials to provide access to academic content areas and accelerate English language development. Among these are visual charts and graphic organizers, levelled libraries with a variety of non-fiction texts, content area taxonomies, and word walls differentiated for the appropriate grade level for each child. The books the child reads is on his or her level and writing assignments are modified so that the ELL-SWD can meet the same content area standards as his or her native speaking, non-SWD peers. The same strategies and protocol for long-term ELLs and ELLs 4-6 years are also used with ELL-SWDs. This includes 50 minutes of after school tutoring time and AIS services where appropriate. Meetings are held to discuss the children's progress. Counseling is provided where necessary. Students are instructed at a pace that is appropriate for them. Programs, such as, Wilson and Foundations, are also used to support these learners. Some ELL-SWDs are placed in ICT classrooms, while others receive SETSS during the school day. The SETSS teacher and ESL teacher will discuss the progress of the child and work with the classroom teacher. Collaboration is encouraged. The school ensures that ELL-SWDs whose IEP mandates ESL instruction receive the appropriate program because all teachers and out-of-classroom personnel that work with the child along with the child come together during IEP meetings to discuss the child's academic and social-emotional needs to ensure that his or her placement is the best fit.

### Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%	made to curriculum and instruction to ensure that ELL-SWDs have access to the material being taught and are meeting his or her language goals and needs. The school ensures that flexible programming is used to maximize the time the ELL-SWD spends with non-disabled peers, both in his or her classroom and in the ESL group		
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. Last year, one ELL in fourth grade took the ELA exam and scored a 2. Another ELL in third grade took the exam and scored a three. In Math, the fourth grade ELL scored a three, while the third grade student scored a two. The fourth grade student also took the science exam and scored a three. Thus, most upper grade ELLs are passing some of the tests. There are targeted interventions for ELLs students not meeting grade level or needing extra assistance in math, ELA, social studies, or science. These interventions include an extra 50 minutes of tutoring two times per week, as well as AIS services in both Math and Literacy. Specific work is being done around vocabulary, comprehension, and reading and spelling strategies and well as building math content knowledge and the ability to read and decipher math word problems. These programs are offered in English, but native language dictionaries and other supports are made available when necessary. Targeted inventions in social studies include more map work, research strategies, and work with diagrams. In science, many of the work is hands-on and project-based. Students work in groups with there peers to explore and learn science material. The group work with English speaking peers helps to scaffold science for ELLs who are learning the language.

9. There is a plan for continuing transitional support for up to two years for ELLs that reached proficiency level. In addition to receiving the same testing accommodations for up to two years as ELL students, these students receive support from the ESL teacher through the classroom teacher. The classroom teacher is given notification that the student is a former ELL. The ESL teacher provides information to the teacher on his or her previous test scores, academic history, and any other information regarding the child that would be valuable to the classroom teacher. Together they work to continue meet the needs of the child and to ensure that the student who reached proficiency stays on grade level and has the language support he or she needs to continue with his English language development and academic and social growth. At the classroom teacher's request and upon approval, the ESL teacher may see the former ELL on a weekly or daily basis, depending on what is discussed. The ESL teacher then works with the students on his or her language needs. The ESL teacher may also meet and plan with the classroom teacher and discuss strategies that will support the former ELL in his or her new classroom. When requested, the ESL teacher will also provide materials or information on specific areas and strategies for reaching ELLs in particular areas, be it vocabulary development, sight word knowledge, reading comprehension, or verbal expression and social interaction. The ESL teacher works with each classroom teacher and student on a case-by-case, differentiated basis. The plan varies as needed for each student and teacher.

10. Some new programs we will be considering for next year include after school English classes for parents of ELLs that would like to improve their English skills. We have had some parents of ELLs who do not speak the English well ask about ESL classes for them. We may also look into more computer programs to support English language skills both during and after school, including Rosetta Stone software. Many of the upper grade ELL students have been responding well to computer programs that help build literacy skills, such as Starfall. Having more computer programs available for them based on their interests will help ELLs to learn the language faster.

11. We will not discontinue any programs for ELLs.

12. ELL students are afforded equal access to all after school programs. They can participate in the after school virtual YMCA, kids Orbitz, the robotics team, glee club and play productions, film club, Chinese, French, Spanish, and Italian classes. For the YMCA and Orbitz after school programs, letters are sent home in the beginning of the year informing parents of the programs with an attached application if they wish to participate. ELL students that participate go to these programs after school and do homework, study, play games, have snack, and participate in cooking and arts and crafts. For language classes, the process is the same. ELLs that do participate in the language classes

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

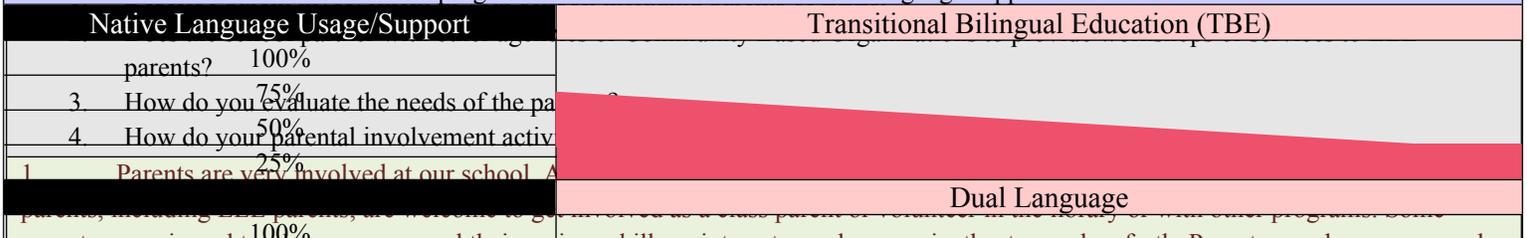
	Beginning	Intermediate	Advanced
<b>C. Schools with Dual Language Programs</b>			
1.	How much time (%) is the target language used for EPs and ELLs in each grade?		
2.	How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?		
3.	How is language separated for instruction (time, subject, teacher, theme)?		
4.	What Dual Language model is used (side-by-side, self-contained, other)?		
5.	Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?		

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<b>D. Professional Development and Support for School Staff</b>	
1.	Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2.	What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3.	Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
1.	<p>There is a professional development plan for all ELL staff in the school. This includes the ESL teacher, Tracey Posluszny. Ms. Posluszny will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development (PD's). Some of these PD's may be geared towards supporting ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding math vocabulary and content area instruction including science and social studies. Other PD's may include building comprehension in the native language as well as through English. Ms. Posluszny also attends PD sessions that classroom teachers attend to gain a better understanding of the literacy curriculum and ways to support ELL's in it. She also attends math, social studies, and science professional development sessions held at the school and outside arenas, like Teacher's College, Long Island University, or the Brooklyn BETAC. She will also look for classes or other workshops to support her work with the school's English Language Learners. Common branch teachers, subject area teachers, paraprofessionals, the guidance counselor, special education teachers, school psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator will receive professional development as well. Topics include language development in the classroom, Math Exemplars training, Number Sense, Science, Common Core Standards, Centers, Play and Exploration in the Classroom, and on-going Social Studies professional development.</p> <p>2. We provide support for ELL's as they transition from elementary to middle school. This includes seminars by the school's guidance counselor regarding the middle school placement process and understanding what goes on in it. The school's parent coordinator meets with parents. Students, as well as parents, have the opportunity to talk with teachers and hear from staff at some of the local middle schools. School staff, such as teachers and the parent coordinator, are supported by school leadership and guidance counselor during this process. The guidance counselor attends her own montly PD's with other guidance counselors provided by the district regarding the middle school placement process and how to support ELLs as they transition from elementary to middle school. The Parent-Coordinator sets up translation and interpretation services for the parents of ELLs, as needed.</p> <p>3. As per Jose P., all staff at P.S. 8 will receive the minimum 7.5 hours of ESL training. This training is presented by the school's ESL teacher during some monthly staff conferences as well as P.D.'s at the school. The P.D. includes, but is not limited to, topics such as, "Identifying ELLs, Understand the NYSESLAT, Communicating with ELL parents, Bridging and other ELL scaffolds, Developing Vocabulary for ELLs, Utilizing Native Language Support, and Ways to Support ELLs in your Classroom." All teachers who participate in the full amount of this training will receive certificates signed by the ESL teacher, ELL compliance person, and school's principal.</p>

**Native Language Usage and Supports**

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are very involved at our school. All are welcome to volunteer in classrooms through the Learning Leaders program. All parents, including ELL parents, are welcome to get involved as a class parent or volunteer in the library or with other programs. Some parents come in and teach courses around their various skills or interests, such as music, theater, and so forth. Parents are also encouraged to come and share facts and stories about the child's native country. Each month, the parent coordinator hosts a Diversity night where parents from various cultures and backgrounds share their cultures with others, and if asked, may also do so during the school day for the students. Parents volunteer to help out at the school play, after school robotics program, film club, language classes, and other after school activities. Just about any activity has a parent volunteer of some kind. All these opportunities are open to ELL parents, as well. Parents also are encouraged to attend monthly PTA meetings, volunteer at the Book Fair and fundraising events, such as the Annual Auction and raffle. Translation services are available to parents. An interpreter may be provided for Parent-Teacher Conferences or other meetings, such as IEP. Over-the-phone interpreters are also used during these meetings or throughout the school year, as needed. Online translation is made available for documents that parents receive. The DOE translation service is also used to provide parents with the necessary translation. Sometimes parents may be called upon to translation for other parents during meetings or conferences, as needed.

2. The school partners with other organizations and Community Based Organizations to provide services for ELL parents. The YMCA offers free English classes for adults. The ESL teacher will bring flyers and distribute them to parents and also give copies to the Parent Coordinator to have available for any parent that wishes to attend. The school also hosts a literacy education night for parents that is presented by literacy specialists and/or experienced classroom teachers. Various teachers in the building also hold workshops in the evenings for parents on ways to support their children in the classroom and on State exams. There is also a yearly Parent Orientation for Newly Enrolled ELLs in which parents are shown a program video, distributed program information, and can ask questions of the ESL teacher and Parent Coordinator. All parents are invited and encouraged to attend PTA meetings. Oral interpreters and written translation is made available when necessary for parents.

3. We evaluate the needs of parents through the Home Language Information Survey, Language Preference Form, and informal conversations, both by the ESL teacher and the school's Parent Coordinator, Principal, and Assistant Principal. There is a Parent bulletin board on the first floor hallway that provides parents information. All parents receive a Language Preference form to fill out at the beginning of the year, stating their preference for communication both orally and written. Such information is also on the Home Language Information Survey that parents fill out at enrollment. Translation and interpretation services are then made available to them as needed. Teachers and staff use the DOE translators for parent meetings and other situations that require communication in other languages, as well as outside providers.

4. Our parental involvement activities address the needs of parents because they give parents a way to interact with members of the school community. Parents are invited to attend yearly school-wide potlucks, monthly classroom celebrations, annual fundraising events, and monthly PTA meetings--all which involve them in the school community.

## B. Programming and Scheduling Information--Continued

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## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Of the six upper grade advanced ELLs, three have meet proficiency in Listening and Speaking. The rest are advanced. Of those six, two have meet proficiency reading and writing, but not speaking and listening. All but one are advanced overall. One is intermediate overall and proficient in listening and speaking. Therefore, the majority of the work done with upper grade students is on reading and writing, though, speaking and listening will also be addressed.

Among the two second grade ELLs, both are advanced overall, though, one of the two is proficient in listening and speaking, while the other is advanced. Therefore, again, the focus of the program will be on reading and writing with some areas of listening and speaking being addressed. With first grade and kindergarten, there will also be an emphasis on reading and writing, though listening and speaking skills with also be addressed. Therefore, overall, the ESL program's primary focus is on improving the reading and writing skills of its, while also striving to meet the needs of listening and speaking for the ELLs that need it.

## C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
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## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. There is a professional development plan for all ELL staff in the school. This includes the ESL teacher, Tracey Posluszny. Ms. Posluszny will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development (PD's). Some of these PD's may be geared towards supporting ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding math vocabulary and content area instruction including science and social studies. Other PD's may include building comprehension in the native language as well as through English. Ms. Posluszny also attends PD sessions that classroom teachers attend to gain a better understanding of the literacy curriculum and ways to support ELL's in it. She also attends math, social studies, and science professional development sessions held at the school and outside arenas, like Teacher's College, Long Island University, or the Brooklyn BETAC. She will also look for classes or other workshops to support her work with the school's English Language Learners. Common branch teachers, subject area teachers, paraprofessionals, the guidance counselor, special education teachers, school psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator will receive professional development as well. Topics include language development in the classroom, Math Exemplars training, Number Sense, Science, Common Core Standards, Centers, Play and Exploration in the Classroom, and on-going Social Studies professional development.

2. We provide support for ELL's as they transition from elementary to middle school. This includes seminars by the school's guidance counselor regarding the middle school placement process and understanding what goes on in it. The school's parent coordinator meets with parents. Students, as well as parents, have the opportunity to talk with teachers and hear from staff at some of the local middle schools. School staff, such as teachers and the parent coordinator, are supported by school leadership and guidance counselor during this process. The guidance counselor attends her own montly PD's with other guidance counselors provided by the district regarding the middle school placement process and how to support ELLs as they transition from elementary to middle school. The Parent-Coordinator sets up translation and interpretation services for the parents of ELLs, as needed.

3. As per Jose P., all staff at P.S. 8 will receive the minimum 7.5 hours of ESL training. This training is presented by the school's ESL teacher during some monthly staff conferences as well as P.D.'s at the school. The P.D. includes, but is not limited to, topics such as,

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1. There is a professional development plan for all ELL staff in the school. This includes the ESL teacher, Tracey Posluszny. Ms. Posluszny will attend workshops provided by the Department of Education's Office of English Language Learners, including compliance meetings as well as instructional professional development (PD's). Some of these PD's may be geared towards supporting ELL's on the ELA, Math, Science, and Social Studies exams, developing and understanding math vocabulary and content area instruction including science and social studies. Other PD's may include building comprehension in the native language as well as through English. Ms. Posluszny also attends PD sessions that classroom teachers attend to gain a better understanding of the literacy curriculum and ways to support ELL's in it. She also attends math, social studies, and science professional development sessions held at the school and outside arenas, like Teacher's College, Long Island University, or the Brooklyn BETAC. She will also look for classes or other workshops to support her work with the school's English Language Learners. Common branch teachers, subject area teachers, paraprofessionals, the guidance counselor, special education teachers, school psychologist, occupational/physical therapists, speech therapists, secretaries, and parent coordinator will receive professional development as well. Topics include language development in the classroom, Math Exemplars training, Number Sense, Science, Common Core Standards, Centers, Play and Exploration in the Classroom, and on-going Social Studies professional development.

2. We provide support for ELL's as they transition from elementary to middle school. This includes seminars by the school's guidance counselor regarding the middle school placement process and understanding what goes on in it. The school's parent coordinator meets with parents. Students, as well as parents, have the opportunity to talk with teachers and hear from staff at some of the local middle schools. School staff, such as teachers and the parent coordinator, are supported by school leadership and guidance counselor during this process. The guidance counselor attends her own monthly PD's with other guidance counselors provided by the district regarding the middle school placement process and how to support ELLs as they transition from elementary to middle school. The Parent-Coordinator sets up translation and interpretation services for the parents of ELLs, as needed.

3. As per Jose P., all staff at P.S. 8 will receive the minimum 7.5 hours of ESL training. This training is presented by the school's ESL teacher during some monthly staff conferences as well as P.D.'s at the school. The P.D. includes, but is not limited to, topics such as, "Identifying ELLs, Understand the NYSESLAT, Communicating with ELL parents, Bridging and other ELL scaffolds, Developing Vocabulary for ELLs, Utilizing Native Language Support, and Ways to Support ELLs in your Classroom." All teachers who participate in the full amount of this training will receive certificates signed by the ESL teacher, ELL compliance person, and school's principal.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are very involved at our school. All are welcome to volunteer in classrooms through the Learning Leaders program. All parents, including ELL parents, are welcome to get involved as a class parent or volunteer in the library or with other programs. Some parents come in and teach courses around their various skills or interests, such as music, theater, and so forth. Parents are also encouraged to come and share facts and stories about the child's native country. Each month, the parent coordinator hosts a Diversity night where parents from various cultures and backgrounds share their cultures with others, and if asked, may also do so during the school day for the students. Parents volunteer to help out at the school play, after school robotics program, film club, language classes, and other after school activities. Just about any activity has a parent volunteer of some kind. All these opportunities are open to ELL parents, as well. Parents also are encouraged to attend monthly PTA meetings, volunteer at the Book Fair and fundraising events, such as the Annual Auction and raffle. Translation services are available to parents. An interpreter may be provided for Parent-Teacher Conferences or other meetings, such as IEP. Over-the-phone interpreters are also used during these meetings or throughout the school year, as needed. Online translation is made available for documents that parents receive. The DOE translation service is also used to provide parents with the necessary translation. Sometimes parents may be called upon to translation for other parents during meetings or conferences, as needed.

2. The school partners with other organizations and Community Based Organizations to provide services for ELL parents. The YMCA offers free English classes for adults. The ESL teacher will bring flyers and distribute them to parents and also give copies to the Parent Coordinator to have available for any parent that wishes to attend. The school also hosts a literacy education night for parents that is

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3. We evaluate the needs of parents through the Home Language Information Survey, Language Preference Form, and informal conversations, both by the ESL teacher and the school's Parent Coordinator, Principal, and Assistant Principal. There is a Parent bulletin board on the first floor hallway that provides parents information. All parents receive a Language Preference form to fill out at the beginning of the year, stating their preference for communication both orally and written. Such information is also on the Home Language Information Survey that parents fill out at enrollment. Translation and interpretation services are then made available to them as needed. Teachers and staff use the DOE translators for parent meetings and other situations that require communication in other languages, as well as outside providers.

4. Our parental involvement activities address the needs of parents because they give parents a way to interact with members of the school community. Parents are invited to attend yearly school-wide potlucks, monthly classroom celebrations, annual fundraising events, and monthly PTA meetings--all which involve them in the school community.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)													
K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	1	2	1		2								9
Intermediate(I)	2	2		1										5
Advanced (A)		1	2	3	1	1								8
Total	5	4	4	5	1	3	0	0	0	0	0	0	0	22

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	2		2	1		2							
	I	2												
	A	1	1	1	1									
	P		3	1	3	1	1							
READING/ WRITING	B	3	1	2	1		2							
	I	2	2		1									
	A		1	2	3	1	1							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4			1		1
5		1			1
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5					1				1
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1				1
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

**B. After reviewing and analyzing the assessment data, answer the following**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Of the six upper grade advanced ELLs, three have meet proficiency in Listening and Speaking. The rest are advanced. Of those six, two have meet proficiency reading and writing, but not speaking and listening. All but one are advanced overall. One is intermediate overall and proficient in listening and speaking. Therefore, the majority of the work done with upper grade students is on reading and writing, though, speaking and listening will also be addressed.

Among the two second grade ELLs, both are advanced overall, though, one of the two is proficient in listening and speaking, while the other is advanced. Therefore, again, the focus of the program will be on reading and writing with some areas of listening and speaking being addressed. With first grade and kindergarten, there will also be an emphasis on reading and writing, though listening and speaking skills with also be addressed. Therefore, overall, the ESL program's primary focus is on improving the reading and writing skills of its, while also striving to meet the needs of listening and speaking for the ELLs that need it.

## Part VI: LAP Assurances

<b>School Name: <u>The Robert Fulton School</u></b>		<b>School DBN: <u>13K008</u></b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Seth Phillips	Principal		12/1/11
Robert Mikos	Assistant Principal		12/1/11
Blake Amos	Parent Coordinator		12/1/11
Tracey Posluszny	ESL Teacher		12/1/11
Lisa Kopel	Parent		1/1/01
Megan Davis/Common Branch	Teacher/Subject Area		1/1/01
Brandie Hayes/Common Branch	Teacher/Subject Area		1/1/01
Ann Powers	Coach		1/1/01
	Coach		1/1/01
Johanna Provenzano	Guidance Counselor		12/1/11
Margarita Nell	Network Leader		1/1/01
Karen Block	Other <u>Related Services</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 13K008      **School Name:** The Robert Fulton

**Cluster:** Maragarita Nell      **Network:** Grapevine

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon arrival to the school, parents complete a Home Language Identification Survey (HLIS) (in either English or another language of choice) specifying the language(s) used in their home and whether they wish to have translation and oral interpretation services provided. Parents also fill out a biographical card that includes what language(s) they speak. Based on the answers to these questions as well as the parent's verbal requests, the school then provides parents with appropriate and timely information in a language they can understand.

If the parent is new to the school but not new to the New York City Department of Education, the appropriate administrators and pedagogues, including the school's E.L.L. coordinator/teacher, will look at the child's HLIS to determine if a language other than English is requested for communication. If no space is available or the language is not indicated, parents will receive a written letter requesting them to specify their preferred language for communication.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The school has a strong French speaking population across the grades, K-5. However, this French speaking population also speaks and reads English fluently, so do not need translation and oral interpretation services. There are some others; however, that do. In grades 2 and 5, there is an Arabic family with limited English who need both written translation and oral interpretation. In grade 5, there is also a transitional Russian speaking ELL, whose parents speak limited English and require oral interpretation, but not written translation. In grades 2 and 3, there is a Dutch speaking family who speak English and do not need written or oral translation. In Kindergarten, there is a Hebrew speaking family that speaks English, as well, and does not require translation and interpretation services. There is also a Cantonese speaking family in K and 2, who requires oral interpretation and written translation. There is a Bengali family in Kindergarten who requires oral interpretation and written translation. There is also an Arabic speaking family who does not require written translation, but needs oral interpretation. There are also many

Spanish speaking families throughout the grades, including K, 1, and 5, who do not require oral interpretation and written translation. There is a German speaking family in fifth grade who does not require written translation or oral interpretation. There is an Italian speaking family in first grade who does not require written translation or oral interpretation. In third grade and K, there is a Japanese speaking family who does not require written translation or oral interpretation. There are also Albanian speaking families in grades 2, 3, 4, and 5 who do not require oral interpretation or written translation. There is an Arabic family in grades K, 2, and 4 who do not require written translation or oral interpretation. These findings were gathered from the Home Language Survey, parent request, and teacher input. They are shared with the school community through SBST meetings, IEP meetings, staff meetings, and SLT meetings. Teachers, staff, and administration also share this information through ongoing dialogue and written communication.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The school will provide written translation services and meet the identified needs indicated in Part A. To ensure timely provision of translated documents to parents in need of language assistance services, teachers will submit letters up to two weeks prior to dissemination, or use an online translation program free on the web. The letters submitted will be translated by the appropriate translator, be it through the Office of Translation, or an outside vendor, in-school staff person, or parent volunteer.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

The school will also provide oral interpretation services for parents based on the needs identified in Part A. Depending on the language, oral interpretation services will be provided by an outside contractor or in-house school staff or parent volunteer. These services include an oral translation, or phone translation, during parent-teacher conferences, oral translation at school-wide meetings, and oral translation as per requested by the parent.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:  
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services by downloading and disseminating a copy of the Bill of Parent Rights and Responsibilities in their language of need as made available by the Office of Translation and Interpretation. The school will also have signs in each of the most prominent covered languages, including in English in those languages which may not be covered by the Office of Translation and Interpretation, indicating the availability of interpretation services. Furthermore, the school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers.