



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** AMPARK NEIGHBORHOOD SCHOOL

DBN 10X344

PRINCIPAL: ELIZABETH LOPEZ-TOWEY      EMAIL: [ELOPEZT@SCHOOLS.NYC.GOV](mailto:ELOPEZT@SCHOOLS.NYC.GOV)

SUPERINTENDENT: SONIA MENENDEZ

**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
Elizabeth Lopez-Towey	*Principal or Designee	
Zoe Kleinmann	*UFT Chapter Leader or Designee	
Irving Baldeon	*PA/PTA President or Designated Co-President	
Doris Spencer	CBO Representative –Amalgamated Housing Corporation	
Priya Chandrashaker	Member/Teacher	
Christopher Taharally	Member/Teacher	
Ilesa Borges-Carvalho	Member/Teacher	
Kelly Lennon	Member/Teacher	
Bernadette Wilson	Member/Teacher	
Courtney White	Member/Parent	
Nina Velazquez	Member/Parent	
David Hyman	Member/Parent -Chairperson	
Patrick Wynne	Member/Parent	
Maria Liranzo	Member/Parent	
Kelly Lewis	Member/Parent	



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

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

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

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

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

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

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

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

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

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

## ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #1**

- **By May 2012, 70% or more of 3-5 grade students will achieve proficiency on the ELA exam. In addition, the scale scores for our bottom third of students will increase by 10%.**

### **Comprehensive needs assessment**

- AmPark received a C on its 2010-2011 Progress Report. Of grave concern was the fact that, with regard to proficiency levels for students, we only tested better than 15.6% of our peer school students in ELA. In addition, we made no progress with our bottom third of students (n=18), rendering 0 points, resulting in, along with other metrics, an F in school progress. The percentage of students, who achieved proficiency, was 60.8%.

### **Instructional strategies/activities**

- Extended day groupings will be skill based, utilizing more than one teacher for instruction. Kindergarten Extended Day will begin in November, as a way to implement early intervention.
- Literacy coach will model lessons, including small group instruction, like guided reading, for staff, and will also assist with instructing students in bottom third.
- Inquiry team will focus on identifying the needs of struggling students, as identified by ELA scores and DYO assessments, and will develop strategies to help these learners.
- Test prep strategies will be embedded into CCLS aligned curricula, along with a focus on test prep during extended day.
- DYO assessments, running records and student artifacts will be kept in assessment binders and will be evaluated every Thursday afternoon by staff. Those students who are not making progress will be referred to Inquiry team.
- Timeline – September 2011 to June 2012.

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

- **Workshops on literacy and math will be provided for parents, explaining curricula and providing information on how to work with children at home. Workshop materials will be translated and interpretation support will be provided.**
- **Parent Coordinator, principal and AP, attend all PA meetings, and address all concerns and questions.**
- **Parents have been trained to use ARIS Link.**
- **Back to School night, where each teacher describes their respective curricula and goes over syllabus for year. Time is spent answering parent questions.**

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

- All teachers at AmPark are HQ, with the exception of one. Our interviewing process is a rigorous one. In addition to being asked to teach a specific type of demonstration lesson, the teaching candidates are interviewed twice; first, by the administration and then by the entire teaching staff. We are very careful to hire teachers in their proper license area. If teachers need to attain HQ status, by partaking in professional development or other courses, we are sure to inform them and support them in meeting all deadlines.

**Service and program coordination**

- N/A

**Budget and resources alignment**

- FSF – teachers, consumable materials (test prep – Buckle Down)
- Per Diem – for substitutes
- Per Session – for work after school and before school toward these goals
- C4E – for math consultant/coach

**ANNUAL GOAL #2 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

**Annual Goal #2**

- By May 2012, 80% or more of 3-5 grade students will achieve proficiency on the NYS Mathematics exam.

**Comprehensive needs assessment**

- On AmPark's 2010-2011 Progress Report, we received a C. Only 71.6% of our students achieved proficiency on the NYS Mathematics exam, performing better than only 22% of our peer group schools. In addition, after consultation with our math coach, who is here once a week, we feel we should be able to achieve a higher proficiency level.

**Instructional strategies/activities**

- Math coach will provide PD using TERC. She will model how to differentiate, how to more effectively assess students and provide all other necessary pedagogical support.
- Teachers will do inter-visitations during math lessons.
- Teachers will work together during common planning time to discuss DYO assessments and to plan curriculum.
- Fifth grade is departmentalized this year, providing more in depth work in mathematics.
- Test prep using Buckle Down will be utilized during extended day sessions
- Timeline – September 2011 to June 2012

**Strategies to increase parental involvement**

- Math coach will hold a parent workshop, explaining TERC curricula and how to support children at home. **Workshop materials will be translated and interpretation support will be provided.**
- **Parent Coordinator, principal and AP attend PA meetings and address questions and concerns.**
- **Back to School night, where each teacher describes their respective curricula and goes over syllabus for year. Time is spent answering parent questions.**

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

- All teachers at AmPark are HQ, with the exception of one. Our interviewing process is a rigorous one. In addition to being asked to teach a specific type of demonstration lesson, the teaching candidates are interviewed twice; first, by the administration and then by the entire teaching staff. We are very careful to hire teachers in their proper license area. If teachers need to attain HQ status, by partaking in professional development or other courses, we are sure to inform them and support them.

**Service and program coordination**

N/A

**Budget and resources alignment**

- FSF – teachers, consumable materials
- Per Diem – for substitutes
- Per Session – for work after school and before school toward these goals
- C4E – for math consultant/coach

### ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

#### **Annual Goal #3**

- Social-emotional learning will be fostered at AmPark, with an emphasis on developing resilience, community-mindedness, and anti-bullying strategies. This will be reflected by a Safety and Respect score of 9.0 on the Learning Environment Survey

#### **Comprehensive needs assessment**

- This school year, teachers and administration, with the rapid growth of the school, have noticed an increase in disrespectful and bullying like behaviors, in the school yard and in the classroom. Parents have expressed concern as well, as voiced to the parent coordinator and administration

#### **Instructional strategies/activities**

- **Anti-bullying assemblies and workshops will be presented to entire student population.**
- **Anti-bullying role playing and activities will take place in each classroom, headed by the assistant principal and parent coordinator**
- **Teachers will implement collaborative problem-solving curriculum**
- **Behavioral modifications will be created for students who are revealing bullying tendencies**

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

- **Anti-bullying workshop for parents, as per the NYCDOE's Respect for All initiative, was presented on November 3<sup>rd</sup>, facilitated by the assistant principal and parent coordinator. Workshop materials will be translated and interpretation support will be provided.**
- **Video taken of workshop was placed on AmPark website, in order to disseminate to parents who could not attend the workshop.**
- **Respect for All informational brochures were handed out to all families.**
- **Principal will lead a book club looking at related developmental issues.**
- **School library has parent resource section and will be available to parents on an as needs basis.**
- **Timeline – September 2011 to June 2012**

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

- All teachers at AmPark are HQ, with the exception of one. Our interviewing process is a rigorous one. In addition to being asked to teach a specific type of demonstration lesson, the teaching candidates are interviewed twice; first, by the administration and then by the entire teaching staff. We are very careful to hire teachers in their proper license area. If teachers need to attain HQ status, by partaking in professional development or other courses, we are sure to inform them and support them.

#### **Service and program coordination**

**Budget and resources alignment**

- FSF – teachers, consumable materials
- Per Diem – for substitutes
- Per Session – for work after school and before school toward these goals
- C4E – for math consultant/coach

**ANNUAL GOAL #4 AND ACTION PLAN**

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

<b>Annual Goal #4</b>
<b>Comprehensive needs assessment</b>
<b>Instructional strategies/activities</b>
<b>Strategies to increase parental involvement</b>
<b>Strategies for attracting Highly Qualified Teachers (HQT)</b>
<b>Service and program coordination</b>
<b>Budget and resources alignment</b>

## ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

### **Annual Goal #5**

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

### **Comprehensive needs assessment**

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

### **Instructional strategies/activities**

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

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

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

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

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

### **Service and program coordination**

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

### **Budget and resources alignment**

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

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	15	15	N/A	N/A	0	0	0	0
<b>1</b>	10	10	N/A	N/A	0	0	0	0
<b>2</b>	15	15	N/A	N/A	0	0	0	0
<b>3</b>	8	8	N/A	N/A	0	0	0	0
<b>4</b>	7	7			0	0	0	0
<b>5</b>	15	15			0	0	0	0
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<b>Wilson, Buckle Down test prep material. Small group during the school day and extended day from 3:00-3:40.</b>
Mathematics	<b>Buckle Down test prep material, TERC, teacher made worksheets. Small group during the school day and extended day from 3:00-3:40.</b>
Science	<b>Extended Day work from teacher made materials, presented as informational texts. Small groups.</b>
Social Studies	<b>Extended Day work from teacher made materials, presented as informational texts. Small groups.</b>
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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

**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 <b>CFN 5 - Yuet Chu</b>	District <b>10</b>	Borough <b>Bronx</b>	School Number <b>344</b>
School Name <b>AmPark Neighborhood</b>			

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

Principal <b>Elizabeth Lopez-Towey</b>	Assistant Principal <b>Jennifer Bonnet, I.A.</b>
Coach <b>Nicki Klatzko</b>	Coach
ESL Teacher <b>Bonnie Bradley-Juarez</b>	Guidance Counselor
Teacher/Subject Area <b>Julie Fairley, 5<sup>th</sup> grade</b>	Parent <b>Irving Baldeon</b>
Teacher/Subject Area <b>Zoe Kleinmann, Kindergarten</b>	Parent Coordinator <b>Maria Correa</b>
Related Service Provider <b>Christopher Taharally</b>	Other
Network Leader <b>Yuet Chu</b>	Other

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

### D. School Demographics

Total number of students in school	<b>266</b>	Total Number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>5.64%</b>
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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. 

At the time of registration all families who are new to the New York City Public Schools are given the Home Language Survey (HILS) to complete in order to begin the process of initially identifying the students who may possibly be ELLS. We have an assistant principal, Jenny Bonnet, who is available during all registration times to assist in the completion of the HILS and conduct an informal interview with the family. We have a number of staff members who are fluent in Spanish and who are available for translation. If needed, we would contact the Office of Translation for assistance for families who speak languages other than Spanish.

All students identified, based on the HILS, as eligible to take the LAB-R are given the LAB-R within 10 days for their first attend date at our school. The LAB-R is administered by Bonnie Bradley-Juarez, the ESL teacher. We offer the LAB-R in Spanish if a child needs it.

This year we had thirteen students eligible to take the LAB-R. We tested them within the first 10 days of school. Based on the LAB-R scores we have 1 new ELLs, and 4 continuing ELLs.

At this time we have 15 ELLs, Our ESL teacher will administer the NYSESLAT to our students in the Spring adhering to all testing accommodations that may be present in a student's IEP.

We have a number of structures in place to ensure that parents understand all three program choices offered to ELLS (Transitional Bilingual, Dual Language, Freestanding ESL). At the beginning of each academic year parents are provided with an Entitlement Letter, in both English and in the family's Native Language, informing them that their child has qualified for ESL based on their NYSESLAT scores from the previous Spring. Notification Letters are distributed to families whose children did not pass the LAB-R test within two days of testing. AmPark offers parents an informational session and orientation at the beginning of each academic year, or as needed for new admits who qualify for ESL, on the different types of ESL programs offered by the New York City Department of Education. We utilize the EPIC kits to facilitate these sessions. All of our ELL parents chose a free-standing ESL program.

Our ESL teacher, Bonnie Bradley-Juarez, ensures that the entitlement letters and Parent Survey and Program Selection forms are distributed and returned to the school. Entitlement letters are generated in both English and the family's home language at the beginning of the academic year based on the results of the previous Spring's NYSESLAT scores. The letters are backpacked home with the students. Parent Survey and Program Selection forms are made available to parents and legal guardians at the EPIC orientation for parents whose students are eligible for ESL based on the results of the LAB-R. The forms are returned either in person by the parents or by backpack and they are collected by our ESL Coordinator and recorded as they are received; they are stored in our ESL binder and in the student's cumulative folder.

At this time all of the parents and legal guardians of our ELL students have requested Freestanding ESL for their children. At this time we do not offer transitional bilingual education as part of our programming because we do not have the population to support it and our

parents have not made that their choice. We will continue to monitor parent's program selection to ensure we provide appropriate programming.

Our review of our Parent Survey and Program Selection forms for the past few years reveal that in the 08/09 academic year we had three students who were already entitled for ESL based on the NYSESLAT scores from 07/08. These children were receiving their mandated ESL instruction through our Freestanding ESL program which was already selected by their families. In the 08/09 academic year we did not have any additional eligible ESL children based on their LAB-R scores; therefore we did not need to survey any families. In the 09/10 academic year we continue to have our three eligible ESL students. These children are receiving their mandated ESL instruction through our Freestanding ESL program which was previously selected by their families. This year, 2011-2012, we had 13 children who were eligible to take the LAB-R. Of those 13, 7 qualified for ESL at a beginning/intermediate level. There are 3 ESL students already receiving ESL in the 1<sup>st</sup> and 2<sup>nd</sup> grade. The two 1<sup>st</sup> graders are beginning/intermediate and the 2<sup>nd</sup> grader is advanced. We have one 5<sup>th</sup> grader who transferred in who is intermediate. We have 4 advanced students, one of whom is a transfer Kindergartener, who was tested by his former school. The parents/legal guardians of these students were presented with the three options for the delivery of ESL and they chose Freestanding ESL.

At this time the trends noticed in looking over the Parent Survey and Program Selection forms is that the families in our school prefer to have a Freestanding ESL Program.

Our current program model offered at our school is aligned with our parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

#### This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	14	Special Education	5
SIFE		ELLs receiving service 4-6 years	1	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. [?](#)

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	14	0	5	1	0	0	0	0	0	15
Total	14	0	5	1	0	0	0	0	0	15

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
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5		1			2								8
Chinese														0
Russian														0
Bengali						1								1
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														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
Punjabi														0
Polish	1													1
Albanian														0
Other	2	1			1									4
<b>TOTAL</b>	<b>9</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>15</b>						

## 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?

Our ESL instruction is pull-out. She works collaboratively with the classroom teacher to support the ELLs with work that the students need to complete in class. These students are then pulled-out to work with the ESL teacher in a small group to further support her needs. This schedule fulfills the mandated 180 minutes of ESL instruction for Advanced ELLS

We follow the same model with our beginning ELL students. The ESL teacher pulls out for small group instruction. This schedule fulfills the mandated 360 minutes of ESL instruction for Beginning ELLS

Our school uses Heterogeneous Block Scheduling.

In order to ensure that our staff can provide the mandated number of instructional minutes delivered to our ELLs we have a part time Licensed ESL teacher who provides all mandated instructional time to our ELLs as per CR Part 154.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive

## A. Programming and Scheduling Information

weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a part time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read-alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art and music (choral and instrumental). All of our classes are taught in English.

Differentiating instruction is at the core of our curriculum development; careful attention is paid to the needs of all of our students. We are fortunate to have a number of out of classroom educators, Literacy Coach, Testing Coordinator, AIS teacher who meet regularly with our classroom teachers to provide both in and out of classroom support. At this time we do not have any SIFE, ELLS receiving 4 to 6 years of ESL, or Long-Term ELLS in our school. We do understand that special attention would need to be paid to these students in order to ensure their academic success. Our teachers would plan for them in consultation with our ESL teacher and the Math and Literacy coaches.

For our Newcomers we not only provide AIS and Extended Day but we also consult with our school psychologist to provide counseling (at an “at-risk” level) if necessary. Careful attention is paid to the targeted instruction provided to these students as they progress to the testing years. Additional support during ESL mandated time and extended day is provided for test preparation. The ESL and classroom teacher meets with our Testing Coordinator to discuss the benefits of providing the students with the math test in the student’s native language; a glossary is also be provided.

At this time we do not currently have SIFE students, however, our plan for SIFE students is to provide all the services as detailed in our Newcomer plan. If we receive a SIFE student who is in an upper grade our Literacy Coach would work with him/her one on one. We would complete regular assessments to document progress. We would also provide AIS services in all other core academic areas with our AIS teacher.

As a DYO (Design Your Own) school we have a very thorough process of observing and recording the academic, social and emotional development of all of our students. We have one student who is receiving 4 to 6 years of ESL, who is a recent 5<sup>th</sup> grade transfer to our school. He is a struggling learner as well. We are doing everything, in collaboration with his teacher and ESL teacher, to provide as much remedial work as possible. In addition, he receives extended day, with the ESL teacher.

Our plan for ELLs with special needs is to coordinate the delivery of services as per the IEP and the delivery of ELL services through our freestanding ESL program, in accordance to the students’ proficiency level, with additional supports as needed. Our ELL students who have an IEP for Special Education services receive additional support as mandated in their IEPs. Support is provided to the classroom teacher and all staff that work with our students identified as having special needs to aid in differentiating instruction to meet individual needs. Additional support is also provided through our Literacy and Math Coaches. All testing accommodations are implemented in accordance with the students IEP.

### 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:

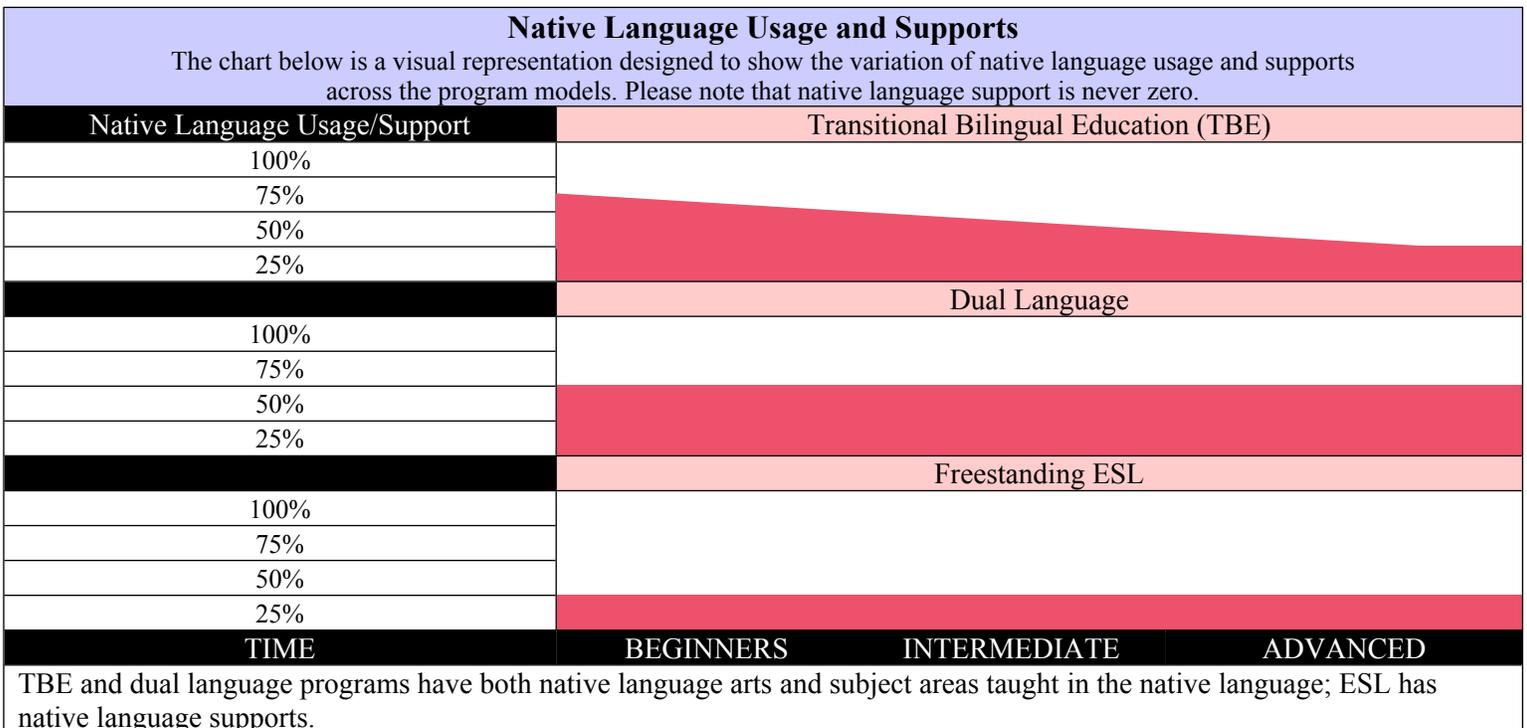
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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
<b>FOR TBE /DL PROGRAMS:</b> 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



## B. Programming and Scheduling Information--Continued

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

The school provides targeted supplemental programs for ELL students through AIS services and Extended Day. These programs are offered in English and include one-to one, and/or small group instruction with our AIS teacher, Literacy Coach, and classroom teachers, based on student's individual needs.

As our students reach Proficiency on the NYSESLAT we will continue to support their academic success through differentiated instruction in consultation with our ESL teacher. The ESL teacher utilizes a number of different resources to support her work with our ELLs: Wilson Foundations, Getting Ready for the NYSESLAT, and teacher made materials. They will also receive testing accommodations for two additional years. Additionally, they will continue to be included in our supplemental programs for ELLs as described above.

Our ESL programming is a pull-out model this year, as we have many more ELL students. Students will be grouped according to proficiency levels. The ESL teacher will work with the classroom teachers to support the curricula they are working on in class, modified to fit the needs of the ELL students.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a full time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art, music (choral and instrumental), architecture, theater, physical education and environmental science. The school provides supplemental programs for ELL students through AIS services and extended day, as described above.

Our school provides after school extracurricular activities through the Roads to Success program. This program has professionals in theater, art, conflict management, physical education, and math and literacy support for students. The curriculum of the school supports these content areas on a daily or weekly basis during the normal school day. ELL students fully participate in all extracurricular activities and these programs help support the academic work that is done both in and out of the classroom.

AmPark employs materials based curricula in all subject areas allowing our students the ability to use many different modalities in their approaches to learning. This allows our ELLs to have many ways of expressing their learning. Our ELLs have native language trade books and dictionaries available. All testing materials, where applicable, are made available in the student's native language. We have classroom computers and Smart Boards in our classroom as a result of a grant. ELLs will have equal access to these as all other AmPark students.

Native language support is offered to our ELLs through trade books and dictionaries that are readily available. All testing materials, where applicable, are made available in the student's native language.

All of our services and resources support and correspond to our ELLs age and grade levels. Students are offered AIS with our SETTS

## 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?
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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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?

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As our students reach Proficiency on the NYSESLAT we will continue to support their academic success through differentiated instruction in consultation with our ESL teacher. The ESL teacher utilizes a number of different resources to support her work with our ELLs: Wilson Foundations, Getting Ready for the NYSESLAT, and teacher made materials. They will also receive testing accommodations for two additional years. Additionally, they will continue to be included in our supplemental programs for ELLs as described above.

Our ESL programming is a pull-out model this year, as we have many more ELL students. Students will be grouped according to proficiency levels. The ESL teacher will work with the classroom teachers to support the curricula they are working on in class, modified to fit the needs of the ELL students.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a full time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art, music (choral and instrumental), architecture, theater, physical education and environmental science. The school provides supplemental programs for ELL students through AIS services and extended day, as described above.

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Native language support is offered to our ELLs through trade books and dictionaries that are readily available. All testing materials, where applicable, are made available in the student's native language.

All of our services and resources support and correspond to our ELLs age and grade levels. Students are offered AIS with our SETTS instructor, ESL, and extended day programs as needed based their individual needs as assessed through our quantitative assessments: DRA2, TERC Unit assessments, teacher on-going assessments.

## 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?
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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?

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As our students reach Proficiency on the NYSESLAT we will continue to support their academic success through differentiated instruction in consultation with our ESL teacher. The ESL teacher utilizes a number of different resources to support her work with our ELLs: Wilson Foundations, Getting Ready for the NYSESLAT, and teacher made materials. They will also receive testing accommodations for two additional years. Additionally, they will continue to be included in our supplemental programs for ELLs as described above.

Our ESL programming is a pull-out model this year, as we have many more ELL students. Students will be grouped according to proficiency levels. The ESL teacher will work with the classroom teachers to support the curricula they are working on in class, modified to fit the needs of the ELL students.

ELL students fully participate in all of the school's literacy and math programs and receive additional support, scaffolding, and differentiated instruction, so that they are able to participate successfully. The school uses the TERC math program. Teachers receive weekly support in and out of the classroom from a math coach. This program emphasizes project based learning through investigations and encourages students to learn and be connected to their work through thoughtful explorations, while adhering to NYS academic standards. Our school follows the balanced literacy model and this is supported by a full time literacy coach. This program offers students a variety of learning experiences in literacy through different contexts, such as: read alouds, shared/modeled writing, word work, shared reading, guided reading, literacy center, and independent reading and writing. Students also participate in programs that teach the arts and science through out of classroom teachers and supplemental programs. Students are actively engaged in studio art, music (choral and instrumental), architecture, theater, physical education and environmental science. The school provides supplemental programs for ELL students through AIS services and extended day, as described above.

Our school provides after school extracurricular activities through the Roads to Success program. This program has professionals in theater, art, conflict management, physical education, and math and literacy support for students. The curriculum of the school supports these content areas on a daily or weekly basis during the normal school day. ELL students fully participate in all extracurricular activities and these programs help support the academic work that is done both in and out of the classroom.

AmPark employs materials based curricula in all subject areas allowing our students the ability to use many different modalities in their approaches to learning. This allows our ELLs to have many ways of expressing their learning. Our ELLs have native language trade books and dictionaries available. All testing materials, where applicable, are made available in the student's native language. We have classroom computers and Smart Boards in our classroom as a result of a grant. ELLs will have equal access to these as all other AmPark students.

Native language support is offered to our ELLs through trade books and dictionaries that are readily available. All testing materials, where applicable, are made available in the student's native language.

All of our services and resources support and correspond to our ELLs age and grade levels. Students are offered AIS with our SETTS instructor, ESL, and extended day programs as needed based their individual needs as assessed through our quantitative assessments: DRA2, TERC Unit assessments, teacher on-going assessments.

## 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?

AmPark has an active Parent Association (PA) and all families are encouraged to participate and attend General Meetings. The PA hosts weekly Friday Morning Teas where parents can socialize and meet with the Principal. The school has an open-door policy where families can come in and work with their child's class sharing their personal knowledge and/or experiences that teach about different cultures. The school hosts Family Literacy and Math Nights led by our Coaches to inform families of in school practices and strategies to support learning at home. While we have a small number of ELLs, we do have a number of bilingual families and staff members who are available to translate when needed.

ELL parents are made aware of the workshops available to them through OELL and OFEA.

Parents are asked to complete surveys in the beginning of the year, translation is available for families who require it, that asks them to provide information about any needs they may have to support in relation to their child's work at school. The school holds Family Meetings where student's academic and social/emotional learning is discussed. Parents are also encouraged to schedule meetings with their child's classroom teacher whenever they feel they need to. Following the school's Ladder of Communication, further meetings can be scheduled with the Parent Coordinator, who is Spanish speaking, Principal and/or support staff where needed.

We have found that many parents are interested in gaining a greater understanding of the work that their children are doing in school, where they are successful and where they need support, as well as ways of supporting their children's learning at home. We offer Family Math and Literacy Nights to model how demonstrate the work we do at school and model activities for families at home. As described above we address these concerns in a variety of ways throughout the year.

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional Development will be provided to our common branch, subject and SETTS teachers in house by our Learning Specialist, Literacy and Math Coaches and ESL teacher. The ESL Coordinator, Coaches, and ESL teacher participate in trainings every other month provided by the Children First Network to which AmPark belongs. They turnkey the training at Staff meetings, further training teachers, service providers, secretaries and the parent coordinator. The principal and other members of the LAP team will participate in LAP development training provided by the NYC DOE Office of English Language Learners. At present, The ESL teacher collaborates, both in meetings and with collaborative teaching in classes with ELLs, with all teachers and support staff in offering suggestions for effective ELL instruction. Our commitment to and growing expertise in authentic assessment practices has allowed us to more clearly identify students' individual needs. We are providing Professional Development that supports our teachers in understanding and provisioning for the needs of ELL students alongside their classmates.

We will provide our ELLs with the support that they will need to be successful in middle school. We focus not only on their ESL

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We will provide our ELLs with the support that they will need to be successful in middle school. We focus not only on their ESL instruction and academic work but on the organizational, social and emotional growth that will be needed as they move on to a new school. This work will be completed by the classroom and ESL teachers in consult with our out of classroom support staff.

The entire staff attends Monday staff development meetings, for a total of two hours a month. This time is spent enforcing pedagogical practices for teachers and focuses on children through the descriptive review process. The ESL teacher provides PD to the entire staff on the needs of ELL students and how to adapt and differentiate instruction to meet these students' unique educational needs, as per Jose P. Meeting agendas and/or attendance records of all training PD sessions and/or meetings are kept by the ESL Coordinator. Teachers are also afforded many other PD opportunities throughout the year through the NYC Department of Education and Children First Network 5.

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## Part V: Assessment Analysis

### A. Assessment Breakdown

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

### 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.

The patterns in the student's results in the four modalities across proficiency levels indicate that our students have a higher listening/speaking ability than reading and writing.

Every classroom at AmPark is language and print rich. Children are encouraged to listen and speak as active participants in full class Meeting times. Children will conference with teachers weekly around their written work and are supported in writing in a number of genres in all academic areas. Instruction targeting phonemic skills is embedded in the work of the classroom which supports children's

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

### NYSESLAT Modality Analysis

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

### NYS ELA

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

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

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

## Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

**School Name:** AmPark Neighborhood

**School DBN:** 10X344

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elizabeth Lopez Towey	Principal		11/28/11
Jennifer Bonnet	Assistant Principal		11/28/11
Maria Correa	Parent Coordinator		11/28/11
Bonnie Bradley-Juarez	ESL Teacher		11/28/11
Irving Baldeon	Parent		11/28/11
Julie Fairley	Teacher/Subject Area		11/28/11
Zoe Kleinmann	Teacher/Subject Area		11/28/11
Nicki Klatzko	Coach		11/28/11
	Coach		1/1/01
	Guidance Counselor		1/1/01
Yuet Chu	Network Leader		11/28/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 10X344      **School Name:** AmPark Neighborhood School

**Cluster:** 1      **Network:** CFN5

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

**Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

At the time of registration, all families who are new to the New York City public schools are given the Home Language Survey to complete. We have an AP who is available during all registration times to assist in the completion of the HLS for any family who requires it. All registration forms are distributed by our secretary, in collaboration with our Parent Coordinator, who is a fluent Spanish speaker. We also have a number of staff members who are fluent in Spanish and who are available for translation and interpretation. If needed, we would contact the Office of Translation for families who speak languages other than Spanish. Home Language information for students entering our school from other NYC public schools is gathered from their cumulative records and from ATS.

Teachers contact families who have indicated that their home language is other than English and it is decided whether the family prefers translated documents sent home or if they are able to read English. Our Bilingual staff is available to translate written documents into Spanish. If needed, we would contact the Office of Translation for families who speak languages other than Spanish.

Many of the letters and forms required to be sent home from the Department of Education are already translated and we send home translated versions to support the English versions when available.

During conferences or any other parent/teacher/school meeting, a bilingual staff member, mainly our parent coordinator, would be available for English/Spanish translation purposes. If needed, we would contact the Office of Translation for families who speak languages other than Spanish.

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.

At this time, according to our Home Language Surveys, 89% of our families are English speaking, 7% Spanish and 4% a combination of Romanian, Russian, Albanian, Bulgarian, Hindi, Japanese, Korean and Polish. All of our families have been contacted and they, except for two, have expressed their comfort with receiving school information written in English. The two families who are not comfortable are sent home information in Spanish. Families that require spoken translation are provided with translation in Spanish by the Parent Coordinator. If needed, we would contact the Office of Translation for families who speak languages other than English.

This information has been shared with our PA so that they would be able to include these families in their written communication. Oral translation is provided by members of the PA for families who require it. If needed, we would contact OFEA and the Office of Translation for families who speak languages other than English.

## **Part B: Strategies and Activities**

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We have staff members who are able to translate written documents to Spanish. Many documents required to be distributed through the DOE are already translated and we would use those translated versions for distribution. If needed, we would seek parent volunteers for general translation and/or contact the Office of Translation to provide written translation of important/confidential school documents for families who speak languages other than Spanish.

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.

Oral interpretation will be provided in house by school staff. If needed, we would seek parent volunteers for general translation and/or contact the Office of Translation to arrange for oral translation of a more confidential nature for those families who speak languages other than Spanish.

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>.

When a family is identified by the HLS and their primary language is other than English, we provide them with an appropriately translated copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services.

We have different languages spoken at AmPark posted, and that translation services are available if needed in the appropriate languages.

Our school's safety plan contains procedures for ensuring that parents in need of language access services are not prevented from reaching the school's administrative offices solely due to language barriers.

Our school does not have more than 10% of our children speaking a primary language that is neither English nor a covered language. If we did, we would obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with the Chancellor's Regulation A-663A regarding parental notification requirements for translation and interpretation services.