



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME :** P372K THE CHILDREN'S SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 75K372

**PRINCIPAL:** ARTHUR P. MATTIA

**EMAIL:** AMATTIA@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GARY HECHT

## 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
Arthur P. Mattia	*Principal or Designee	
Steve Quester	*UFT Chapter Leader or Designee	
Alison Bowers	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Marybeth Carroll	Member/ Staff	
Gillian Williams	Member/ Staff	
Danita Susi	Member/Staff	
Michael O’Neill	Member/Staff	
Unyque Rencher	Member/Staff	
Ira Yankwitt	Member/Parent	
Adrienne Urbansky	Member/Parent	
Fred Munech	Member/Parent	
Erhmei Yuan	Member/Parent	

Janine DiLorenzo	Member/Parent	
Betsy Maclean	Member/Parent	

## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## 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.

### **Annual Goal #1**

**By June 2012, students in K-2 will demonstrate increased reading proficiency as evidenced by a 10% increase in reaching more advanced benchmark levels.**

### **Comprehensive needs assessment**

**At the end of Kindergarten 2011 students who were unable to identify the letters of the alphabet and their sounds as well as read level B on the Fountas and Pinnell scale were considered at risk. These identified students, currently in grade 1, will receive targeted intervention by a Reading Specialist.**

### **Instructional strategies/activities**

- **Administer benchmark assessment (Sept.)**
- **Reading Specialist work with classroom teachers to identify skill deficiencies (ongoing)**
- **Target small group and individualized intervention to address the identified skills. (ongoing)**
- **Assistant Principal meets weekly with Reading Specialists to review benchmark gains**
- **Reading Specialist conference with classroom teachers to review intermediate progress and revise targeted instruction. (Nov, Jan, March)**
- **Reading Specialist will work with the EC Science teacher and provide an interdisciplinary connection between the content areas (ongoing)**

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

- **Workshops on strategies parents can implement at home to assist in their child's education process are offered by the Parent Coordinator**
- **Related service providers conduct parent workshops emphasizing continuity of services between home and school**
- **Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful**
- **IEP goals are created with parent input**

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

- **Profession development is offered to staff at grade level meeting, monthly faculty conferences, Chancellor PD day and at the district level for staff to become highly qualified educators**
- **Literacy Coach meets with staff in cycles to talk about good teaching practices. ( ongoing)**
- **Administration is engaged in classroom observations and gives feedback to staff throughout the year**
- **Professional conversations with administration occur in January and June**

**Service and program coordination**

- **Guidance department coordinates a bullying/teasing studio for students to devise strategies on how to mediate situations (weekly)**
- **Resolving Conflict Creatively Program (RCCP) is implemented throughout the school community (weekly)**
- **Responsive classroom is being piloted in designated classrooms to further enhance community building**
- **Manhattan New Music Program and the Brooklyn Conservatory have partnered with the school at both the ICT and ASD site.**

**Budget and resources alignment**

- **Allocate funds in galaxy to be used for targeted intervention per session hours.**
- **Allocate funds in galaxy for Inquiry team work to analyze data.**
- **Allocate funds in galaxy for necessary supplies, books, hardware or software to support the program.**

## 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**

**Students in grades 4 and 5 will improve proficiency in ELA as evidenced by a 5% increase in scale scores on the NYS standardized exam.**

### **Comprehensive needs assessment**

**After close analysis of the data it is evident that students who scored at level 1 or Level 2 will required additional support in decoding and comprehension skills . In addition it is critical to maintain this high level of performance of the majority of the students by closely analyzing ongoing formative assessments and planning for deficit areas.**

### **Instructional strategies/activities**

- **Review NYS exam scores (Sept)**
- **Administer periodic assessments (Sept.)**
- **Teachers and Literacy Coach conference to examine the correlation between the benchmark data and skill proficiency (Nov, Jan, May)**
- **Administrative Cabinet reviews above data to conference with teachers in order to plan appropriate strategies (ongoing)**
- **Academic Intervention Specialists work with student peer groups to enhance skills (weekly)**
- **Team meeting to review individual student progress and revise needed strategies (two times per year)**
- **Review of benchmark progress shows an increase of 3% in January and 4% in March**

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

- **Workshops on strategies parents can implement at home to assist in their child's education process are offered by the Parent Coordinator**
- **Related service providers conduct parent workshops emphasizing continuity of services between home and school**
- **Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful**
- **IEP goals are created with parent input**

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

- **Profession development is offered to staff at grade level meeting, monthly faculty conferences, Chancellor PD day and at the district level for staff to become highly qualified educators**
- **Literacy Coach meets with staff in cycles to talk about good teaching practices. ( ongoing)**
- **Administration is engaged in classroom observations and gives feedback to staff throughout the year**
- **Professional conversations with administration occur in January and June**

### **Service and program coordination**

- **Guidance department coordinates a bullying/teasing studio for students to devise strategies on how to handle situation that fall into category (weekly)**
- **Resolving Conflict Creatively Program (RCCP) is implemented throughout the school community (weekly)**
- **Responsive classroom is being piloted in designated classrooms to further enhance community building**
- **Manhattan New Music Program and the Brooklyn Conservatory have partnered with the school at both the ICT and ASD site.**

### **Budget and resources alignment**

- **Tax Levy money will be scheduled in the school budget to provide per session hours.**
- **Teacher lines for AIS will be identified in Galaxy.**

**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**

**By June 2012, students will improve their proficiency in Math and ELA as evidenced by completing the subject tasks that are aligned to the CCLS.**

**Comprehensive needs assessment**

**As stated in the 2011-2012 school year Chancellors Expectations, ELA and Math tasks will be implemented in grades K-5 to align mandated instructional objectives and demonstrate student proficiency. These tasks will be implemented during the January – March timeline.**

**Instructional strategies/activities**

- **Professional development for staff given in the Common Core Learning Standards (Sept)**
- **Analyze Tasks from the CCLS Library (Nov)**
- **Continuing Professional Development for the implementation of the CCLS when developing instructional practices (Ongoing)**
- **Weekly grade level meetings to review student progress towards proficiency**
- **Monthly Administrative Grade Level Meetings to analyze student work**
- **Weekly Administrative Cabinet meets to determine next steps to support teachers in implementing the CCLS**
- **Teachers coordinate libraries and materials to support implementation of the CCLS (Ongoing)**

**Strategies to increase parental involvement**

- **Workshops on strategies parents can implement at home to assist in their child's education process are offered by the Parent Coordinator**
- **Related service providers conduct parent workshops emphasizing continuity of services between home and school**
- **Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful**
- **IEP goals are created with parent input**

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

- **Profession development is offered to staff at grade level meeting, monthly faculty conferences, Chancellor PD day and at the district level for staff to become highly qualified educators**
- **Literacy Coach meets with staff in cycles to talk about good teaching practices. ( ongoing)**
- **Administration is engaged in classroom observations and gives feedback to staff throughout the year**
- **Professional conversations with administration occur in January and June**

### **Service and program coordination**

- **Guidance department coordinates a bullying/teasing studio for students to devise strategies on how to handle situation that fall into category (weekly)**
- **Resolving Conflict Creatively Program (RCCP) is implemented throughout the school community (weekly)**
- **Responsive classroom is being piloted in designated classrooms to further enhance community building**
- **Manhattan New Music Program and the Brooklyn Conservatory have partnered with the school at both the ICT and ASD site.**

### **Budget and resources alignment**

- **Funding allocated to support Inquiry Team research relating to the tasks and the correlation to the PS372 curriculum units of study.**

## 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**

**By June 2012, there will be continuing movement to our Integrated Co-Teaching least restrictive environment program for students with Autism as evidenced by a mastery of skills within transitional protocols and activities in meeting curriculum standards.**

### **Comprehensive needs assessment**

**All students who participated in the NYSAA and for whom a Data Folio was submitted received a Level 4. While growth is apparent in all of the students who participated in alternate assessment, it is critical that we continue to focus on independence of skills and students ability to transition to a less restrictive environment.**

### **Instructional strategies/activities**

- IEP/Related Service coordinator and School Based Coach will support staff at ICT/ASD site. (Ongoing)
- School Based Coach provides in class support to increase targeted instructional practices (Ongoing)
- School Based Coaches work with self contained classrooms to increase appropriate instructional practices which may help students approach the standards.
- Administer benchmark assessments to target appropriate skills (Sept)
- Coach and teachers review student portfolios to analyze skill independence and accuracy (Sept-Oct)
- Technology coordinator will support staff at ICT/ASD site by identifying appropriate programs that will support student academics
- Assistant Principals arrange for teacher inter visitations between sites to integrate curriculum. (February – June)
- Teachers of classes for students with Autism (self-contained) observe integrated co—teaching model to support academic proficiency (February – June)
- Collaboration between teachers to develop a tool box to support newly transitioned students in integrated co-teaching classes. (May-June)
- Administer ongoing benchmark assessments to monitor progress towards transition.
- Analyze classroom and assessment data to determine needed interventions. (Ongoing)

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

- Workshops on strategies parents can implement at home to assist in their child’s education process are offered by the Parent Coordinator
- Related service providers conduct parent workshops emphasizing continuity of services between home and school
- Parent Coordinator will send home information alerting parents to district workshops and organizations they may find useful
- IEP goals are created with parent input

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

- **Profession development is offered to staff at grade level meeting, monthly faculty conferences, Chancellor PD day and at the district level for staff to become highly qualified educators**
- **Literacy and Autism Coaches meet with staff in cycles to talk about good teaching practices. ( ongoing)**
- **Administration is engaged in classroom observations and gives feedback to staff throughout the year**
- **Professional conversations with administration occur in January and June**

### **Service and program coordination**

- **Guidance department coordinates a bullying/teasing studio for students to devise strategies on how to handle situation that fall into category (weekly)**
- **Resolving Conflict Creatively Program (RCCP) is implemented throughout the school community (weekly)**
- **Responsive classroom is being piloted in designated classrooms to further enhance community building**
- **Manhattan New Music Program and the Brooklyn Conservatory have partnered with the school at both the ICT and ASD site.**

### **Budget and resources alignment**

- **Funds allocated in Galaxy for per diem days to allow for inter visitations to take place.**
- **Funds allocated in Galaxy for teacher meetings.**
- **Spring 2012 bussing for students identified as possible candidates to transition from our ASD to ICT site in the fall of 2012.**

## 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**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

### **Comprehensive needs assessment**

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) staff and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.

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

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

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

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

**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>	0	0	N/A	N/A	3	0	0	0
<b>1</b>	18	0	N/A	N/A	0	0	0	0
<b>2</b>	16	6	N/A	N/A	3	0	0	0
<b>3</b>	18	19	N/A	N/A	4	0	0	0
<b>4</b>	22	19	0	0	0	0	0	0
<b>5</b>	17	13	0	0	4	0	0	0
<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
<p><b>ELA</b></p>	<p>The principal goal of our Academic Intervention Services in the English Language Arts area is to raise achievement in reading for students who have scored below level three on the ELA exam and for students in Primary grades who perform below the standard. We are especially committed to our students developing the ability to read with good comprehension. AIS begins in the classroom with small group and individualized instruction provided by classroom teachers. Children are engaged in interactive writing, shared reading and guided reading. Classroom environments are organized for literacy learning. All classrooms are equipped with Apple laptops which have been programmed with the Lexia reading program. Smart Boards have been installed in all classrooms grades 1-5. Smart boards enhance the lessons in the Word Study program that we follow. In addition, many of our classroom teachers engage in the use of the SRA and Foundations (Wilson). Boardmaker (Mayer Johnson) symbols are used to enhance the teaching and learning in classrooms with Alternate Assessment students. In addition, Alternate Assessment students receive special attention via a Lead Special Education teacher. Academic Intervention Services outside of the classroom are provided by our Reading Specialists. Instruction by this team is provided on an individual and small group basis. These sessions are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. Programs that are implemented throughout these sessions include Wilson/Foundations, Orton Gillingham and Guided Reading.</p>
<p><b>Mathematics</b></p>	<p>At The Children’s School students receive ongoing Academic Intervention services in Mathematics in the classroom. Students who perform below the standards are engaged in one to one and small group instruction. Individual needs are addressed with the use of appropriate math materials. Classroom environments are organized for Mathematical learning in numerous ways. All classrooms are equipped with Apple laptops, which allow children access to Everyday Math games provided on-line. Smart boards are used to enhance math lessons. Outside of the classroom, a Mathematics Specialist provides Academic Intervention Services in individual and small group sessions. This specialist works hand in hand with classroom teachers to modify and adapt curriculum when necessary. Sessions with the Mathematics specialist are held according to the specific needs of each student. They can range from one to three 30 minute sessions per week. As</p>

	<p>a school community utilizing the Everyday Mathematics Program, our specialist modifies the curriculum to reinforce skills taught in the classroom. In addition, students participating in Alternate Assessment who require a modified curriculum work with a Lead Special Education teacher who uses the Functional Academic Curriculum for Exceptional Students. These students are also given the opportunity to engage in real life situations such as spending money at local shops.</p>
<p><b>Science</b></p>	<p>Academic Intervention services for the Science curriculum is provided to the students in the classroom. All students participate in individual and small group instruction which takes place regularly, when needed. The small groups target the specific academic needs of the students. For example, teachers use such things as guided reading, interactive writing and read alouds to provide children with necessary information to meet the Science standards. In addition, the Science classroom is equipped with desk top Apple computers, as well as laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed alongside the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access.</p>
<p><b>Social Studies</b></p>	<p>Academic Intervention services for students in the area of Social Studies education is provided to students in the classroom. Similar to other content areas, students are instructed in individual and small groups. The specific academic needs of the students are targeted and enhanced using both desk top computers and laptops. Alternate Assessment students receive individualized attention via the Lead Special Education teacher. The LSET also adapts and modifies curriculum as needed alongside the classroom teachers. Strategies of differentiated instruction are used in the classroom at all times with students in need of modifications and/or intervention. Also, content based books are always available at a variety of reading levels for students to access.</p>
<p><b>At-risk Services provided by the Guidance Counselor</b></p>	<p>Guidance Counselors provide at-risk services for our students according to the specific needs of the child. Also, weekly LRE and counseling meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the counselor. We work in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a student's needs. Counselors work in partnership with the Crisis Intervention Teacher who employs LSCI techniques and works closely with Positive Behavior Support staff. Counselors and ninety percent of the staff have received training in Resolving Conflicts Creatively Program which is practiced throughout the school community.</p>

<p><b>At-risk Services provided by the School Psychologist</b></p>	<p><b>Our School Psychologist provides at-risk services for our students according to the student's specific needs. Also, weekly LRE and School Based Support Team meetings provide a forum to discuss strategies that can be implemented in the classroom and not solely in isolation with the Psychologist. The Psychologist works in collaboration with the family to ensure that we have consent and that family input is included in all conversations regarding a student's needs. Functional Behavioral Assessments are used to gain a better understanding of a child's behavior. Once completed the Behavior Intervention Plan is created and implemented within the school community to ensure the child's success.</b></p>
<p><b>At-risk Services provided by the Social Worker</b></p>	<p><b>Not Applicable</b></p>
<p><b>At-risk Health-related Services</b></p>	<p><b>In compliance with a child's IEP, Health-related Services are provided to children who require both preventative care and at risk care. Health services provided by our school nurse, builds community awareness and medical alert responsiveness to the staff, students and families, via a bi-monthly newsletter and a quarterly publication. These publications contain vital information about the health needs and special concerns regarding the students. One to one health paraprofessionals are in place to ensure that a student is able to participate within the school community without boundaries. Assistive technology such as FM units, noise control panels (which are installed in classrooms to ensure sound control and noise reduction) and voice output devices are available to students evaluated and found in need.</b></p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

*Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:*

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

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

DBN: **75K372**      School Name: **PS372**

Cluster: **751**      Network: **1**

**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.

Identification of English Language Learners (ELLs) occurs at the Committee on Special Education (CSE) level through completion of the Home Language Identification Survey (HLIS), or at time of registration. We use the ATS reports (RLER, LAB-R, RADP, and BIOS) to ascertain this information if we do not have the original HLIS. When new students who may not have gone through CSE come to our school, we initially identify primary language spoken by each parent by administering the HLIS and interviewing them.

When possible, the intake interview is conducted in home language. The school determines whether the parent(s) requires language assistance to communicate effectively with the Department by offering the option of assistance and then giving parents the opportunity to request it if they want it. The parents may request language assistance for effective communication through the Home Language Identification Survey and/or via the blue emergency cards kept on file for each student.

Additionally, a Bill of Parent Rights and Responsibilities (which includes their rights regarding translation and interpretation services) is provided. Translated versions are made available.

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 HLIS findings reveal that Spanish, Mandarin, Cantonese, and French are the languages in which written translation and oral interpretations are required. The findings were reported to the school community through school newsletter and website. Approximately 12 families were identified as needing such services.

Within our school community, the following families require either oral interpretations or written translations:

1 Cantonese

1 Mandarin

6 Spanish

1 French

(on rare occasion, parents with either Czech or Turkish native languages have requested help with written interpretation)

## 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.

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as need is identified. Staff members currently speak Spanish, French, Cantonese, Mandarin, Arabic and Russian which cover the languages of our students.\* They are available at group and 1-to-1 meetings when required. Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language, the DOE's Translation and Interpretation Unit is contacted. We continually utilize the services of the Interpretation and Translation Unit when a current staff member cannot communicate with our families in the necessary language or if that staff member is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in school policies. However, in cases where projected turnaround is delayed, parents are notified in their home language, along with the English version, of free translation or interpretation options.

The Bill of Rights is available, in all the necessary languages, in the Parent Coordinator's office. Any parent requiring translations will be provided with the translation through our in-house current staff members. When necessary, the Interpretation Unit is called and a conference call will take place for parent meetings and curriculum conferences.

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.

When requested by parent, the school provides interpretation services through available in-house school staff and volunteers. The Interpretation and Translation Unit is utilized when a current staff member cannot communicate with our families in the necessary language or is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in-school policies.

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>.

Parents whose primary language is a covered language and who require language assistance services are provided with Bill of Parent Rights and Responsibilities at registration time. In addition, at registration, parents are briefed (when possible in home language) regarding language assistance services.

Translated signs, indicating the availability of interpretation services, in the covered languages are posted at school entrance and in the office.

## LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

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

DBN: 75K372 School Name: PS372

Cluster: 751 Network: 1

**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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When possible, the intake interview is conducted in home language. The school determines whether the parent(s) requires language assistance to communicate effectively with the Department by offering the option of assistance and then giving parents the opportunity to request it if they want it. The parents may request language assistance for effective communication through the Home Language Identification Survey and/or via the blue emergency cards kept on file for each student.

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Within our school community, the following families require either oral interpretations or written translations:

1 Cantonese

1 Mandarin

6 Spanish

1 French

(on rare occasion, parents with either Czech or Turkish native languages have requested help with written interpretation)

## 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.

School communications are provided in English as well as home language for all critical information regarding the child's education, health, safety, and legal or disciplinary matters. A team of designated in-house staff and volunteers are available for quick turnaround and are contacted as soon as need is identified. Staff members currently speak Spanish, French, Cantonese, Mandarin, Arabic and Russian which cover the languages of our students.\* They are available at group and 1-to-1 meetings when required. Whenever possible, written translation services will be provided by the in-house school staff and parent volunteers. However, in cases where no one is available or fluent in a requested language, the DOE's Translation and Interpretation Unit is contacted. We continually utilize the services of the Interpretation and Translation Unit when a current staff member cannot communicate with our families in the necessary language or if that staff member is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in school policies. However, in cases where projected turnaround is delayed, parents are notified in their home language, along with the English version, of free translation or interpretation options.

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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.

When requested by parent, the school provides interpretation services through available in-house school staff and volunteers. The Interpretation and Translation Unit is utilized when a current staff member cannot communicate with our families in the necessary language or is unavailable for the scheduled meeting. In addition, we utilize the Unit for documents specific to our in-school policies.

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