



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : RIVER EAST ELEMENTARY SCHOOL P.S. 37

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 04M037

PRINCIPAL: ROB CATLIN

EMAIL: DCATLIN@SCHOOLS.NYC.GOV

SUPERINTENDENT: LUZ CORTAZZO

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](#).

Name	Position and Constituent Group Represented	Signature
Rob Catlin	Principal or Designee	
Jenn Sinclair	UFT Chapter Leader	
Nicole Vaughn	PTA President	
Tara Cadell	DC 37 Representative	
Katie Wright	Member/Teacher	
Anna Bennett	Member/Teacher	
Laura Ralph	Member//Teacher	
Annikqua Brown	Member/Parent	
Rocio Rayo	Member/Parent	
Amanda Grant	Member/Parent	
Desiree Graham	Member/Parent	
Capucine Hamilton	Member/Parent	
Tenisha Sterling	Member/Parent	
Michael Panetta	Member/Assistant Principal	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2011, fifth grade English Language Arts statewide assessment scores will increase by 5% from 30% at Level 3 in 2010/2011 to at least 35% in 2011/2012.

Comprehensive needs assessment

We had the lowest percentage of students performing at proficiency in fifth grade language arts. While our goal is ultimately to increase all scores in the school, our most immediate goal is to increase our percentage of students performing at proficiency in order to ensure that they are prepared to meet the demands of middle school. In 2010/2011, 30% of our 5th Grade students scored at Level 3 or above on the ELA statewide test.

Instructional strategies/activities

- The school's Inquiry Team met in September to discuss the item analysis from last year's state assessments. The area of need we discovered for ELA was in making inferences based on a non-fiction text. The Inquiry Team decided to focus on inferences as our school-wide goal and developed a baseline assessment for K-5 aligned to inferring based on a photograph.
- In December, the assessment will be given and the results will be used to determine the gaps in our students' inferential thinking. Our Inquiry Team will use research based best practices (from texts such as *When Kids Can't Read* and *Strategies that Work*) to design an intervention for our target population.
- Our fifth grade team will work together to design a common core task that asks students to read and analyze informational texts and write opinions and arguments in response.
- As a fifth grade team, we met on November 17th to discuss how to best use our "extended day" program to prepare our students for the fifth grade assessments beginning in January. From 8:00-8:40, third, fourth, and fifth grade teachers will teach test preparation strategies and target their lessons on specific strands based on student need four days a week starting in January. Every student will be invited to the morning session and grouped according to need.
- Third, fourth, and fifth grade teachers will also be involved in an afterschool "extra help" session for selected students from January through April. Again, according to need, students will be invited for extra help sessions and given targeted instruction in order to prepare them for the state tests in April.
- Deepa Bharath, an intervention teacher, will also join the fifth grade team to work with small groups during morning session and afterschool extra help.
- The principal and assistant principal will start a book club with our fifth students to engage our students performing at proficiency in thoughtful, high level discussions.

Strategies to increase parental involvement

- The school has designed two new parent events this year to help bridge the connection between the work done in school and the work done at home. The Math Night will help parents understand efficient strategies that our math program uses that will help increase student achievement and our Literacy Night will do the same for literacy. Based on parent responses at parent-teacher conferences, our literacy night will focus on our instructional philosophy, our reading and writing curriculum, and how parents can best support their child at home.
- A school website is being created which will have information about upcoming events as well as curriculum information for parents to access at any time.
- School messages will not only go out via phone, but will also be sent out via email. By sending home notes in folders, via phone and via email, our goal is to ensure parents are aware of any important messages in a format that works best for them.
- At Math Night in December the parents will be given letters describing the use of the NYC Acuity website so that they can access interim assessments and have individualized work assigned to their children based on their Acuity results.

Strategies for attracting Highly Qualified Teachers (HQT)

- Laura Gellart and Jan Valle, staff developers from City College, will work with the Integrated Co-Teaching teams (ICT), as well as the entire fifth grade team, in order to work on differentiation to meet the needs of our students.
- An AUSSIE staff developer, Anne Grayson, will work for at least 20 sessions during the year. Last year she worked primarily with the lower grades, but this year she will be split between lower and upper grades. She will be working with all of our fifth grade teachers for the length of the school year.
- The network leader, Dan Feigelson, will be used for staff development with the upper grades starting with a session in October followed by a session on November 30th

with our third, fourth, and fifth grade teachers. His focus will be on teacher-student conferences during independent reading.

Service and program coordination

- An afterschool “Clubs” program will run from October through December giving students the chance to explore extracurricular interests that have curricular connections. One of these “Clubs” will be a school newspaper which will give students the chance to improve upon their non-fiction reading and writing skills.

Budget and resources alignment

- Title I funding will be used to pay for staff development services such as our AUSSIE staff developer.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June, 2011, we will increase communication between the school staff and families by 25% through technology by developing an enhanced, interactive school website that will provide academic resources and increase parental awareness of student expectations as measured by family participation on the interactive aspects of the website and the Learning Environment Survey.

Comprehensive needs assessment

- Increasing parental involvement is a district-wide goal this year for District 4. In addition, during SLT meetings parents expressed the need for other forms of communication beyond letters home and phone calls. In order to find a way to keep parents up-to-date with events in the school and increase the link between our academic curriculum and parents awareness of expectations on each grade level it was decided to create a fluid website which could be updated by staff throughout the year as events and curriculum changes occur. This would bring parents closer to our curriculum and increase the home/school connection.

Instructional strategies/activities

January 2012-April 2012

- Survey families and staff – query what they’d find useful/beneficial in an interactive school website.
- Compile ideas and design format and content in SLT subcommittee meetings.
- Consult website design specialist to confirm layout and functionality of different aspects of website to include such things as:
 - Homework assistance; links to educational sites for students for assistance or enrichment at home; links to resources about education and learning for parents
 - Calendar of Events
 - What’s Happening @ RE (academic & community based; for example – “juicy words” – including new words from town meetings & sharing ideas for getting kids to use and recognize them; food drive, penny harvest)
 - Student work (like the Tugboat Times – technology edition)
 - Possible message board for homework help topics or a forum for sharing ideas
 - Webpage counter to assist in measuring participation through the site.

April 2012-June 2012

- Launch the new River East website with at least limited features
- Advertise the new website by sending letters home and putting the school website on fliers at recruitment events for new students

May 2012:

Survey families and staff feedback/suggestions and to evaluate the website's overall effectiveness in assisting in awareness, clarity, and communication between families & staff.

June 2012:

Analyze results of survey to make changes if necessary and improve the website for the following school year.

Strategies to increase parental involvement

- A parent survey will be given out asking what they would find beneficial and useful in a school website
- A committee will be formed with staff members and parents to assess

Strategies for attracting Highly Qualified Teachers (HQT)

- Workshops on Election Day will be held to educate teachers on ways to incorporate technology in their classrooms
- Follow-up workshops will be held throughout the year in which teachers can share ways they are using technology in their classrooms and in communicating with families

Service and program coordination

- The parent coordinator will hold workshops for parents throughout the year on various topics such as nutrition, middle school applications and other topical issues. One of the meetings towards the end of the year will focus on introducing the school's new website.

Budget and resources alignment

- Title I money will be used to fund any server costs and to pay any vendors involved in creating a website

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, 75% of students will independently include 80% of the following aspects of precision in solving mathematical story problem measured by performance tasks.

- answering the question asked
- including accurate representations
- including accurate symbols
- including accurate labels
- computing accurately

Comprehensive needs assessment

The Inquiry Team gathered data from state-wide math exams as well as informal anecdotes and observations during math sessions. We found that our students lacked precision in their work. The students often: did not answer the question asked; used incorrect representations of numbers, models, and strategies; used inaccurate symbols within equations; did not label their responses; and had errors in their computations.

After studying the Standards for Mathematical Practice within the New York State P-12 Common Core Learning Standards for Mathematics, we decided to further study Mathematical Practice 6: Attend to Precision.

A. Using a rubric, students will:

- Examine exemplars to identify the aspects that make it a precise piece of work (i.e. answering the question asked, including accurate representations, symbols, labels, and computations).
- Examine their own work to identify the aspects of precision.
- Revise their work to include the aspects of precision.
- Independently include the aspects of precision.

B. All classroom and intervention teachers will participate in implementing these activities.

C. Grade level teams will participate in creating and scoring the baseline and post-assessment items for their students.

D. Timeline for Implementation:

- By December 15, 2011, we will administer a baseline assessment to each grade level.
- By January 2012, we will analyze the baseline assessments and present data to all teachers. Teachers will pool methods and strategies for raising the level of precision.
- By March 2012, teachers will reconvene to assess their own instruction and share best practices around raising the level of precision.
- By June 2012, we will administer a follow-up assessment to each grade level. We will analyze the assessments and present data to all teachers for reflection and planning for the upcoming year.

Strategies to increase parental involvement

-We will implement the following strategies to increase parental involvement around attending to precision in mathematics:

- We will hold a school-wide Math Night in December 2012 to support parents' understanding and awareness precision in mathematical work.
- We will inform parents of our work around precision in the monthly newsletters.

-We will send home exemplars, rubrics, and student work so that parents can continue this work at home.

-At Math Night in December the parents will be given letters describing the use of the NYC Acuity website so that they can access interim assessments and have individualized work assigned to their children based on their Acuity results.

-The school website will detail work that can be done at home to increase precision in solving mathematical story problems.

Strategies for attracting Highly Qualified Teachers (HQT)

We will continue to work with staff developers in mathematics from City College and Metamorphosis. Teachers will attend professional development sessions as needed. Teachers will discuss strategies to raise the level of precision and the impact of the work they are embracing during their common planning sessions once a month. Teachers will also share their findings and strategies at monthly Inquiry Team breakfasts.

Service and program coordination

- An afterschool “Test Prep” program will start in January through April differentiated by needs of students in testing grades. Precision will be a focus of the test-taking strategy group to make sure that students can accurately answer test questions while reflecting on their own work.

Budget and resources alignment

- Title I funds will be used to pay staff developers from Metamorphosis.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2011, each grade's target population will determine importance in order to make reasonable and relevant inferences as measured by performance tasks.

Comprehensive needs assessment

- The school's Inquiry Team analyzed data from last year's ELA and Math assessments. The team looked at gaps between how our school performed compared to citywide performance. It became apparent that the biggest discrepancies occurred in the areas where students had to make inferences. As a result the Inquiry Team decided to focus on inferences as a focus for the 2011/2012 school year.

Instructional strategies/activities

- In order to gain baseline data for the entire school the team decided to give the same task to all of our students before sorting into subgroups. Due to different reading levels it would not be possible to give all students the exact same task so the Inquiry Team chose a picture for students to look at and make an inference from.
- Teachers were given coverages the week of November 28th – December 2nd to work with students and administer the inference task.
- On December 6th the Inquiry Team will meet to sort the student responses into categories and to identify a subgroup of students who are having trouble drawing inferences from the picture.
- In December, the Inquiry Team will collect reading data from those students and sort further into subgroups.
- In January, the Inquiry Team will design performance tasks based around reading levels to ask students to make inferences based on the texts of that reading level.
- In February, the Inquiry team will analyze the performance tasks and design interventions for the students in the subgroups.
- In March, the teachers will be asked to implement the interventions in accordance with test prep and the standard-based curriculum.
- In April, the students will take the ELA tests and their scores will be analyzed comparing last year's results and this year's results in hopes that they have increased their understanding of inferences.
- In May, the tasks will be re-designed based on teacher feedback and re-distributed to students by the end of the year to assess progress.

Strategies to increase parental involvement

- On the school's Literacy Night for parents there will be a strong focus on comprehension strategies including making inferences.
- A school website is being created which will have information about upcoming events as well as curriculum information for parents to access at any time.
- School messages will not only go out via phone, but will also be sent out via email. By sending home notes in folders, via phone and via email, our goal is to ensure parents are aware of any important messages in a format that works best for them.
- At Math Night in December the parents will be given letters describing the use of the NYC Acuity website so that they can access interim assessments and have individualized work assigned to their children based on their Acuity results.

Strategies for attracting Highly Qualified Teachers (HQT)

- Anne Grayson, an AUSSIE staff developer, will be hired with Title I money to work with all grade levels on literacy, inferencing, and designing performance tasks based around the Common Core Standards.
- The network leader, Dan Feigelson, will be used for staff development with the upper grades starting with a session in October followed by a session on November 30th with our third, fourth, and fifth grade teachers.

Service and program coordination

- An afterschool “Clubs” program will run from October through December giving students the chance to explore extracurricular interests that have curricular connections. One of these “Clubs” will be a school newspaper which will give students the chance to improve upon their non-fiction reading and writing skills.

Budget and resources alignment

- Title I money will be used to hire an AUSSIE staff developer to work with teachers
- Title I money will be used to hire a per diem substitute to cover classes in November and December to complete the inferencing task.

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	6	0	N/A	N/A	2			1
1	4	0	N/A	N/A	2			0
2	8	6	N/A	N/A	4			2
3	8	3	N/A	N/A	0			0
4	5	0	5	5	3			0
5	4	6	4	4	7			0
6								
7								
8								
9								
10								
11								
12								

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
ELA	Students receive push-in and/or pull-out support in a small group during the school day, 1-5 days a week, for a 4-6 week cycle to work on specific reading strategies. We use the Wilson Reading Program for grades 2-5 and the Reading Recovery Program in first grade for reading/writing. Other students work on comprehension strategies in a guided reading group.
Mathematics	Students receive push-in or/and pull-out support in a small group during the school day, 2-3 days a week, for a 4-6 week cycle to work on specific math strategies. The special education teacher also pushes in to works with AIS students in the classroom.
Science	A paraprofessional is assigned to the 4 th and 5 th grade science periods to support students one-on-one in science classroom.
Social Studies	Our co-teacher in the CTT classrooms works with individual students in providing AIS support for students struggling with social studies content.
At-risk Services provided by the Guidance Counselor	Guidance Counselor works with students individually and in groups to support students with strategies to improve anger management, impulse control, self-esteem, and conflict with peers.
At-risk Services provided by the School Psychologist	We share our school's psychologist with two other schools in the building. He is able to join our PPT meetings and observe students in their classroom to provide teachers with insights into students' behaviors. He also supports the writing of FBAs.
At-risk Services provided by the Social Worker	We share our school's social worker with two other schools in the building. He is able to join our PPT meetings and observe students in their classroom to provide teachers with insights into students' behaviors. He also supports the writing of FBAs.

At-risk Health-related Services

We collaborate with the East Harlem Health department to provide doctor services and check-ups once a month to students who are at-risk for health-related issues. The doctor follows up with all students monthly in order to support their progress with these issues.

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, Jesenia Duran, to serve as a liaison between the school and families. The Parent Coordinator 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 weekly Town Meetings on Fridays from 8:20 – 8:50 where parents are invited.
- 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

River East will 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

Cohesive Curriculum

River East has a comprehensive approach to teaching the “whole child” within a nurturing educational environment. Children remain actively engaged as they develop the academic skills, learning strategies, social competence, and self-confidence necessary to succeed in the world. As children learn to appreciate their strengths, cope with their challenges, and take pride in their academic and social success, they gain confidence in themselves and in their ability to shape their own lives. There is a sheer joy of learning that is witnessed in the smiling faces and in the laughing and talking of children and teachers heard throughout River East.

River East’s curriculum includes individualized academic plans that take into account the unevenness in children’s development and are implemented in flexible group settings that vary in size throughout the day. Lessons will be differentiated to meet the needs of a wide range of learning styles within every classroom. River East’s nurturing environment empowers children to overcome early developmental hurdles, allowing their innate talents to flourish. A highly skilled staff will employ a unique core teaching methodology which combines inclusionary practices such as:

- A strong perceptual and visual multi-sensory base,
- Respect for the particular ways in which each child learns,
- Problem solving,
- Self-evaluation,
- Working within collaborative flexible groups.

Commitment to Professional Development:

We will equip everyone—teachers, students, families, and leaders—with the knowledge, tools, and skills to reach our shared goals. Professional support will be made available at every turn. We will provide

every teacher with a laptop computer, email, internet access, and all necessary supplies. We will provide professional development opportunities from Teacher's College Reading and Writing Project and TERC Mathematics throughout the summer. The prep schedule and professional development opportunities will be configured so that teachers have time to carefully plan and implement classroom curricula, collaborate with their colleagues, analyze student achievement data, and work closely with the school's instructional leaders to improve their practice.

Support home-school relationships and improve communication by:

- creating a school website that will involve parents in an ongoing basis by providing details of upcoming events as well as curriculum details.
- 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 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.
- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.]

**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 Charles Amundsen/Dan Feigelson	District 4	Borough Manhattan	School Number 37
School Name River East Elementary School - PS 37			

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

Principal Rob Catlin	Assistant Principal Michael Panetta
Coach type here	Coach type here
ESL Teacher Vanessa Baldini	Guidance Counselor Maura Kyne
Teacher/Subject Area Lauren Gaudio(5th Gr. teacher)	Parent type here
Teacher/Subject Area type here	Parent Coordinator Jesenia Duran
Related Service Provider Glenda Alvarado	Other type here
Network Leader Dan Feigelson	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	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	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	234	Total Number of ELLs	20	ELLs as share of total student population (%)	8.55%
------------------------------------	------------	----------------------	-----------	---	--------------

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

Part II: ELL Identification Process

1. Describe the steps followed for the initial identification of those who may possibly be ELLs. These steps much include administering the 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 assessment. also describe the steps taken to annually evaluate ELLs using the NYSESLAT.

Upon registration at River East Elementary School, parents of newly admitted students to the Department of Education System complete a Home Language Identification Survey (HLIS) and partake in an informal interview both in the native language, if necessary. This survey and interview are conducted with a licensed pedagogue. The school, on an as needed basis, provides translation services. After the initial identification process is completed, the certified ESL specialist reviews the HLIS and determines the home language. Home Language Identification Surveys are reviewed and LAB-R tests are administered to students identified as requiring testing within 10 school days of initial enrollment. In addition, within the same 10 school days of initial enrollment, students from Spanish speaking homes are administered the Spanish LAB test to determine their native language proficiency. Upon completion of the LAB-R and Spanish LAB, parents are notified of their child's performance. After testing, parents of students who scored below the cut-off score on the LAB-R are invited to attend a parent orientation to learn about placement options and also to select the desired program. This all takes place within the first 10 days of student enrollment. This fall, those students who score at the beginner/intermediate level of the LAB-R receive 360 minutes of ELL instruction weekly, and those students who placed below the second cut-off score receive 180 minutes of ELL instruction weekly. Each spring, previously identified ELLs are administered the NYSESLAT and their parents are notified of testing. Parents of previously identified ELLs are informed of their child's NYSESLAT results in September. Students who placed at the beginner and intermediate levels on the NYSESLAT receive 360 minutes of ESL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ESL instruction weekly.

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.

To ensure that parents of English Language Learners understand all three program choices, a parent orientation is conducted in September with Vanessa Baldini, the certified ESL teacher. This year, a morning and evening orientation was offered to parents to accommodate various schedules. Parents were given ample notice and were asked to give notice if they would be in attendance. River East's bilingual parent coordinator attended both orientations to assist in translating. During the orientation, parents viewed an English Language Learner Parent Information DVD explaining and detailing the differences between all three program choices (Transitional Bilingual Education, ESL, and Dual Language). The DVD was offered in various languages and played accordingly. In addition, during the orientation, parents are presented with the Transfer Option. Parents are able to learn and discuss variations in options and program details. After, materials detailing programs and placements throughout the City of New York were available for parents who were interested. After parents were thoroughly informed, Program Selection and Parent Surveys were completed. Within ten days upon

enrollment, all ELLs are placed in an ESL program. Throughout the year, orientation sessions are provided for parents on an ongoing basis. For parents who wish to place their child in a program that the school does not provide, they are given a list of schools in the district with that program.

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)

Prior to the parent orientation, entitlement and non-entitlement letters are sent home in the family's native language as well as in English. To ensure that parents receive letters, we have created a tear-off system for each of these letters to be returned with a parent signature and date indicating that they have read and understood the materials. Letters are also photocopied, and kept on file. In addition, Parent Survey and Selection forms are sent home to be reviewed by parents and brought to the parent orientation, when these forms are further reviewed by the ESL teacher. For those parents who are unable to attend the orientation, they are contacted after multiple attempts to schedule a one-on-one parent orientation. If parents do not attend a parent orientation, they are placed in Transitional Bilingual Education program. Since our school does not have a TBE program, students are placed in the freestanding ESL program. River East Elementary School does not offer Bilingual or Dual Language classes. As a result, parents are instructed at the orientation session that if they wish to place their children in one of these programs, they have the option of enrolling their child in another school. School information is available for parents who wish to learn more about aforementioned programs. Due to the low number of ELL students in one or two contiguous grades, River East Elementary School does not have enough students to open such a class. All parents of ELL students at River East have chosen a freestanding ESL program as the delivery of instruction for their child. Some students have been mandated for a special education bilingual program. These students have been issued an Interim Service Plan that includes a bi-lingual paraprofessional. All returned forms are photocopied and stored in students' current cumulative records. In addition, the ELL teacher copies and stores returned forms.

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

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.

For the 2011-2012 school year, the ESL teacher retrieved and examined LAB-R and NYSESLAT scores using the Web Connect system. Parents of newly identified children were invited to the school for Parent Orientation at which curriculum and instruction are discussed along with program details. Prior to the orientation, parents received a translation request form to be completed and returned. River East has several bilingual staff members who are able to provide Spanish translations if needed. As new admits enter the school, a licensed pedagogue completes the HLIS with parents, with a translator as needed. As the HLIS are complete, they are reviewed to determine if the LAB-R needs to be administered or if prior scores need to be examined. Upon completion of the LAB-R, parents are informed of their children's performance. Students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly. For students who are eligible for ESL services as per the LAB-R results, parents receive an entitlement letter, which informs them of test results, and an invitation to a parent orientation session. All parent communication is written in parents' native language as well as English. For students with a home language that we do not have written translations for, we contact the Translations Services Unit. Parents of students previously enrolled in an ESL program are informed of the NYSESLAT scores. Additionally, students who placed at the beginner and intermediate levels on the NYSESLAT receive 360 minutes of ELL instruction weekly. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly.

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)

After reviewing the Parent Survey and Program selection forms for the past few years, dating back to the 2008-2009 school year, it is evident that the trend and preference of parents of incoming ELLs is freestanding ESL instruction. Out of the nine new incoming ELLs during the 2008-2009 school year, all parents opted for freestanding ESL instruction. During the 2009-2010 school year, three new ELLs entered the school, of which all opted for freestanding ESL instruction. During the 2010-2011 school year, five new ELLs entered the school, all of which opted for freestanding ESL instruction. For the current 2011-2012 school year, four new ELLs entered the school thus far, all of which opted for freestanding ESL instruction. If there are 15 students with the same home language within one or two contiguous grades and if parents choose the same program, then the school will open that program.

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.

The program model offered at River East Elementary School is aligned with the requests of our parents.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	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	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	4	3	2	5	5	1	0	0	0	0	0	0	0	20
Total	4	3	2	5	5	1	0	0	0	0	0	0	0	20

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	20	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0

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	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	8	0	8	2	0	2	0	0	0	10
Total	8	0	8	2	0	2	0	0	0	10

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	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:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	2	2	5	5	1	0	0	0	0	0	0	0	19
Chinese	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Russian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Korean	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL	4	3	2	5	5	1	0	0	0	0	0	0	0	20

Part IV: ELL Programming

A. Programming and Scheduling Information

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?

Part IV. ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?

Instruction is delivered through a combination of push-in and pull-out periods. Students who placed at the advanced level of the NYSESLAT receive 180 minutes of ESL instruction weekly. Students who placed at the beginning or intermediate on the NYSESLAT receive 360 minutes of ELL instruction weekly. Furthermore, students who place below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who place below the second cut off score receive 180 minutes of ELL instruction weekly.

a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?

River East Elementary School offers a freestanding ESL program. Due to the low number of ELLs, there are not enough students to open a TBE or Dual Language classroom. The program model at River East entails both a push-in and a pull out method. The model provided, push-in versus pull out, depends upon the number of ELLs in each class. As previously mentioned, students who placed at the advanced level of the NYSESLAT receive 180 minutes of ELL instruction weekly. Students who placed at the beginning or intermediate on the NYSESLAT receive 360 minutes of ELL instruction weekly. Furthermore, students who score below the first cut off score of the LAB-R receive 360 minutes of ELL instruction weekly, and students who scored below the second cut off score receive 180 minutes of ELL instruction weekly. These times are divided into 45-minute periods. Therefore, beginning and intermediate students receive eight 45-minute periods of ELL instruction weekly and advanced students receive four 45-minute periods of ELL instruction weekly. All ELL instruction is conducted in the English language.

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])?

Our certified ESL teacher has organized pull-out groups according to grade. There is one Kindergarten and 1st grade group consisting of six students ranging from beginner to advanced, another Kindergarten-2nd grade group of 6 students consisting of beginning, intermediate and advanced ELLs, one 3rd grade group of 5 students consisting of intermediate and advanced ELLs. In addition, there is a group of 6 ELLs in grades 4th-5th consisting of intermediate and advanced students. Additionally, our ELL teacher pushes into classes. Given that students are arranged according to grade level, each group contains mixed proficiencies.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency

A. Programming and Scheduling Information

levels in each program model (TBE, Dual Language, ESL)?

Our certified ESL teacher is able to meet all of the mandated instructional minutes for every ELL at River East Elementary School.

a. How are explicit ESL, ELA and NLA instructional minutes delivered in each program model as per CR PART 154 (see table below)?

Our certified ESL teacher is able to meet the mandated instructional minutes for every ELL by employing a combination of push-in and pull out instruction. Beginner and intermediate students receive 360 minutes of ELL instruction per week and advanced students receive 180 minutes of ELL instruction per week. All pull out sessions are taught through the Workshop Model which incorporates the Balanced Literacy (shared reading, guided reading, read alouds, etc.) Students who scored advanced on the NYSESLAT receive ESL pull out as well as ELA instruction in their classroom through the workshop model. The arrangement and grouping of students meets the mandates for each student.

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.

Students at River East Elementary School are exposed to a genre-based balanced literacy curriculum, developed by the Teacher's College Reading and Writing Program at Columbia University. In our freestanding ESL program, students receive standards-driven, student-centered curriculum. Balanced literacy components are modified and utilized during thematic units in the ESL classroom. Instruction is delivered in only English. However, native language books and materials are available in the ESL classroom to help support student's native language development and content comprehension. Grade appropriate materials and content are taught through scaffolded instruction, methods of ESL instruction, and collaborative learning. As a means to help support students within their classroom, the ESL teacher works closely with classroom teachers to follow themes and lessons being taught. Students are exposed to authentic grade texts, and materials as well as the explicit teaching of reading and writing strategies in addition to problem solving strategies that will aid ELLs in meeting the standards of local and state assessments.

Within the ESL classroom, evidence of our student-centered approach is apparent. The classroom boasts audio assisted learning (listening center), environmental print and content rich materials. Students are able to develop their skills and strengths in the four modalities of listening, reading, writing, listening and speaking through the implementation of Writer's Workshop, Reader's Workshop, paired learning activities, songs, presentations, reader's theaters, and field trips which are all appropriately aligned with age and grade level content-based curriculum. Students are guided through Writer's Workshop through the Language Experience Approach (LEA), vocabulary instruction, modeled writing, graphic organizers, writing templates and the Writing Process. Metacognition is weaved into daily instruction as students are encouraged to engage and monitor their own learning experience and to be cognizant of strategies and tools that will best support their learning.

The Common Core Learning Standards and the New York State ESL standards play a significant role in the implementation of the ESL curriculum and in student achievement. ESL standards are linked to state academic standards so it can be assured that ESL students are receiving high quality instruction in English language and content areas. Both the ESL teacher and the classroom teachers utilize these standards. The standards are used to provide teachers with the scope and sequence of the language skills that ESL students need for success in school. The standards are:

1. Students will listen, speak, read, and write in English for information and understanding.
2. Students will listen, speak, read, and write in English for literary response, enjoyment, and expression.
3. Students will listen, speak, read and write in English for critical analysis and evaluation.
4. Students will listen, speak, read, and write in English for classroom and social interaction.
5. Students will demonstrate cross-cultural knowledge and understanding.

Furthermore, additional support, besides that which is provided through ELL instruction, is available for students. Eligible students may receive Reading Recovery, Speech and Language, Wilson Reading System, Foundations, and needs-targeted small group math instruction.

4. How do you ensure that ELLs are appropriately evaluated in their native language?

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 26
75%	
50%	
25%	
0%	

A. Programming and Scheduling Information

5. How do you differentiate instruction for ELL subgroups?

The individual needs of each student are met through differentiated instruction as described below.

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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions teaching reading, writing, listening and speaking through content. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Former ELLs who have passed the NYSESLAT within the last two years and are in testing grades (3-5) receive testing accommodations, for example, translated glossaries, time and a half, separate location and exams in native language for content areas. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ESL teacher and classroom teachers. During push-in sessions, the ESL teacher may include former ELLs in small group instruction based on needs. In addition, the ESL teacher may pull out former ELLs on an as needed basis for additional support.

10. What new programs or improvements will be considered for the upcoming school year?

River East Elementary School is working to build audio book library. This library is in the midst of construction and is located in the ESL room. The audio book library features various levels of books on CDs. Furthermore, there are coded CD players, which students can sign out and take home along with books. The books include nonfiction and fiction texts along with books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will also be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. The ESL teacher also will be working on an ESL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

11. What programs/services for ELLs will be discontinued and why?

No services will be discontinued this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual or bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East

A Programming and Scheduling Information

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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions teaching reading, writing, listening and speaking through content. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Former ELLs who have passed the NYSESLAT within the last two years and are in testing grades (3-5) receive testing accommodations, for example, translated glossaries, time and a half, separate location and exams in native language for content areas. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ESL teacher and classroom teachers. During push-in sessions, the ESL teacher may include former ELLs in small group instruction based on needs. In addition, the ESL teacher may pull out former ELLs on an as needed basis for additional support.

10. What new programs or improvements will be considered for the upcoming school year?

River East Elementary School is working to build audio book library. This library is in the midst of construction and is located in the ESL room. The audio book library features various levels of books on CDs. Furthermore, there are coded CD players, which students can sign out and take home along with books. The books include nonfiction and fiction texts along with books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will also be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. The ESL teacher also will be working on an ESL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

11. What programs/services for ELLs will be discontinued and why?

No services will be discontinued this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual or bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East participate in weekly art, music, pottery and dance instruction. In addition, all students in grades 2 and 4 participate in weekly swimming lessons. River East is also in the midst of forming a number of after school clubs that will be open to all students. Such clubs may include a

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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions teaching reading, writing, listening and speaking through content. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Former ELLs who have passed the NYSESLAT within the last two years and are in testing grades (3-5) receive testing accommodations, for example, translated glossaries, time and a half, separate location and exams in native language for content areas. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ESL teacher and classroom teachers. During push-in sessions, the ESL teacher may include former ELLs in small group instruction based on needs. In addition, the ESL teacher may pull out former ELLs on an as needed basis for additional support.

10. What new programs or improvements will be considered for the upcoming school year?

River East Elementary School is working to build audio book library. This library is in the midst of construction and is located in the ESL room. The audio book library features various levels of books on CDs. Furthermore, there are coded CD players, which students can sign out and take home along with books. The books include nonfiction and fiction texts along with books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will also be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. The ESL teacher also will be working on an ESL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

11. What programs/services for ELLs will be discontinued and why?

No services will be discontinued this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual or bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East participate in weekly art, music, pottery and dance instruction. In addition, all students in grades 2 and 4 participate in weekly swimming lessons. River East is also in the midst of forming a number of after school clubs that will be open to all students. Such clubs may include a school newspaper committee, cooking club, Reader's Theater performers, and a track and field team. Additionally, students who were

Courses Taught in Languages Other than English ⓘ

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

Math:	None		None	None
-------	------	--	------	------

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.

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)
The ESL teacher and classroom teachers attend professional development offered by the CFN 203 and Learning Support Specialist, who provide ongoing, regular support for teachers. The specialist meets with Intervention staff to report and discuss all pertinent information. Ongoing support is provided to classroom teachers by the ESL teacher on a regularly and as needed basis. Intervention staff has weekly meetings to discuss ELLs and other related topics. As needed, the ESL teacher attends weekly grade level meetings to provide insight and instructional ideas for teachers with ELLs in their class.
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The guidance counselor and ESL teacher work closely together to investigate the best middle school placement options for our ELLs. These choices are also discussed with the fifth grade teachers. The entire middle school application process is explained to students and their families at a meeting held by the guidance counselor. A translator is present at the meeting. In addition, the ESL teacher meets with students and their families mid-year to discuss progress, as well as the application process. Any additional support that families and students may need is provided on an as needed basis.
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.
All teachers partake in CFN 203 training as well as Teacher's College seminars focusing on the topic of English Language Learners to ensure their 7.5 hours of ELL training are fulfilled. Furthermore, professional development opportunities are offered. Last year, all teachers were invited to partake in a 3-day professional development language series at Bank Street College, focusing on ways to support ELLs in their classroom. This year, professional development opportunities will also be offered to teachers. Additionally, at least once per year, faculty meetings are focused on ELL instructional strategies. Teachers are required to submit agendas and participation certificates which are stored in teachers' files.

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?

E. Parental Involvement.

1. Describe parent involvement in your school, including parents of ELLs.
River East encourages and welcomes parental involvement in our school. River East Elementary School ensures all ELL families receive related school information in both English and the family's home language. Report cards, school information, and NYC DOE information is translated for parents. Meetings and conferences with parents are regularly held with translation services available. All parents at River East are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents to learn child development and literacy skills for parents of ELLs. Parents are invited to attend school events and participate in school activities.

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?

E. Parental Involvement.

1. Describe parent involvement in your school, including parents of ELLs.

River East encourages and welcomes parental involvement in our school. River East Elementary School ensures all ELL families receive related school information in both English and the family's home language. Report cards, school information, and NYC DOE information is translated for parents. Meetings and conferences with parents are regularly held with translation services available. All parents at River East are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents during which bilingual interpreters are available for parents of ELLs. Parents have the opportunity to attend classroom publishing parties and chaperone on field trips. Furthermore, River East holds a weekly celebration of our community and student work every Friday morning at our Town Meeting. All parents are invited and encouraged to participate and attend weekly Town Meeting. Also, parents are encouraged to participate in River East's' Parent Association meetings and events, which are held in both English and Spanish.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

River East has partnered with several Community Based Organizations, El Museo del Barrio, Metropolitan Hospital and New York's leading Latino cultural institution. El Museo del Barrio is providing free workshops for our families that provide cultural and educational insights. Metropolitan Hospital will offer health workshops covering such topics as: healthy living, diet, and active lifestyles. Our Parent Coordinator is an integral part of our Community Based Organizations and is bilingual and able to provide translated services to our parents of ELLs.

3. How do you evaluate the needs of the parents?

Our parent coordinator, who is an advocate for our parents, plays an active role in evaluating the needs of parents and is actively involved in the PTA, and helps to communicate instructional goals and school events. Our parent coordinator is bilingual and plays an important role in evaluating the needs of all parents, particularly those of English Language Learners. She is very close with our families and helps gauge their needs and acts as a liaison for important matters. In addition, the leaders of our Parent Association assess parental needs by conducting meetings and surveys. Parental needs are also discussed at parent-teacher conferences. The needs are then discussed and addressed by the school principal and any other faculty member who can assist. If it is apparent that there is an area in which several parents need assistance, River East will arrange a parent workshop. Informal surveys are administered and reviewed to assess the needs of parents. In addition, each year parents partake in the School Survey Report. The data from the report are assessed and used to make changes in programs.

4. How do your parental involvement activities address the needs of the parents?

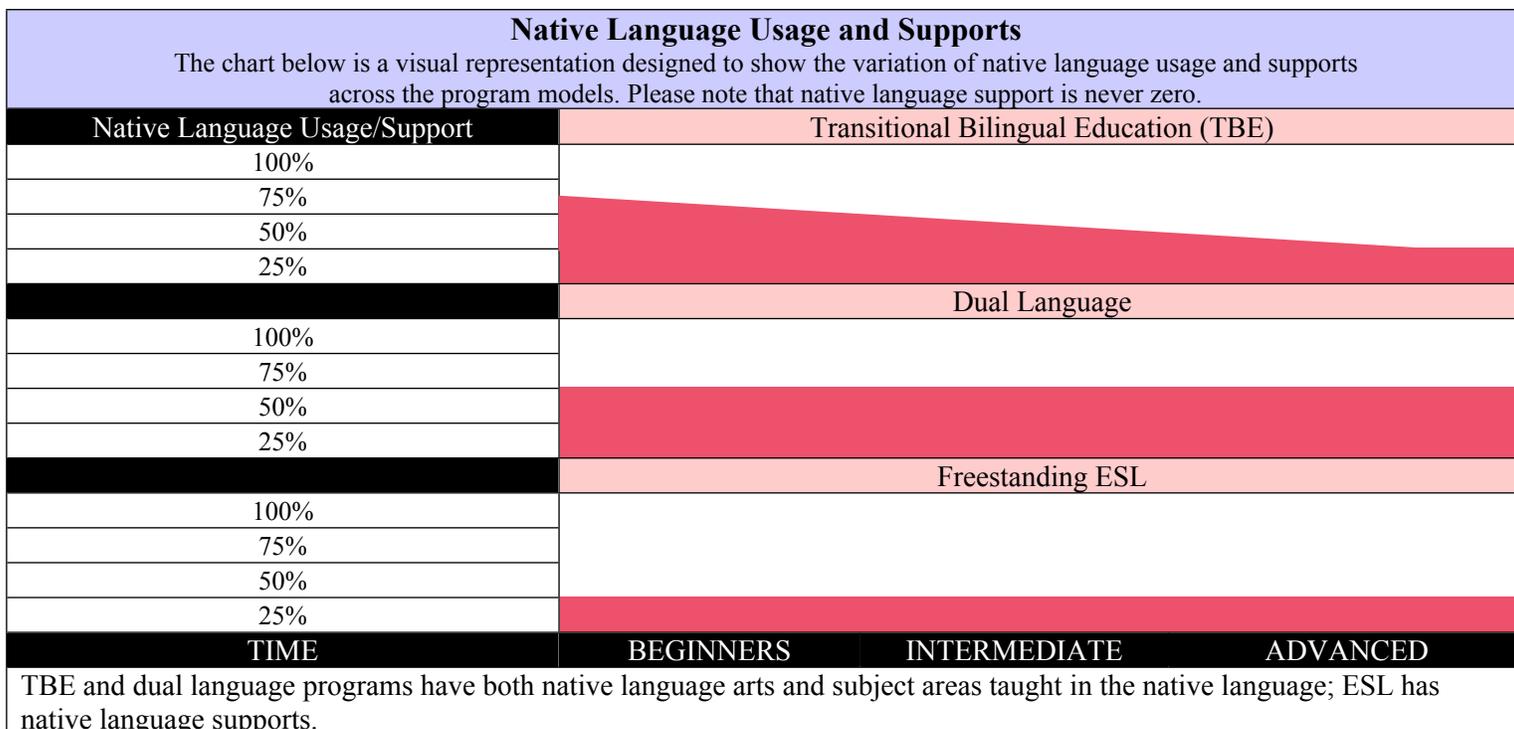
As detailed in question 3, parental involvement activities are designed and implemented based on the needs of our parents, which are identified by the leaders of our Parent Association and during parent-teacher conferences. Parent workshops are tailored to meet the needs of our parents who can then better support our students. For example, parents of third graders partake in a Testing Workshop to help inform them of standardized tests their children will be taking. In addition, we provide several other types of workshops to help parents and address their needs such as reading with children at home and staying healthy and living an active lifestyle. In addition, our Curriculum Night, which happens in the beginning of the year, informs parents of instruction and classroom happenings. This popular night addresses the needs of keeping parents informed of their child's learning and education.

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



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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading

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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions teaching reading, writing, listening and speaking through content. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Former ELLs who have passed the NYSESLAT within the last two years and are in testing grades (3-5) receive testing accommodations, for example, translated glossaries, time and a half, separate location and exams in native language for content areas. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ESL teacher and classroom teachers. During push-in sessions, the ESL teacher may include former ELLs in small group instruction based on needs. In addition, the ESL teacher may pull out former ELLs on an as needed basis for additional support.

10. What new programs or improvements will be considered for the upcoming school year?

River East Elementary School is working to build audio book library. This library is in the midst of construction and is located in the ESL room. The audio book library features various levels of books on CDs. Furthermore, there are coded CD players, which students can sign out and take home along with books. The books include nonfiction and fiction texts along with books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will also be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. The ESL teacher also will be working on an ESL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

11. What programs/services for ELLs will be discontinued and why?

No services will be discontinued this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual or bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East participate in weekly art, music, pottery and dance instruction. In addition, all students in grades 2 and 4 participate in weekly swimming lessons. River East is also in the midst of forming a number of after school clubs that will be open to all students. Such clubs may include a

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?

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.

In both the ESL classroom and mainstream classroom, all ELLs are periodically assessed using the Diagnostic Reading Assessment (DRA) and the Teacher's College Early Literacy Assessment. These assessment tools provide informative insights and implications for targeting literacy concerns. In addition, students are regularly assessed in math. The implications of both the math and ELA assessments allows for differentiated instruction and for the ELL teacher to diversify the needs of ELLs through scaffolded instruction in small and large groups, as well as targeted interventions teaching reading, writing, listening and speaking through content. In addition to the support offered by the ELL department, there are additional services that are available to eligible ELL students in the areas of ELA and math. For students who are eligible, they may receive Reading Recovery, monolingual and bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

Former ELLs who have passed the NYSESLAT within the last two years and are in testing grades (3-5) receive testing accommodations, for example, translated glossaries, time and a half, separate location and exams in native language for content areas. In addition, the academic progress of former ELLs is closely monitored through ongoing communication between the ESL teacher and classroom teachers. During push-in sessions, the ESL teacher may include former ELLs in small group instruction based on needs. In addition, the ESL teacher may pull out former ELLs on an as needed basis for additional support.

10. What new programs or improvements will be considered for the upcoming school year?

River East Elementary School is working to build audio book library. This library is in the midst of construction and is located in the ESL room. The audio book library features various levels of books on CDs. Furthermore, there are coded CD players, which students can sign out and take home along with books. The books include nonfiction and fiction texts along with books aligned with the Teacher's College Reading and Writing Curriculum. Audio materials will also be utilized by classroom teachers to use in their listening centers and for ELLs to read during independent reading time. The ESL teacher also will be working on an ESL Class Website that will be updated monthly to inform parents of happenings in the ELL classroom. Information on the website will be translated into all languages represented at River East. Furthermore, the website will include online resources for students to use at home.

11. What programs/services for ELLs will be discontinued and why?

No services will be discontinued this year.

12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

River East Elementary School provides a wide array of educationally enriching programs and opportunities for students. Depending on the needs of individual students and indications of assessments, ELLs may receive Reading Recovery, monolingual or bilingual Speech and Language, Wilson Reading System, Foundations and needs-targeted small group math and ELA instruction both within the classroom and after school. ELLs are assessed equally for these programs and participate as needed. All students at River East participate in weekly art, music, pottery and dance instruction. In addition, all students in grades 2 and 4 participate in weekly swimming lessons. River East is also in the midst of forming a number of after school clubs that will be open to all students. Such clubs may include a school newspaper committee, cooking club, Reader's Theater performers, and a track and field team. Additionally, students who were

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.

Additional Information:

The NYSESLAT Modality Analysis in Part V was determined using the 2011 NYSESLAT scores. Scores are reported under the student's current grade, not the grade the student was in when he or she took the NYSESLAT last May.

NYS Math, ELA and Science scores in Part V are reported under the student's previous grade that they were in as of April of 2011.

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.

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)

The ESL teacher and classroom teachers attend professional development offered by the CFN 203 and Learning Support Specialist, who provide ongoing, regular support for teachers. The specialist meets with Intervention staff to report and discuss all pertinent information. Ongoing support is provided to classroom teachers by the ESL teacher on a regularly and as needed basis. Intervention staff has weekly meetings to discuss ELLs and other related topics. As needed, the ESL teacher attends weekly grade level meetings to provide insight and instructional ideas for teachers with ELLs in their class.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor and ESL teacher work closely together to investigate the best middle school placement options for our ELLs. These choices are also discussed with the fifth grade teachers. The entire middle school application process is explained to students and their families at a meeting held by the guidance counselor. A translator is present at the meeting. In addition, the ESL teacher meets with students and their families mid-year to discuss progress, as well as the application process. Any additional support that families and students may need is provided on an as needed basis.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers partake in CFN 203 training as well as Teacher's College seminars focusing on the topic of English Language Learners to ensure their 7.5 hours of ELL training are fulfilled. Furthermore, professional development opportunities are offered. Last year, all teachers were invited to partake in a 3-day professional development language series at Bank Street College, focusing on ways to support ELLs in their classroom. This year, professional development opportunities will also be offered to teachers. Additionally, at least

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.

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)

The ESL teacher and classroom teachers attend professional development offered by the CFN 203 and Learning Support Specialist, who provide ongoing, regular support for teachers. The specialist meets with Intervention staff to report and discuss all pertinent information. Ongoing support is provided to classroom teachers by the ESL teacher on a regularly and as needed basis. Intervention staff has weekly meetings to discuss ELLs and other related topics. As needed, the ESL teacher attends weekly grade level meetings to provide insight and instructional ideas for teachers with ELLs in their class.

2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The guidance counselor and ESL teacher work closely together to investigate the best middle school placement options for our ELLs. These choices are also discussed with the fifth grade teachers. The entire middle school application process is explained to students and their families at a meeting held by the guidance counselor. A translator is present at the meeting. In addition, the ESL teacher meets with students and their families mid-year to discuss progress, as well as the application process. Any additional support that families and students may need is provided on an as needed basis.

3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

All teachers partake in CFN 203 training as well as Teacher's College seminars focusing on the topic of English Language Learners to ensure their 7.5 hours of ELL training are fulfilled. Furthermore, professional development opportunities are offered. Last year, all teachers were invited to partake in a 3-day professional development language series at Bank Street College, focusing on ways to support ELLs in their classroom. This year, professional development opportunities will also be offered to teachers. Additionally, at least once per year, faculty meetings are focused on ELL instructional strategies. Teachers are required to submit agendas and participation certificates which are stored in teachers' files.

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?

E. Parental Involvement.

1. Describe parent involvement in your school, including parents of ELLs.

River East encourages and welcomes parental involvement in our school. River East Elementary School ensures all ELL families receive related school information in both English and the family's home language. Report cards, school information, and NYC DOE information is translated for parents. Meetings and conferences with parents are regularly held with translation services available. All parents at River East are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents during which bilingual interpreters are available for parents of ELLs. Parents have the opportunity to attend classroom publishing parties and chaperone on field trips. Furthermore, River East holds a weekly celebration of our community and student work every Friday morning at our Town Meeting. All parents are invited and encouraged to participate and attend weekly Town Meeting. Also, parents are encouraged to participate in River East's' Parent Association meetings and events, which are held in both English and Spanish.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

River East has partnered with several Community Based Organizations, El Museo del Barrio, Metropolitan Hospital and New York's leading Latino cultural institution. El Museo del Barrio is providing free workshops for our families that provide cultural and educational insights. Metropolitan Hospital will offer health workshops covering such topics as: healthy living, diet, and active lifestyles. Our Parent Coordinator is an integral part of our Community Based Organizations and is bilingual and able to provide translated services to our parents of ELLs.

3. How do you evaluate the needs of the parents?

Our parent coordinator, who is an advocate for our parents, plays an active role in evaluating the needs of parents and is actively

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?

E. Parental Involvement.

1. Describe parent involvement in your school, including parents of ELLs.

River East encourages and welcomes parental involvement in our school. River East Elementary School ensures all ELL families receive related school information in both English and the family's home language. Report cards, school information, and NYC DOE information is translated for parents. Meetings and conferences with parents are regularly held with translation services available. All parents at River East are actively involved in the education of their children. There are regular school-based workshops and celebrations for parents during which bilingual interpreters are available for parents of ELLs. Parents have the opportunity to attend classroom publishing parties and chaperone on field trips. Furthermore, River East holds a weekly celebration of our community and student work every Friday morning at our Town Meeting. All parents are invited and encouraged to participate and attend weekly Town Meeting. Also, parents are encouraged to participate in River East's' Parent Association meetings and events, which are held in both English and Spanish.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?

River East has partnered with several Community Based Organizations, El Museo del Barrio, Metropolitan Hospital and New York's leading Latino cultural institution. El Museo del Barrio is providing free workshops for our families that provide cultural and educational insights. Metropolitan Hospital will offer health workshops covering such topics as: healthy living, diet, and active lifestyles. Our Parent Coordinator is an integral part of our Community Based Organizations and is bilingual and able to provide translated services to our parents of ELLs.

3. How do you evaluate the needs of the parents?

Our parent coordinator, who is an advocate for our parents, plays an active role in evaluating the needs of parents and is actively involved in the PTA, and helps to communicate instructional goals and school events. Our parent coordinator is bilingual and plays an important role in evaluating the needs of all parents, particularly those of English Language Learners. She is very close with our families and helps gauge their needs and acts as a liaison for important matters. In addition, the leaders of our Parent Association assess parental needs by conducting meetings and surveys. Parental needs are also discussed at parent-teacher conferences. The needs are then discussed and addressed by the school principal and any other faculty member who can assist. If it is apparent that there is an area in which several parents need assistance, River East will arrange a parent workshop. Informal surveys are administered and reviewed to assess the needs of parents. In addition, each year parents partake in the School Survey Report. The data from the report are assessed and used to make changes in programs.

4. How do your parental involvement activities address the needs of the parents?

As detailed in question 3, parental involvement activities are designed and implemented based on the needs of our parents, which are identified by the leaders of our Parent Association and during parent-teacher conferences. Parent workshops are tailored to meet the needs of our parents who can then better support our students. For example, parents of third graders partake in a Testing Workshop to help inform them of standardized tests their children will be taking. In addition, we provide several other types of workshops to help parents and address their needs such as reading with children at home and staying healthy and living an active lifestyle. In addition, our Curriculum Night, which happens in the beginning of the year, informs parents of instruction and classroom happenings. This popular night addresses the needs of keeping parents informed of their child's learning and education.

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)	1	1	0	0	0	0	0	0	0	0	0	0	0	2
Intermediate(I)	0	1	0	2	2	1	0	0	0	0	0	0	0	6
Advanced (A)	3	1	2	3	3	0	0	0	0	0	0	0		12
Total	4	3	2	5	5	1	0	0	0	0	0	0	0	20

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	0	1	0	0	1	1							
	A	0	1	1	5	2	0							
	P	0	1	2	0	2	0							
READING/ WRITING	B	0	1	0	0	0	0							
	I	0	1	0	2	2	1							
	A	0	1	2	2	3	0							
	P	0	0	1	1	0	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	1	0	0	3
4	1	2	0	0	3
5	2	0	0	0	2
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	0	2	0	1	0	0	0	3
4	0	0	2	0	1	0	0	0	3
5	0	0	1	0	1	0	0	0	2
6									0
7									0
8									0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1	0	0	0	2	0	0	0	3
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)									

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
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.

Part V. Assessment Analysis

1. 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 quantitative data available to support your response.

River East uses an array of assessment tools to assess the early literacy skills of our ELLs. The above table shows our most recent DRA Score and Fountas and Pinnell Correspondence. The DRA is administered in English. The information enables us to assess student progress, areas of strength and areas to improve on. Furthermore, the insight the data provides allows us to drive our instruction based on the needs of the students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Student	Grade	LAB-R Score	NYSESLAT Score
K	A	n/a	
K	A	n/a	
K	A	n/a	
K	B	n/a	
1	A	B	
1	B	I	
1	A	A	
2	A	A	
2	A	A	
3	B	I	
3	B	A	
3	B	I	
3	B	A	
3	B	A	
4	B	I	
4	n/a	A	
4	I	A	
4	I	A	
4	D	I	

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.

Additional Information:

The NYSESLAT Modality Analysis in Part V was determined using the 2011 NYSESLAT scores. Scores are reported under the student's current grade, not the grade the student was in when he or she took the NYSESLAT last May.

NYS Math, ELA and Science scores in Part V are reported under the student's previous grade that they were in as of April of 2011.

Part VI: LAP Assurances

School Name:

PS 37 - River East

School DBN: 04M37

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rob Catlin	Principal		12/8/11
Michael Panetta	Assistant Principal		12/8/11
Jesenia Duran	Parent Coordinator		12/8/11
Vanessa Baldini	ESL Teacher		12/8/11
	Parent		
Lauren Gaudio	Teacher/Subject Area		12/8/11
	Teacher/Subject Area		
	Coach		
	Coach		
Maura Kyne	Guidance Counselor		12/8/11
Dan Feigelson	Network Leader		11/30/11
Glenda Alvarado	Other <u>Related Service Pro.</u>		12/12/11

School Name:

PS 37 - River East

School DBN: 04M37

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN:

04M37

School Name: **River East Elementary**

Cluster: **2**

Network: **CFN 203**

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.

All written communications to parents are sent in English and Spanish. Entries for preferred language has been entered on ATS to indicate the language commonly used at home and for which all communications should be provided by the school. Home Language surveys and blue emergency cards indicate language spoken at home and preferred language as well.

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.

. We utilize translators and/or translation services for parent conferences, workshops, translating flyers, letters and academic activities to inform parents of the daily curriculum, special events and monthly newsletters. Learning Environment surveys indicated that parents mostly prefer to have communication via telephone calls and letters home. Our Parent Coordinator, Jesenia Duran, as well as paraprofessionals such as Richard Rosario and Elizabeth Canella and teachers such as Lauren Gaudio and Cynthia Hinds-Ortiz are proficient in Spanish and available to speak via phone and/or in person to parents needing translation services. In addition, the school will contact the Translation Services Unit to provide translation services for parents who need translations in other languages.

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.

River East Elementary will provide written translation to parents during registration periods, workshops, conferences and special events. Staff members proficient in the main languages other than English are available to provide oral translation services for parents when they come to speak to staff/administration regarding concerns and/or their student's academic/behavioral issues. The school has provided translation services in Spanish. When documents are coming from the DOE such as booklets, leaflets, Discipline Code, emergency cards, etc., we request a percentage of the booklets/handbooks/flyers to come in Spanish or we will translate them in-house. We will also provide in-house translations for such documents as the Code of Behavior, Homework Policy and the Parent/Student Handbook.

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.

Staff members are available to provide translation for parents during registration, workshops, conferences and events. In-house translation will be provided by school staff as well as provided by an outside contractor when needed. The parent coordinator, school aides, paraprofessionals and office staff are available to assist teachers during conferences with parents. Teachers can also access phone translations or available parent volunteers for translations.

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 are provided with monthly calendars, flyers and letters in English and Spanish notifying them of school events . Translations are provided at meetings, workshops, parent conferences and celebratory events. All parents receive documents in either English, Spanish or another language when requested . Our staff provides translated letters/memos to parents related to trip, curriculum topics and special events.
Parents of special education students and students being referred for services are afforded translation services as necessary.
Permission slips and consent forms are routinely translated into Spanish prior to distribution.

