



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HOSPITAL SCHOOLS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75 M 401

PRINCIPAL: MARY MAHER **EMAIL:** MMAHER2@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Mary Maher	*Principal	
Edith Hitchen	*UFT Chapter Leader	
Patricia O’Connor	Chairperson / Teacher	
	DC 37 Representative	
	CSA Representative	
	CBO Representative	
Pierre Clement	Member/ Teacher	
Tomasina Peña	Member/ Paraprofessional	
Rosemarie Imundi-Bavolar	Member/ Teacher	
	Member/ Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

By June 2012, there will be an improvement in opportunities for students while in the hospital setting to participate in appropriate activities that are aligned with the College and Career Readiness Anchor Standards in the ELA Common Core Learning Standards that will be evidenced by student work.

Comprehensive needs assessment

Hospital Schools is unique in that instruction takes place in 39 hospitals throughout New York City and Westchester. Hospital Schools provides educational services for all school-aged students, K-12, whether public, private or parochial in both general and special education. Our population consists of students who are hospitalized with chronic/acute, medical, rehabilitative, multiple disabilities and psychiatric conditions. The length of stay is determined by whether the student's medical condition is chronic or acute. Our chronic students range from long term residential to treatment plans such as 1 to 5 days a week for several weeks at a time. Obstacles faced by hospitalized students include treatment protocols, fatigue, pain and isolation. These obstacles have direct impact on student performance and instructional strategies. We must keep our program aligned to the mainstream home school and therefore a focus on the ELA CCLS is imperative.

As Hospital Schools' educators, we must be patient, respectful and realize that each student is unique. There is a delicate balance of motivating students while respecting their current situations and treatment protocols. The medical conditions and treatments affect cognitive functioning and ability to participate. We need to find entry points with each student using their passions to make school meaningful and engaging. While addressing the Common Core Learning Standards we must remain sensitive to the students' medical or psychiatric condition.

Instructional strategies/activities

- Develop Professional Development plan
- Utilize *R. Bondi Protocol* to look at student work collaboratively
- Introduce staff to *Universal Design* implementation
- Use *Depth of Knowledge* to analyze student learning tasks
- Pilot specific programs with teacher teams
- Establish practices to support inquiry teams
- Facilitating web based communication for our inquiry team meetings
- October baseline from samples of student work

- Sample work from monthly meetings will be collected and quantified
- Create tracking tool to illustrate growth
- Professional development in the use of online resources (ARIS and Common Core Library)
- Professional development in Teachscape resources
- Support ESL and ELL population of students that come for treatment
- Use of technology to enhance effective instruction and implement the Common Core
- Review current assessments
- Review possible assessments that work on skill development (example; Scantron)
- Pilot programs such as , **Teaching Basic Writing Skills**
- Review strategies and tools to support CCLS with Alternate Assessment students
- Professional Development in designing a CCLS aligned task
- Implement Teacher teams to support the ELA CCLS.
- Engaging paraprofessionals in the inquiry process
- Assistant Principals create more meeting time with paraprofessionals
- Leverage performance of strongest teachers to improve practice of other classrooms
- Develop coaching structure that occurs formally and informally among faculty
- Encourage teachers to express ownership for results and think about next steps
- Apply for **I ZONE/ ILEARN** support
- Conduct a survey to determine current augmentative devices and assess needs
- To create a **Lending Library** to support Alternate Assessment students
- Professional development for assistive technology
- Research and purchase tools to motivate students
- Active training of paraprofessionals in assisting teachers in various aspects of classroom management, assessment and assistive and communicative technology.

Timeline:

• Active training of paraprofessionals in assisting teachers in various aspects of classroom management, assessment and assistive and communicative technology.

Timeline:

Sept-Dec: Creating the CEP, Researching pilot programs, purchasing, Ongoing Professional development,
 January- March: Implementing Inquiry Research, sub committees, Monthly meetings to evaluate progress, look at student work,
 Create and implement Lending Library,
 April- June: Data collection/ Evaluation

Strategies to increase parental involvement

We will increase parent involvement by utilizing a variety of technology resources. We will begin to implement participation in meetings via **SKYPE** and/or **Facetime**. In addition, we will provide opportunities for parents to give feedback participating in surveys via email and the phone. Our parent coordinator will facilitate parent participation when appropriate.

Strategies for attracting Highly Qualified Teachers (HQT)

Collaborate with District 75 HR

Participate in recruitment fairs

How can we retain HQT? How do we nurture HQT? How do we differentiate opportunities of professional growth ?

Service and program coordination

These programs are implemented by the home schools.

Budget and resources alignment

Tools to motivate/ IPADs / Lap tops and White boards/ XJM5

Augmentative Communication devices XNA1

Project Arts funding to support Specialized HS focus (arts materials) XE71

Purchase Boardmaker/ software X3BW

Writing program TBD

Use of project arts funding to support learning styles and adapt for NYSAA population XE75

Library books X3DJ

Textbooks X3P5, WIU5

Per Diem Funds for Substitutes ARRA Fund mod from per session

Materials to support ELLs W5C5

Technology and textbook funding

Assistant Principals, Coach, Teachers and Paraprofessionals

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will an increase in targeted instructional strategies in mathematics, evidenced by student engagement, measured by successful completion of tasks aligned to the CCLS.

Comprehensive needs assessment

We provide instruction to students hospitalized for medical, psychiatric and rehabilitation reason. Instruction is provided at bedside and in small groups. Our student population is transient due to the nature of hospitalization based on medical and psychiatric need. Students are admitted to our interim school program on day three of instruction and can be with us for up to three months on average.

Due to the transient nature of a hospital based program; we have a need to research best practices in meeting the CCLS in Mathematics for students who are hospitalized for varying lengths of stay. We must focus on maintaining alignment to what students experience in their home schools. We must remain flexible due to student's medical conditions and treatments. We need to address the instructional needs of a large range of students including; general education, special education, standard and alternate in grades K-12. Therefore the ability to differentiate and task analyze the standards is essential. In addition, motivating students is extremely important in this environment. Attending school while hospitalized allows students to maintain their academic standing. Students are given credit for attendance and coursework and provided with the opportunity to participate in New York State Tests and Regents Exams.

Instructional strategies/activities

- Develop Professional Development plan
look at student work collaboratively
- Staff survey
- Introduce staff to ***Universal Design*** implementation
- Use ***Depth of Knowledge*** to analyze student learning tasks
- Pilot specific programs with teacher teams
- Establish practices to support inquiry teams
- Examine Common Core Aligned Bundles and adapt to meet needs of hospitalized students

- Facilitating web based communication for our inquiry team meetings
- November baseline from samples of student work
- Sample work from monthly meetings will be collected and quantified
- Create tracking tool to illustrate growth
- Professional development in the use of online resources (ARIS and Common Core Library)
- Professional development in **Teachscape** resources
- Use of technology to enhance effective instruction and implement the Common Core
- Review current assessments
- Install the Geometers Sketchpad on middle and HS teacher computers
- Implement Teacher teams to support the CCLS
- Pilot **Glencoe Math Assessment** , **Key Curriculum Press** and **Triumph Program**
- Pilot **Do The Math** program K- 8
- Review possible assessments that work on skill development
- Professional Development in designing a CCLS aligned task
- Research online textbooks specifically Teacher's Editions
- Active training of paraprofessionals in various aspects of Math instruction including technology, manipulatives and assistive and communicative technology.
- Celebrate successes

Timeline:

Sept-Dec: Creating the CEP, Researching pilot programs, purchasing, Ongoing Professional development,
 January- March: Implementing Inquiry Research, sub committees, Monthly meetings to evaluate progress, look at student work,
 Create and implement Lending Library,
 April- June: Data collection/ Evaluation

Strategies to increase parental involvement

We will increase parent involvement by utilizing a variety of technology resources. We will begin to implement participation in meetings via **SKYPE** and/or **Facetime**. In addition, we will provide opportunities for parents to give feedback participating in surveys via email and the phone.

Strategies for attracting Highly Qualified Teachers (HQT)

Collaborate with District 75 HR

Collaborate with local university Mathematics' departments

Participate in recruitment fairs

How can we retain HQT? How do we nurture HQT? How do we differentiate opportunities of professional growth?

Service and program coordination

These programs are implemented by the home schools.

Budget and resources alignment

Purchase additional graphing calculators TI 84 Plus X3A8 or XHOA

Tools to motivate/ IPADs ? White boards/ XJM5

Augmentative Communication devices XNA1

Project Arts funding to support Mathematics CCLS XE75

Purchase Boardmaker/ software X3BW

Writing program TBD

Teachscape Program XENV

Library books X3DJ

Textbooks X3P5

IPAD APPS/ CODE TBD

Assistant Principals, Coach, Teachers and Paraprofessionals

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, there will be an increase in parent participation and opportunities for parent feedback in order to enhance support as evidenced by attendance at School Leadership Team meetings, surveys, interviews and checklists.

Comprehensive needs assessment

According to parents' feedback the health of their child is the priority. Parents from all over the world come for medical treatment and face many emotional, medical and financial crises. Parent surveys showed a need for support from our team in order to face various challenges. Each parent is in a different frame of mind and on a different part of their child's journey, so we must use multiple avenues to communicate and support them.

Families also need support to facilitate the transition to the home school and to navigate the DOE system. The parents of High School students expressed a need for additional support in reviewing transcripts, getting enrolled in a NYC school, and guidance towards next steps for graduation. We must remain extremely flexible and open to meeting the needs of our very special families. Parent participation and feedback have made Hospital Schools realize the need to develop additional supports to meet each individual situation.

Instructional strategies/activities

Distribute parent welcome letter

Visits from parent coordinator to serve as a liaison between the school and families

Create ***Needs Assessment Parent Checklist*** with parent input

Support for transition from hospital to home

Implement additional support staff if possible

Uses of classroom computers to facilitate communication

Conduct informational session meeting at sites with long term students

Enhance our web site with additional resources to assist parents

Develop program specifically for Hospitalized Students with **EPIC (Every Person Influences Children)**

Assist parents and families provide information regarding various city agencies available to parents such as Advocates for Children of NYC, and Children First Network in their borough.

Create a ***Parent Satisfaction Form***

Timeline:

Dec-Feb Creation of parent checklist/ parent satisfaction form (In English and Spanish)

March Implementation of Checklist/ parent satisfaction form

June Evaluate parent feedback

Strategies to increase parental involvement

We will increase parent involvement by utilizing a variety of technology resources. We will begin to implement participation in meetings via **SKYPE** and/or **Facetime**. In addition, we will provide opportunities for parents to give feedback participating in surveys via email and the phone..

Strategies for attracting Highly Qualified Teachers (HQT)

Collaborate with District 75 HR

Participate in recruitment fairs

How can we retain HQT? How do we nurture HQT? How do we differentiate opportunities of professional growth ?

Service and program coordination

These services are included in programs at the home school.

Budget and resources alignment

Transportation for parents XHOD

Remuneration for parents XHOD

Seek out presenters to support parents in workshops W5SH / XJLZ/ XE75

Translation for parents W5SH

Assistant Principals, Parent Coordinator, Coach, Teachers and Paraprofessionals

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
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	N/A All of our services are considered to be AIS since the students are hospitalized and require intensive supports on an individualized basis.
Mathematics	N/A
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	N/A
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A
At-risk Health-related Services	N/A

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.

**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 Arthur Fusco	District 75	Borough Manhattan	School Number 401
School Name Hospital Schools			

B. Language Allocation Policy Team Composition

Principal Mary Maher	Assistant Principal Dorota Koczevska
Coach Robert Langerfeld	Coach N/A
ESL Teacher N/A	Guidance Counselor Keri Kaufmann
Teacher/Subject Area N/A	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Maureen Murphy
Related Service Provider N/A	Other N/A
Network Leader N/A	Other N/

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

D. School Demographics

Total number of students in school		Total Number of ELLs		ELLs as share of total student population (%)	%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. *Q*

Our teachers are able to determine the results of the LAB-R and NYSESLAT by communicating with the home schools, CSEs and reviewing the student's exam history. Our committee will meet bi-monthly to review the needs of the students based on the ELLs performance, teacher formulated assessments, NYSAA and standardized assessments. If and when a need occurs to provide an ESL teacher for an ELL student, one of our own ESL teachers will be designated for the interim period. If necessary a Home Instruction teacher certified in ESL will accommodate the need in the hospital.

Part III: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input type="checkbox"/>	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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

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

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. **(i)**

	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
Dual Language										0
ESL										0
Total	0	0	0	0	0	0	0	0	0	0

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

	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	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: _____
Ethnic breakdown of EPs (Number):	
African-American: _____	Asian: _____
Native American: _____	White (Non-Hispanic/Latino): _____
	Hispanic/Latino: _____
	Other: _____

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other														0
TOTAL	0													

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Hospital Schools provides instruction for students who temporarily cannot attend school due to physical or emotional ailments. Due to the unique nature of our program, our population is transient and most students receive one-to-one instruction.

The content area instruction will use ESL methodologies including TPR, Language Experience Approach, Natural Approach, the use of graphic organizers, along with Think-Pair-Share strategies. The psychiatric sites provide classroom learning allowing for cooperative learning. Twice a year, at full day staff development, our ESL teachers will prepare professional development sessions which provide hands-on use of ESL methodologies for our staff members. Our Hospital Schools Coach will attend specific workshops such as “ELL Teacher Professional Development Institute Series: Session #2: How Music of Many Lands Has Affected the American Musical Landscape for ELLs with Disabilities”, in order to keep abreast of the latest research into second language acquisition, ESL techniques and instructional intervention that have arisen from that research. One of our Hospital Schools teachers will be attending another D75 Professional Development Workshop Series titled “Administration of the NYSESLAT.”

Courses Taught in Languages Other than English 

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

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

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

Class/Content Area	Language(s) of Instruction

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

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

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

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	

75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.	

B. Programming and Scheduling Information--Continued

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

The home school will create a transition plan for students who have scored proficient on the NYSESLAT. This will provide students with additional services in ESL for up to two years as per CR Part 154 mandates. Most of the students in the hospital school receive their mandate ESL services on a 1:1 basis. For beginner and intermediate level students in K-8, 360 minutes per week. Advanced level students in grades K-8 will receive 180 minutes of ESL per week. High School students at the beginner level receive 540 minutes of ESL per week, 360 minutes at the intermediate level, and 180 minutes at the advanced level.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

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.

The content area instruction will use ESL methodologies including TPR, Language Experience Approach, Natural Approach, the use of graphic organizers, along with Think-Pair-Share strategies. The psychiatric sites provide classroom learning allowing for cooperative learning. Twice a year, at full day staff development, our ESL teachers will prepare professional development sessions which provide hands-on use of ESL methodologies for our staff members. Our Hospital Schools Coach will attend specific workshops such as "ELL Teacher Professional Development Institute Series: Session #2: How Music of Many Lands Has Affected the American Musical Landscape for ELLs with Disabilities", in order to keep abreast of the latest research into second language acquisition, ESL techniques and instructional intervention that have arisen from that research. One of our Hospital Schools teachers will be attending another D75 Professional Development Workshop Series titled "Administration of the NYSESLAT."

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?

The Hospital Schools Parent Coordinator works with parents to address individual needs that arise when a child is hospitalized.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

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

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

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 any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Our teachers are able to determine the results of the LAB-R and NYSESLAT by communicating with the home schools, CSEs and reviewing the student’s exam history. Our committee will meet bi-monthly to review the needs of the students based on the ELLs performance, teacher formulated assessments, NYSAA and standardized assessments. If and when a need occurs to provide an ESL teacher for an ELL student, one of our own ESL teachers will be designated for the interim period. If necessary a Home Instruction teacher certified in ESL will accommodate the need in the hospital.

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.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor’s Regulations – for all schools

DBN: 75M401 **School Name:** Hospital

Cluster: _____ **Network:** 4

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.

- Teachers collaborate with Nurses, Doctors and Social Workers in rounds and on a daily basis to determine family language needs.
- The Hospital where we are housed provides Translation support on an on going basis.
- Teachers note Translation Needs on the Student Instructional Logs when appropriate.

- a. Needs for translation services were ascertained by AP's during Hospital visitations.
- b. Principal's Cabinet brainstormed the needs for translation services.
- c. Parent Coordinator, Attendance teacher and Guidance Counselor expressed a need for the written translation of correspondence sent to parents regarding their child's education.

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

- It has been determined that there was a need for specific letters of correspondence to parents to be translated into the necessary language of origin with a specific focus on the areas of attendance, testing and promotion in doubt.

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.

- a. A Spanish speaking attendance teacher will translate all the attendance letters that are sent to parents. These letters are currently in English. If there is a need for any other language to be translated we seek assistance from the hospital of affiliation.
- b. A Spanish speaking secretary is available to translate as needed also.
- c. There is also per session for NYC bilingual teachers to assist in translation of correspondence.
- d. Due to the transient nature and the sensitive nature of our students parents are do not take language surveys.
- e. The written translations of these letters will be disseminated to other attendance teachers in District 75

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

The hospital of affiliation provides translation services when necessary. The NYC Department of Education also provides translation services.

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>.

- All Hospital school teachers are notified in faculty agendas and via the guidance counselor and parent coordinator, of available translation services and they provide this information to parents as needed.