



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: HOME INSTRUCTION SCHOOLS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75M501

PRINCIPAL: MS. RAMONA PIZARRO **EMAIL:** RPIZARR@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
Ramona Pizarro	*Principal or Designee	
George Boyle	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Janine Rizzo	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rob Walpole	SLT Chairperson	
Michael Ellman	Teacher Representative	
	Member/	

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 student achievement in ELA as evidenced by a 5% increase in students (grades 3-8) achieving Levels 3 and 4 on the NYS ELA exam.

Comprehensive needs assessment

Students in grades 3-8 who have been identified by the Inquiry Team/and affiliated schools as low achievers will show an increase in scores in 2012 ELA exams.

Instructional strategies/activities

Ongoing (monthly) professional development workshops will train Home Instruction teachers to use the Achieve 3000, Education City, and EdPerformance, systems to determine student baselines and provide support to teachers in using summative data to modify instruction and support student performance.

Ongoing (monthly) professional development workshops, conducted by supervisors, will train Home Instruction teachers to align curriculum with the CCLS. Supervisors will provide support to teachers utilizing data obtained from low-inference observations to target teacher needs so that they may deliver curriculum more effectively.

There will be ongoing support in sharing Inquiry Team data on student assessments for Home Instruction teachers to more effectively evaluate and plan lessons with their students.

Supervisors will observe, evaluate and offer feedback to teachers.

Teachers will review and submit student writing to the Home Instruction "H.I.T.S Magazine." There will be ongoing support in sharing Inquiry Team data on student assessments for Home Instruction teachers to more effectively evaluate and plan lessons with their students.

Strategies to increase parental involvement

N/A - Due to the unique nature of our program, Home Instruction teachers generally have direct contact and communication with parent(s) and/or guardians. Teachers provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Parent Coordinator provides family with the HIP newsletter quarterly and supports families in need.

Strategies for attracting Highly Qualified Teachers (HQT)

Ongoing (monthly) professional development workshops conducted by supervisory, as well as trained teacher staff, will train Home Instruction teachers in various computer applications.

The HI coach will support and assist all teachers.

Provide teachers with resources to assist in curriculum development aligned with CCLS.

Implement a “buddy system” where teachers can meet for small group training and support.

Service and program coordination

N/A – Due to the unique nature of our program, Home Instruction provides services for an interim period of time to students on a 1:1 basis within their homes until they return to school.

Budget and resources alignment

NYSTL funds will be used to purchase supplementary textbooks for elementary students in grades 3-8, such as:

- NYS Coach English Language Arts
- Measuring Up to the New York State Learning Standards, 3-8

In addition:

- Reading for Comprehension
- Writing Source skills Book
- Grammar for Writing
- High-interest, low-reading-level books

NYSTL computer hardware funds will be used to purchase iPads, computers, laptops for the 2011-2012 school year.

NYSTL computer software, Project Art funds, and general software funds will be used to purchase Achieve 3000, Education City, Teachscape, and Graphics-Toolbox.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

By June 2012, there will be an improvement in student achievement in Math as evidenced by a 5% increase in students (grades 3-8) achieving Levels 3 and 4 on the NYS Math exam

Comprehensive needs assessment

Students in grades 3-8 who have been identified by the Inquiry Team/and affiliated schools as low achievers will show an increase in scores in 2012 Math exams.

Instructional strategies/activities

Ongoing (monthly) professional development workshops will train Home Instruction teachers to use the Education City and EdPerformance systems to determine student baselines and provide support to teachers in using summative data to modify instruction and support student performance.

Ongoing (monthly) professional development workshops will train teachers effectively to use manipulatives in a mathematics lesson and motivate students by using computer math programs and other materials such as rulers, calculators, flash cards, etc.

There will be ongoing support in sharing Inquiry Team data on student assessments for Home Instruction teachers to more effectively evaluate and plan lessons with their students.

Supervisors will observe, evaluate and offer feedback to teachers.

Ongoing (monthly) professional development workshops, conducted by supervisors, will train Home Instruction teachers to align curriculum with the CCLS. Supervisors will provide support to teachers utilizing data obtained from low-inference observations to target teacher needs so that they may deliver curriculum more effectively.

Strategies to increase parental involvement

N/A - Due to the unique nature of our program, Home Instruction teachers generally have direct contact and communication with parent(s) and/or guardians. Teachers provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Parent Coordinator provides family with the HIP newsletter quarterly and supports families in need.

Strategies for attracting Highly Qualified Teachers (HQT)

Ongoing (monthly) professional development workshops conducted by supervisory, as well as trained teacher staff, will train Home Instruction teachers in various computer applications.

The HI coach will support and assist all teachers.

Providing teachers with resources to assist in curriculum development aligned with CCLS.

Implementing a “buddy system” where teachers can meet for small group training and support.

Service and program coordination

N/A – Due to the unique nature of our program, Home Instruction provides services for an interim period of time to students on a 1:1 basis within their homes until they return to school.

Budget and resources alignment

NYSTL funds will be used to purchase supplementary Math textbooks for elementary students in grades 3-8. These books include:

NYS Coach Mathematics 3-8

Measuring Up to the New York State Learning Standards 3-8

Progress in Mathematics 3-8

NYSTL computer hardware funds will be used to purchase iPads, computers, laptops for the 2011-2012 school year.

NYSTL computer software funds, Project Art funds, hardware funds, etc., will be used to purchase math kits, math manipulatives, and additional math programs for elementary and secondary students. By June 2012, teachers will be able to effectively utilize the Education City Computer Program to help their students improve their math skills and attain higher scores overall.

Beginning in October 2011, the H.I. professional development teachers will present workshops for their individual boroughs during the required monthly staff meetings.

ANNUAL GOAL #3 AND ACTION PLAN

Annual Goal #3

By June 2012, Home Instruction supervisors will provide increased effective feedback to teachers to assist in curriculum development aligned with the CCLS as evidenced by data obtained from low-inference observations.

Comprehensive needs assessment

CCLS is a new initiative adopted by NYSED to prepare students for college and work expectations.

Home Instruction supervisors will initiate training to all teachers to assist curriculum and assessment development aligned with CCLS.

Instructional strategies/activities

Ongoing training and support in The Framework for Teaching by Charlotte Danielson will be provided to Home Instruction Supervisors by District 75 Professional Development, webinars, collaborating with the HI coach, and utilizing ARIS.

Ongoing training and support in Teachscape will be provided to Home Instruction Supervisors by District 75 Professional Development.

Supervisory Site Reports (both formal and Informal) will be re-vamped to be aligned with CCLS and will provide constructive feedback to teachers that can assist them in becoming more effective.

Develop a teacher self-assessment tool, which will allow the teachers to reflect and measure their proficiency in “Best Practices.”

Assist teachers to tailor curriculum in alignment with CCLS to meet each students’ needs as evidenced by an increase in student performance on a diversity assessments.

Each supervisor will be provided with an iPad to assist teacher observation efficiency, as well as to help provide curriculum development to teachers through its applications.

Strategies to increase parental involvement

N/A - Due to the unique nature of our program, Home Instruction teachers generally have direct contact and communication with parent(s) and/or guardians. Teachers provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Parent Coordinator provides family with the HIP newsletter quarterly and supports families in need.

Strategies for attracting Highly Qualified Teachers (HQT)

Ongoing (monthly) professional development workshops conducted by supervisory, as well as trained teacher staff, will train Home Instruction teachers in various computer applications.

The HI coach will support and assist all teachers.

Provide teachers with resources to assist in curriculum development aligned with CCLS.

Implement a “buddy system” where teachers can meet for small group training and support.

Service and program coordination

N/A – Due to the unique nature of our program, Home Instruction provides services for an interim period of time to students on a 1:1 basis within their homes until they return to school.

Budget and resources alignment

NYSTL computer hardware funds will be used to purchase iPads, computers, laptops for the 2011-2012 school year.

NYSTL computer software and general software funds will be used to purchase Teachscape.

Ongoing (monthly) professional development and training conducted by representatives from various software companies.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

By June 2012, there will be improved curriculum alignment to individual student goals in ELA and Math within the CCLS, as evidenced by low-inference observations.

Comprehensive needs assessment

CCLS is a new initiative adopted by NYSED to prepare students for college and work expectations

Home Instruction supervisors will initiate training to all teachers to assist curriculum and assessment development aligned with CCLS.

Instructional strategies/activities

Ongoing (monthly) training workshops in CCLS will be held throughout the 2011-2012 school year for Home Instruction teachers. Point teachers and the HI school coach will work collaboratively to use the continuum as a guide for engaging students through activities and questioning strategies that develop skills.

Ongoing student assessment including Education City, Scantron, and Predictives will provide insight to teachers on student progress and areas that are in need of improvement.

Supervisors will observe, evaluate and offer feedback to teachers.

Encourage the use of technology to engage and motivate students.

CCLS will be provided to teachers and posted on the Home Instruction Schools website.

All technical programs will be aligned with the CCLS which include Achieve 3000, Education City, and Scantron. The curriculum for all programs will be college-level work based.

Strategies to increase parental involvement

N/A - Due to the unique nature of our program, Home Instruction teachers generally have direct contact and communication with parent(s) and/or guardians. Teachers provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Parent Coordinator provides family with the HIP newsletter quarterly and supports families in need.

Strategies for attracting Highly Qualified Teachers (HQT)

Ongoing (monthly) professional development workshops conducted by supervisory, as well as trained teacher staff, will train Home Instruction teachers in various computer applications.

The HI coach will support and assist all teachers.

Provide teachers with resources to assist in curriculum development aligned with CCLS.

Implement a “buddy system” where teachers can meet for small group training and support.

Service and program coordination

N/A – Due to the unique nature of our program, Home Instruction provides services for an interim period of time to students on a 1:1 basis within their homes until they return to school.

Budget and resources alignment

NYSTL computer hardware funds will be used to purchase iPads, computers, laptops for the 2011-2012 school year.

NYSTL computer software and general software funds will be used to purchase Achieve 3000, Education City, Graphics-Toolbox and Teachscape.

Ongoing (monthly) professional development and training conducted by representatives from various software companies

NYSTL funds will be used to purchase supplementary textbooks for elementary students in grades 3-8, such as:

NYS Coach English Language Arts

Measuring Up to the New York State Learning Standards, 3-8

In addition:

Reading for Comprehension

Writing Source skills Book

Grammar for Writing

High-interest, low-reading-level books

NYS Coach Mathematics 3-8
Measuring Up to the New York State Learning Standards 3-8
Progress in Mathematics 3-8

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

By June 2012, there will be a 5% increase in the number of students passing NYC Science Regents exams.

Comprehensive needs assessment

There was a 5% decrease in the number of Home Instruction students who passed the NYS Science Regents exams in June 2011 compared to June 2010.

Instructional strategies/activities

Ongoing (monthly) training workshops in science curriculum development will be held throughout the 2011-2012 school year for Home Instruction teachers. Supervisors, point teachers, and the HI Coach will work collaboratively to train teachers in curriculum map development.

The Home Instruction School Website provides science resources for Home Instruction teachers and students in all grade levels.

A mandated lab checklist has been developed in order to guide teachers in specific labs that are required by the state for Regents exams.

Supervisors will collaborate and provide clarification on NYS guidelines, objectives and requirements for high school science courses.

Supervisors will observe, evaluate and offer feedback to teachers.

Strategies to increase parental involvement

N/A - Due to the unique nature of our program, Home Instruction teachers generally have direct contact and communication with parent(s) and/or guardians. Teachers provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology.

Parent Coordinator provides family with the HIP newsletter quarterly and supports families in need.

Strategies for attracting Highly Qualified Teachers (HQT)

Ongoing (monthly) professional development workshops conducted by supervisory, as well as trained teacher staff, will train Home Instruction teachers in various computer applications.

The HI coach will support and assist all teachers.

Providing teachers with resources to assist in curriculum development aligned with CCLS.

Implementing a “buddy system” where teachers can meet for small group training and support.

Service and program coordination

N/A – Due to the unique nature of our program, Home Instruction provides services for an interim period of time to students on a 1:1 basis within their homes until they return to school.

Budget and resources alignment

NYSTL computer hardware funds will be used to purchase iPads, computers, laptops for the 2011-2012 school year.

NYSTL computer software funds will be used to purchase ExamGen and Teachscape.

Project Arts funds will be used to purchase the Graphics-Toolbox program.

General supply money will be used to purchase mini science lab kits and binders.

NYSTL funds will be used to purchase supplementary science textbooks such as:

- Baron’s Regents Review books
- Amsco science review books
- Prentice Hall science books
- Glencoe science books



ACADEMIC INTERVENTION SERVICES (AIS)

Due to the unique nature of our program, Home Instruction provides academic instruction on a 1:1 basis within the students' home. Individual academic deficiencies are addressed by the teacher as needed. Computer based programs such as Achieve 3000, Education City, EdPerformance, Graphic Toolbox are utilized to supplement the core curriculum.

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	
Mathematics	
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	
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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 501
School Name Home Instruction Schools			

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

Principal Ramona Pizarro	Assistant Principal James Maresca
Coach Sharon Fennessey	Coach type here
ESL Teacher type here	Guidance Counselor Angela Velez
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator Edwin Hernandez
Related Service Provider type here	Other type here
Network Leader type here	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		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:

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. *Q*

Home Instruction provides services for an interim period of time to students on a 1:1 basis in their home until they return to school.
 We follow programming and guidelines of the home school to the extent possible for those who they have been identified as ELLs. Home Instruction Schools provides instruction via a bilingual, ESL or monolingual model, when recommended, depending upon the specific goals of the student's IEP and/or school of affiliation.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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):

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

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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0													

B. ELL Years of Service and Programs

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. ①

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																			

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

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
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
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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?

Home Instruction provides academic services to students on a 1:1 basis in students' homes. Home Instruction is provided for an interim period of time (usually 3 to 6 months) until the student can return to school. We follow programming and guidelines of the home school to the extent possible. In response to the State's citation regarding the A-5 Form for 75X502, Home Instruction does not have an ESL/Bilingual staff. We provide instruction via a bilingual, ESL or monolingual model on an "as needed" basis, when recommended, depending upon specific goals of the student's IEP and/or school of affiliation. In response to the State's citation regarding the A-5 form for 75M501 and 75R505, Home Instruction did not submit information pertaining to certified and uncertified teachers because as previously stated, certified ESL and bilingual teachers are hired on an "as needed" basis due to the transient nature of our students. Instructional strategies include, but are not limited to, whole language, graphic organizers, balanced literacy & parallel literacy instruction while using native language materials. Curriculum is designed to meet weaknesses exhibited by students in both formal and informal assessments, including city and state results obtained from the students' schools of affiliation. Further, Home Instruction teachers incorporate ESL methodology and strategies to instruct across all academic disciplines. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction. Technology and augmentative devices are used, as needed, to provide native and English language support.

Courses Taught in Languages Other than English

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

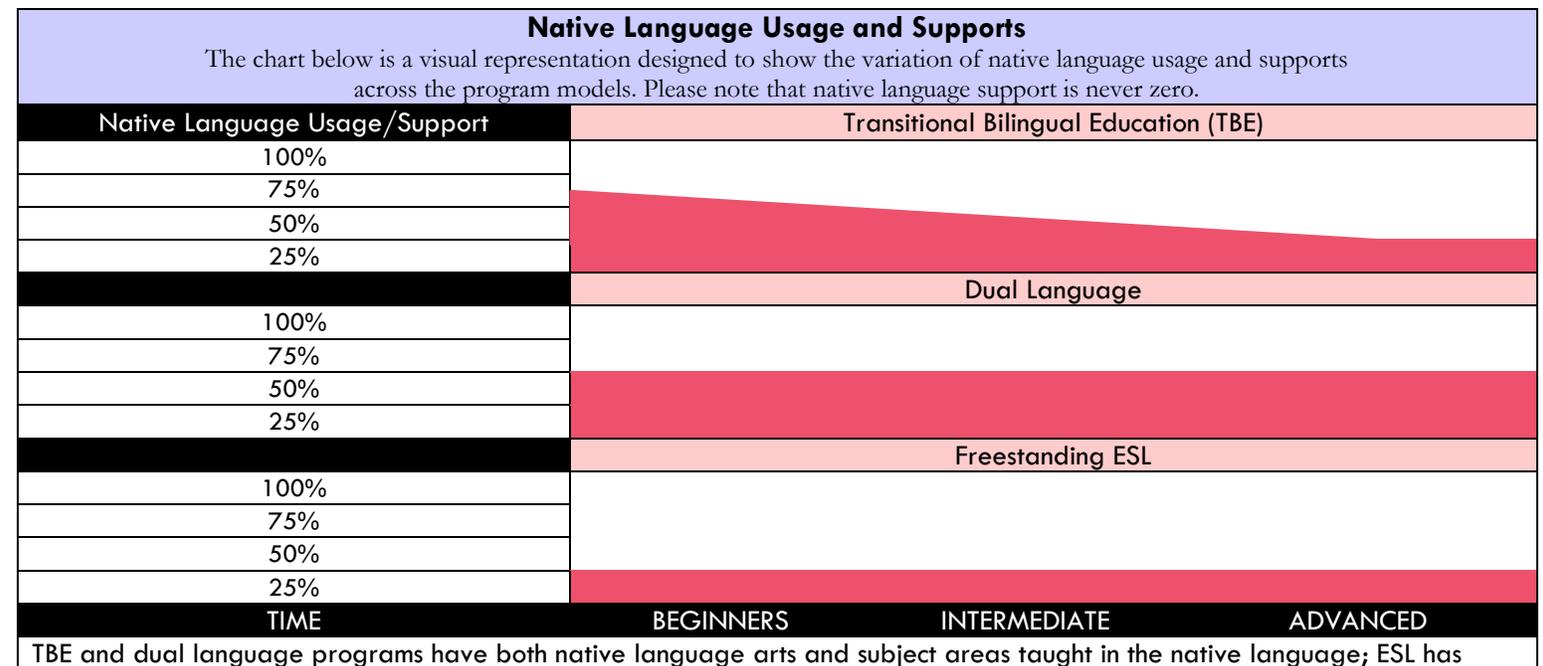
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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

Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



native language supports.

B. Programming and Scheduling Information--Continued

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

Home Instruction provides one-to-one instruction for students who temporarily cannot attend school do to phsyical or emotional ailments. Due to the unique nature of our program, our population is transient and most students remain on Home Instruction for a short period of time (3 to 6 months). For both long and short term students, Home Instruction teachers collaborate with students' home schools to provide a variety of instructional interventions in an effort to provide appropriate, individual instruction, based on the students' specific needs, their level of literacy, English proficiency and the specific goals of their students' IEP and/or school of affiliation.

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)?

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.

Home Instruction teachers receive 10 hrs of Jose P. training by signing up through the D75 website PD website - this training is provided by District 75. In addition, support for school staff is provided by the Home Instruction Coach.

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?

Due to the unique nature of our program, Home Instruction Teachers generally have direct contact and communication with parent(s) and/or guardian(s).

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Multiple instructional strategies are implemented in an effort to provide appropriate goal-oriented instruction based upon the students' specific needs, their level of literacy, English proficiency and the specific goals of the students' IEP and/or school of affiliation. Bilingual and special education Home Instruction teachers follow the proficiency mandates outlined in the CR Part 154. Instructional strategies include, but are not limited to, whole language, graphic organizers, balanced literacy & parallel literacy

instruction while using native language materials. Curriculum is designed to meet weaknesses exhibited by students in both formal and informal assessments, including city and state results obtained from the students' schools of affiliation. Further, Home Instruction teachers incorporate ESL methodology and strategies to instruct across all academic disciplines. Multi-sensory and multi-cultural materials are infused throughout all aspects of instruction. Technology and augmentative devices are used as needed to provide native and English language support.

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.

Home Instruction Schools is an interim service program that provides one-to-one instruction to bilingual and monolingual students ranging from grades K-12. The teachers in Home Instruction educate students whose formal schooling has been interrupted due to medical or psychiatric reasons. Our program employs licensed full-time and per session teachers, who are hired for specific disciplines (i.e. bilingual, special education, etc.). We may provide itinerant specialists who are highly skilled in advanced levels of language.

Bilingual education in Home Instruction has included many languages, such as Spanish, Italian, Mandarin, Chinese, Cantonese, Urdu, Japanese, French, French Creole, Arabic, Yiddish, and Russian. The number of students in each grade, including ELLs, varies on a daily basis due to the transient nature of our population. On average, students usually receive Home Instruction for a period of one to two months. For example, many of our bilingual students who receive Home Instruction come into the country solely for medical treatments and return to their native countries when their treatments end.

Part VI: LAP Assurances

School Name: <u>Home Instruction Schools</u>		School DBN: <u>75M501</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ramona Pizarro	Principal		9/27/11
James Maresca	Assistant Principal		9/27/11
Edwin Hernandez	Parent Coordinator		9/27/11
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Sharon Fennessey	Coach		9/27/11
	Coach		1/1/01
Angela Velez	Guidance Counselor		9/27/11

School Name: <u>Home Instruction Schools</u>		School DBN: <u>75M501</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor’s Regulations – for all schools

DBN: 75M501 School Name: Home Instruction Schools

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.

Due to the unique nature of our program, Home Instruction provides academic instruction on a one-to-one basis within the students' homes. Certified ESL and bilingual teachers who speak the students' and parents' native language are hired on an "as needed" basis due to the transient nature of our students. Since instruction takes place on a one-to-one basis, teachers assess individual translation and interpretation needs directly. Technology and augmentative devices are used as needed to provide native and English language support. Written translation and oral interpretation are assessed by the home instruction teacher assigned to each student. In addition, oral and written translation services are provided by in-house home instruction staff and, if needed, by per session home instruction staff.

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.

Due to the unique nature of our program Home Instruction provides academic instruction on a one-to-one basis within students' homes. Certified ESL and bilingual teachers who speak the students' and parents' native language are hired on an "as needed" basis due to the transient nature of our students. Since instruction takes place within a student's home, the assigned teacher has direct contact with parents and determines the primary language spoken by the parent and whether the parent requires language assistance to communicate effectively with the Department. This information is recorded and maintained in the student's file. Since instruction takes place on a one-to-one basis, teachers assess individual family translation and interpretation needs and report their findings directly to the school community. Due to the transient nature of our program, the number of students and/or parents that require written translation and oral interpretation varies on a daily basis. Bilingual education in Home Instruction has included many languages, such as Spanish, Italian, Mandarin, Chinese, Cantonese, Urdu, Japanese, French, French Creole, Arabic, Yiddish, and Russian.

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.

Due to the unique nature of our program Home Instruction provides academic instruction on a one-to-one basis within students' homes. Certified ESL and bilingual teachers who speak the students' and parents' native language are hired on an "as needed" basis due to the transient nature of our students. Since instruction takes place on a one-to-one basis, oral and written translation services will be provided by in-house home instruction staff and, if needed, by per session home instruction staff. To ensure timely provision of translated documents, the teacher will immediately advise the Home Instruction office whether or not oral and written translation is required.

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.

Due to the unique nature of our program Home Instruction provides academic instruction on a one-to-one basis within the students' homes. Certified ESL and bilingual teachers who speak the students' and parents' native language are hired on an "as needed" basis due to the transient nature of our students. Since instruction takes place on a one-to-one basis, oral translation services will be provided by in-house home instruction staff and, if needed, by per session home instruction staff.

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>.

Home instruction Schools is an interim service program that provides one-to-one instruction to bilingual and monolingual in grades K-12. Bilingual education in home instruction has included many languages, such as Spanish, Italian, Mandarin Chinese, Cantonese, Urdu, Japanese, French, French Creole, Arabic, Yiddish and Russian. Since instruction is on a one-to-one basis, bilingual teachers provide oral & written translation services directly to parents if needed. In addition, oral and written translation services are provided by in-house home instruction staff and, if needed, by per session home instruction staff.