



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MIDDLE SCHOOL 381

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22k381

PRINCIPAL: MARY HARRINGTON

EMAIL: MHARRIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. LINDA WAITE

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
Mary Harrington	*Principal	
Maura Fiquet	*UFT Chapter Leader	
Lorraine Williams	*PA/PTA President	
NA	DC 37 Representative	
NA	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
NA	CBO Representative	
Josh Krupitsky	Member/Chairman, Teacher	
Carolyn Cooper	Member/Parent	
Ludmila Lasker	Member/Parent	
Linda Frohlich	Member/Teacher	
Marian Zak	Member/Teacher	

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

Annual Goal #1

To improve **teacher effectiveness** by developing a shared understanding of instructional experience.

Comprehensive needs assessment

All MS381 teachers completed a professional development self assessment upon returning to work for the 2011-12 school year. Teachers have been observed in classrooms using research-based professional development framework tools. Teachers and their supervisors discuss classroom practices and develop individual professional development goals and plans.

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) The needs of special education students and students who are English Language Learners are addressed through research-based teacher professional development efforts.,
- b) School supervisors, teachers and support staff including the Guidance Counselor and School Psychologist are involved.
- c) Teachers develop individualized professional development plans in collaboration with their respective supervisors
- d) August 2011 through June 2012

Strategies to increase parental involvement

In developing teacher professional development plans methods to communicate often and effectively with parents are identified and carried out. Strategies to improve parent engagement identified in the Parent Involvement Policy and Parent-School Compact are emphasized and encouraged.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of MS381 teachers are Highly Qualified Teachers; no teacher vacancies exist or are expected in the 2011-12 school year.

Service and program coordination

Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal. For example, NYC Fair Student Funding resources are used to fund teacher and school supervisor salaries and benefits. Charlotte Danielson's Framework for Teacher Professional Development will serve as a guideline and basis for our continued work regarding improved teacher effectiveness.

Budget and resources alignment

The fiscal and human resources used to achieve this goal, include FY'12 PS and OTPS budget categories (i.e. FSF.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

To assist students in meeting and exceeding rigorous Common Core Curriculum Goals such that students will show progress in using evidence to support arguments.

Comprehensive needs assessment

As per Chancellor Walcott's citywide instructional initiatives, students attending MS381 will be required to complete one or more rigorous performance tasks aligned to NYS Common Core Curriculum Standards for English Language Arts and Mathematics. Citywide implementation of the Chancellor's instructional initiatives began in August 2011.

Instructional strategies/activities

- a) All students attending MS381 will complete rigorous performance tasks based on the CCLS including those with special needs and who are English Language Learners.
- b) Teachers and Assistant Principals meet weekly to discuss student progress, develop curriculum maps and rigorous quarterly performance tasks.
- c) Teachers meet with their respective Assistant Principals twice each month as collaborative inquiry teams. Teachers meet on their own an additional two times each month to continue their work related to CCLS unit planning and performance tasks.

Strategies to increase parental involvement

Our Parent Coordinator, Parents Association Executive Board members, and parents at large are involved in CCLS work at MS381. Collaborative inquiry teams meet with parents to discuss pupils' progress towards meeting NYS CCLS goals and objectives.

Strategies for attracting Highly Qualified Teachers (HQT)

ALL MS381 teachers are Highly Qualified Teachers as defined by the New York State Education Department.

Service and program coordination

Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal. For example, NYC Fair Student Funding (FSF) resources are utilized to pay assistant principal and teacher salaries

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal include Fair Student Funding (FSF) resources. MS381 did not receive Title 1 Schoolwide Programs funding for the 2011-12 school year.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

To integrate MS381's Schoolwide Enrichment Program, extended day instructional program and daily Balanced Literacy workshop model lessons so as to meet benchmarks identified in the New York State Common Core Learning Standards for English Language Arts; to increase the number of students performing at and/or above grade level on summative or formative assessments, MS381 quarterly, midterm or final examinations or performance tasks by 8%..

Comprehensive needs assessment

According to MS381's most recent NYS Report and NYC Progress Report, 41.5% of students attending our school in 2010-2011 performed at or above grade level on summative tests of English Language Arts skills.

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) Students with special needs and who are English Language Learners participate in all MS381 English Language Arts instructional programs.
- b) All classes receive daily and supplemental instruction from NYS certified teachers of English Language Arts
- c) **Teachers of English Language Arts meet weekly to share ideas and monitor student progress over time.**
- d) **August 2011 to June 2012**

Strategies to increase parental involvement

. Strategies to improve parent engagement identified in the Parent Involvement Policy and Parent-School Compact are emphasized and encouraged.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of MS381 teachers are Highly Qualified Teachers; no teacher vacancies exist or are expected in the 2011-12 school year.

Service and program coordination

Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal. For example, NYC Fair Student Funding resources are used to fund teacher and school supervisor salaries and benefits.

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal include Fair Student Funding (FSF) resources. MS381 did not receive Title 1 Schoolwide Programs funding for the 2011-12 school year.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

To integrate MS381's Schoolwide Enrichment Program, extended day instructional program and daily Mathematics workshop model lessons so as to meet benchmarks identified in the New York State Common Core Learning Standards for Mathematics; to increase the number of students performing at and/or above grade level on summative or formative assessments, MS381 quarterly, midterm or final examinations or performance tasks by 8%..

Comprehensive needs assessment

According to MS381's most recent NYS Report and NYC Progress Report, 55.7% of students attending our school in 2010-2011 performed at or above grade level on summative tests of Mathematics skills.

Instructional strategies/activities

- e) Students with special needs and who are English Language Learners participate in all MS381 Mathematics instructional programs.
- f) All classes receive daily and supplemental instruction from NYS certified teachers of mathematics
- g) Teachers of Mathematics meet regularly as a group to review student progress and assure benchmark understandings
- h) August 2011 through June 2012 timeline

Strategies to increase parental involvement

. Strategies to improve parent engagement identified in the Parent Involvement Policy and Parent-School Compact are emphasized and encouraged.

Strategies for attracting Highly Qualified Teachers (HQT)

100% of MS381 teachers are Highly Qualified Teachers; no teacher vacancies exist or are expected in the 2011-12 school year.

Service and program coordination

Federal, State and local services, including programs supported under NCLB are being coordinated with the instructional strategies/activities to achieve this goal. For example, NYC Fair Student Funding resources are used to fund teacher and school supervisor salaries and benefits.

Budget and resources alignment

The fiscal and human resources that will be used to achieve this goal include Fair Student Funding (FSF) resources. MS381 did not receive Title 1 Schoolwide Programs funding for the 2011-12 school year.

ANNUAL GOAL #5 AND ACTION PLAN

NO GOAL #5 WAS IDENTIFIED IN THE PPR OR FOR THE CURRENT COMPREHENSIVE 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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	49	26	26	49	49	49	49	49
7	79	73	73	79	79	79	79	79
8	79	33	33	79	79	79	79	79
9								
10								
11								
12								

Name of Academic Intervention Services (AIS)	Description
ELA	Daily 90 minute instructional blocks taught by NYS certified teachers; full class academic intervention services, small group intervention services, Schoolwide Enrichment Model program, extended day Schoolwide Enrichment Model –Reading program
Mathematics	Daily 90 minute instructional blocks taught by NYS certified teachers; full class academic intervention services, small group intervention services, Schoolwide Enrichment Model program, afterschool Urban Leaders and technology-enhanced mathematics instruction
Science	Daily 90 minute instructional blocks taught by NYS certified teachers; full class and small group intervention services, Grade 8 performance testing program, hands-on Science laboratory classes
Social Studies	Daily 90 minute instructional blocks taught by NYS certified teachers; full class and small group intervention services, teaching Matters Voices and Choices grant program (October 2011 to June 2012)
At-risk Services provided by the Guidance Counselor	Guidance Counselor Rebecca Jompulsky attends to the needs of all at risk students including those whose IEPs require scheduled guidance services.
At-risk Services provided by the School Psychologist	School Psychologist Jeff Rich attends to the needs of all at risk students including those whose IEPs require scheduled services from a psychologist.
At-risk Services provided by the Social Worker	School Social Worker Jay Suskowsky provides onsite assistance to SBST members and students of MS381 throughout the school year.
At-risk Health-related Services	School Nurse Kareem provides onsite medical room services to the students of MS381 and PS197 throughout the school day and year.

PARENT INVOLVEMENT POLICY (PIP)

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 1st 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 1st 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 with 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 promptly 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.

**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 Jose Ruiz /Julia Bove	District 22	Borough Brooklyn	School Number 381
School Name Middle School 381			

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

Principal Mary Harrington	Assistant Principal Victoria Hippolyte-Agard
Coach Victoria Rekheler, TESOL	Coach type here
ESL Teacher Viktoriya Rekheler	Guidance Counselor Rebecca Jampulsky
Teacher/Subject Area type here	Parent Lorraine Williams
Teacher/Subject Area type here	Parent Coordinator Michelle Turner
Related Service Provider type here	Other Jose Delacruz
Network Leader Julia Bove	Other type here

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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	2	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	390	Total Number of ELLs	16	ELLs as share of total student population (%)	4.10%
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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. 

Paste response to questions 1-6 here

In order to identify those students who may possibly be ELLs our school is 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. An experienced ESL teacher, Ms. Rekheler, who is bilingual, is the person who conducts the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment.

The New York State English as a Second Language Achievement Test (NYSESLAT) is being used annually to evaluate ELLs. This test is given to the students at the end of each school year. ELLs take NYSESLAT in groups in four different sessions that include listening, speaking, writing and reading. The transition from one level to the next is made according to the scores of this test.

While identifying ELL students to be serviced in the ESL instructional program, the ESL teacher reviews each candidate's exam history, and, if necessary, the formal initial assessment (LAB-R) is given. After collecting the test results, if a student is eligible for the program, the ELL teacher contacts the parents for a meeting. When the Program Selection form is returned, the parents are notified in their native language that their child was identified for the ESL instructional program.

MS 381 ensures that parents understand all three program choices: Transitional Bilingual, Dual Language, and Free Standing ESL. Parents of newly enrolled LEP students are provided with orientation session where standards, assessments, school expectations, and general requirements for ELL program are discussed. Those meetings are held on a school day according to teacher/parent agreement. Parents are sent letters where the available time for the meeting is indicated. The ESL teacher contacts the parents over the phone if there is no response to the letter. Within the sessions the ESL teacher provides information verbally, and with the help of a video in the native language of the parents. If verbal translation is necessary a translator is provided.

Our school ensures that entitlement letters are distributed, and Parent Survey as well as Program Selection form is returned. The ESL teacher is responsible for distributing and collecting all the documents from the above.

There is only a Free Standing ESL program in our school. Therefore, we inform parents that if the Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154, and the student may be transferred to a school where the program is available. After the student is identified for placement in the ELL instructional program, he/she is assigned to a group based on one's language proficiency (Beginning, Intermediate, or Advanced level.)

All of ELLs receive the mandatory minutes of instruction in ESL such as, Beginners and Intermediates- 360 minutes per minute, Advanced – 180 minutes per week. The parents

The parents of ELLs are informed about their children’s placement. Additional communication with parents in their native language is scheduled, if necessary.

After reviewing the Parent Survey and Program Selection forms for the past few years, we can conclude that all of the parents have chosen a Free Standing ESL program for their children that is offered in our school.

One of the criteria to determine what instruction the ELLs receive in ESL, is the NYSESLAT test. The ESL teacher analyses their scores in the writing, reading, listening, and speaking parts of the test. Based on that, students receive different target instruction during ESL lessons as well as in other subjects.

We evaluate the success of our program for ELLs based on the results of formal and informal assessment tests as well as the students’ performance across the curriculum.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	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	16	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	3

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	7	2	0	6	1	1	3	0	0	16
Total	7	2	0	6	1	1	3	0	0	16

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

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							2	3	3					8
Chinese							0	0	0					0
Russian							0	0	1					1
Bengali							0	0	1					1
Urdu							0	1	0					1
Arabic							0	0	0					0
Haitian							0	1	0					1
French							1	0	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	1					2
Yiddish							0	0	0					0
Other							0	1	0					1
TOTAL	0	0	0	0	0	0	4	6	6	0	0	0	0	16

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	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0

**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																		
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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							2	4	2					8
Chinese							0	0	0					0
Russian							0	0	1					1
Bengali							0	0	1					1
Urdu							0	0	0					0
Arabic							0	1	0					1
Haitian							1	0	0					1
French							0	1	0					1
Korean							0	0	0					0
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							1	0	1					2
Other							0	1	0					1
TOTAL	0	0	0	0	0	0	4	7	5	0	0	0	0	16

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?

Paste response to questions 1-7 here

There is a Freestanding ESL pull-out program in M.S. 381. The ESL students receive the mandatory minutes of instruction in ESL such as: beginners and intermediate – 360 min. advanced – 180 minutes a week. The transition from one level to the next is made according to the scores of NYSESLAT that takes place at the end of each school year. All ELL's take content area state tests, excluding ELA. The program offered at our school aligns with what parents have been requesting.

In our school, forming ESL program, we follow the Heterogeneous model. ESL instruction is based on four modalities: Reading, Writing, Listening and Speaking. The weakest one for all ELLs is writing. During lessons, students participate in small groups, task-oriented activities that guide the production of language both in verbal and written form. They use textbooks, library and instructional materials that are aligned with the school's core curriculum and reflect language of instruction.

The school has implemented an instructional program that regularly ensures continuity of instruction and language development. Teachers scaffold academic language throughout the curriculum to assure students' participation in content areas. They use visuals to support students' understanding.

The balanced literacy model with appropriate language development supports is used for ESL as well. The stories that are based on the students' culture help to connect to their prior experience. The instruction is designed to mediate the learning of various proficiency classifications: newcomers, SIFE, long terms ELL's, beginner, intermediate and advance proficiency levels. This school year we do not have SIFE students. Long-term ELLs are getting mandatory minutes of instruction in ESL along with additional help in content areas. For newcomers teachers model the use of language in ways in which students could participate. Language functions, language structures, and vocabulary lessons are planned as part of every topic. We provide students who are less proficient in language the necessary time to interact with those who are more proficient. However, newcomers are guided by the ESL teacher throughout the whole lesson. The special education students that participate in the

A. Programming and Scheduling Information

program are able to work with their classmates according to their level of English proficiency. At the same time they receive rigorous instruction on the topic of the lesson. The students that have reached the proficiency level, those who scored out of the program, continue getting help across the content areas.

Within our regular professional development and common preparation periods we work collaboratively planning our lessons and evaluating students' work and data to ascertain the language and cognitive demands of tasks aligned to standards. Ongoing assessment strategies such as portfolios, tests and different kind of assignments are used to determine students' success or weakness. In our collaborative planning we assure that students' language proficiency grows increasingly more complex. Our teachers are experienced and fully certified that promote student academic and social development.

Our school plans activities in family, cultural and language background of ELL students to celebrate and include them in the school community and to educate staff about its diverse student population. There are sustained activities for informing and orienting parents about the LAP.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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.



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?

Paste response to questions 8-17 here

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)?
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)?

Paste response to questions 1-5 here

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.

Paste response to questions 1-3 here

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?

Paste response to questions 1-4 here

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
Beginner(B)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
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									0
5									0
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									0
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:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Paste response to questions 1-6 here

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.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: 22K381 **School Name:** MS 381

Cluster: _____ **Network:**

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

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.

M.S. 381's Home Language Report (RHLA) 2011-2012 revealed that immigrant students speak the following primary languages: Spanish-8 students, Russian -2 students, Haitian Creole -2 students, Bengali -1 student, Albanian -2 students, Erdu-1 student and Jordan -1 student. Within a few days of a student's enrollment, the school determines the primary language spoken by the parent of each student enrolled in the school and provided appropriate and timely language assistance to effectively communicate with teachers, guidance counselors, school nurse, parent coordinators or other school staff regarding critical information about the child's education.

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.

In order to determine our school's written translation and oral interpretation needs, the certified ESL teacher first reviews the ELL students' Home Language Reports, conducts informal interviews with the parents of new ELL admits through parent orientation at the beginning of the school year, as well as throughout the school year as other new students get admitted. Family primary language is maintained by the school and can be accessed via ATS, as well as on the students' emergency card. For the year 2011-2012, M.S. 381 has approximately 75% of parents require native language translation. These parents require translation of documents regarding, but not limited to students' specific school information: a) health b) safety c) legal or disciplinary matters d) entitlement to public education or placement in any Special Education English language learner or non-standard academic program. They also require oral interpretation assistance in order to communicate with school staff and school officials regarding critical information about their children's education.

Part B: Strategies and Activities

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.

In order to address the identified ELL needs indicated in Part A, the school provides parents with translated versions in different languages for the Home Language Identification Forms, parent brochures and surveys, Program Selection Forms, and Parent Notification Forms. Language translation and/or interpretation assistance is offered in Russian and Spanish. Other languages not available in the school are provided by an outside vendor.

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.

M.S. 381 provides oral interpretation services to parents who request such service in order to communicate with school officials and staff regarding pertinent information on their child's education. Such interpretation service is provided by onsite school staff in the following languages, Spanish and Russian. Interpretation in other languages is provided by an outside vendor.

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>.

M.S. 381 will fulfill Section VII of the Chancellor's Regulations A-663 in the following ways:

1. Post signs in each of our students' native languages in a conspicuous location at or near the school's primary entrance,.
2. Provide parents with a copy of the Bill of Parent Rights and Responsibilities, which includes their rights regarding translation and interpretation services. Parents may also be directed to the following website to access translated versions of this document in various languages: <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.htm>.
3. M.S. 381's School Safety Plan will include procedures that will allow parents in need of language access services to contact the school's administrative office when issues concerning their child's safety is of concern, and thus not limit them solely because of language barriers.