



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P77K

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75K077

PRINCIPAL: MERRYL REDNER-COHEN

EMAIL: MREDNERCOHEN@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
Merryl Redner-Cohen	*Principal or Designee	
Tracy Matos	*UFT Chapter Leader or Designee * Chairperson	
Nadine Marques	*PA/PTA President or Designated Co-President	
Shanice Lambright	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Linda Azarani	Member/UFT	
Elaine Ferguson	Member/UFT	
Tammie Durosinmi	Member/UFT	
Amy Salant	Member/UFT (SLT Secretary)	
Katherine Rychalski	Member/Parent	
Denise Jordan	Member/Parent	
Regina Castro	Member/Parent	
Joan Moore	Member/Parent	
Dyana Bradley	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 June 2013, students across all grade levels will demonstrate improved mastery of individual goals as evidenced by successfully completing Common Core Learning Standards (CCLS) aligned tasks documented in student portfolios.

Comprehensive needs assessment

- The CCLS is in its infancy. Staff has voiced concerns about CCLS and how it applies to students on the autism spectrum. Staff needs to be trained on the anchor standards and what that looks like for students who are functioning on a cognitive level lower than their chronological grade level so they can plan accordingly. As we raise the level of content being taught we need to increase the teachers' skill and knowledge that they bring to the teaching of the contents. Students need to know what they are expected to do and how they are expected to do it and what knowledge and skills they need to learn.

Instructional strategies/activities

- CSI Achievement team meets weekly before/after school to create templates to support staffs learning across the sites;
- Staff will meet in their cohorts, during their programmatic planning time, with teaching staff that teaches like age/grade students;
- Staff will identify applicable lessons from the Unique curriculum which they will adapt and differentiate to meet the needs of their learners. Unique is a thematic curriculum with literacy infused throughout it;
- Staff will deconstruct the applicable CCLS to figure out the appropriate tasks;
- Staff will, having assessed their students using the Student Assessment of Needs Determination Inventory (SANDI) adapt and differentiate the lessons chosen based on what the CCLS states for the identified cognitive functioning level which will be their access point for the CCLS. Staff will reassess using SANDI in late Spring in order to check for student mastery of targeted skills and Individual Education Plan (IEP) goals;
- Staff will, using backward design, keeping the end product in mind, design a unit of study, create a task analysis of what each student will have to accomplish in order to demonstrate the skill(s) involved in collectively creating that end product, i.e., performance task;
- Staff will, after teaching a unit, engage in collaborative inquiry work, reflecting on what worked, what did not and why as evidenced by student artifacts created and/or data taken. They will reflect on how best to shift their instruction, to facilitate student learning.
- Staff will begin their work on creating Units of Study using CCLS on Election Day, continue during bi-monthly cohort meetings and Brooklyn Queens Day professional development. In addition, creative scheduling will be put in place monthly to free groups of teachers to collaborate on the Units of Study and performance tasks. After each professional development staff will give feedback on the effectiveness of the professional development. The next professional development will include the feedback given.

Strategies to increase parental involvement

- Staff communicates with parents/guardians in their native language, as needed, providing information and/or material for them to assist their children to improve student achievement;
- Staff meets with parents/guardians during parent teacher conferences, annual reviews and other prearranged times to discuss their child's progress and how best to support this progress. They will collaboratively decide on next steps for that student based on data collected and information shared by parent/guardian. These next steps will become a part of the student's new IEP goals.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- Common planning time is programmatic during the regular school day. Where additional time is needed, creative scheduling is done. Instructional team meets before/after school and ARRT funding has been given to the school to support this teams efforts;
- Any supplies needed are purchased using OTPS, general supply funding;
- Title III funds are available for translation.

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

- Minimally verbal (MV)/Non-Verbal (NV) students on the autism spectrum will increase their expressive and/or receptive communicative skills as evidenced by a 25% increase in skill mastery over baseline measured by the appropriate formative assessment.

Comprehensive needs assessment

- A review of the speech data submitted by the speech related service providers and teaching staff indicates that approximately one-half (49.2%) of the student population at P77K, a K-21+ school for students on the autism spectrum are either MV or NV. As part of the school's mission, in order to make our students as independent as possible, they need to have "voices." These "voices" include AAC devices which are IEP driven and allow the students to advocate for themselves by expressing themselves.

Instructional strategies/activities

- First week of school, MV/NV students will be assigned a speech therapist. For an excess in caseload, outreach will be made to the District for contracted provider or RSA letters;
- MV/NV students will be assessed by the speech therapists and their communication system will be evaluated for its effectiveness. MV/NV students new to P77K will be evaluated for a communication system that best suits their communicative needs;
- Speech therapists will be nesting in classrooms. They will be assigned to classes to meet the speech mandate of the students IEPs, one of which will be the class that they are nesting in. While in the class they nest, they can informally view a lesson from a speech perspective and offer advice on what they see to get the students "communicating";
- For students with an IEP that reads, for speech related service, separate area/pull out, the speech therapist will "pull" that student from the group and work in the back of the room away from the other students. Once the skill is taught in the separate area, the student will be integrated into his/her classroom and that skill generalized to their settings;
- Clinician will work with the student on his/her caseload in their natural environment in order to help the student generalize what he/she has learned. The natural environment may include, but not limited to, classroom, hallway, cafeteria, bathroom, out in the community during community based instruction (CBI);
- By working within the "classroom" clinician's "model" for the staff how best to foster communication for that child throughout his/her day;
- Students are evaluated using SANDI September/October and May/June;
- Comparative speech data is submitted to administration September, December, March and June. Progress is shared with parents at IEP meetings and on a daily basis using a home/school communication notebook.

Strategies to increase parental involvement

- Speech therapists invite parents in to train them on the appropriate use of their child's mandated AAC device. Follow-up is done and, as parent requests, additional training is given and/or vocabulary added;
- Speech therapists meet with parents/guardians during parent teacher conferences, annual reviews and triennials. Interest inventories are sent home at the beginning of the school year to find out what motivates the students. This can be used to engage the student in a conversation around a topic of interest using the AAC device;
- As the student becomes more proficient in the use of the AAC device, the device is sent home and vocabulary is added that supports the home environment;
- Ongoing contact is made with the family in order to address changing communicative needs in their home environment.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

- AAC devices are IEP driven;
- OTPS supports materials for the creation of manual communication boards (copier paper, toner, Velcro and laminate/laminator).

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

- By June 2013, there will be improved proficiency in the use of datafolio protocol measuring student's ability to complete assigned tasks as measured by a 50% increase in successful scores achieved on the New York State Alternate Assessment (NYSAA).

Comprehensive needs assessment

- NYSAA is one factor looked at to see if a school makes AYP. For the 2011-2012 school year, we received 40 no scores. For the NYSAA submissions: twenty-five (25) were correction errors and fifteen (15) were administrative errors. All datafolios submitted were data sheets. Teachers did not see the data sheet as connected to their craft. They saw it as something additional to their craft. They saw it as something additional they needed to do during their non-instructional time. In addition, there was little collegial review and non-attendance at district meetings. As a result this year, datafolios will contain student work products along with the accompanying documentation mandated by NYSAA.

Instructional strategies/activities

- A review of past year NYSAA folders were done along with the protocol that had been followed;
- A decision was made by administration after getting feedback from teachers that student artifacts will be used to document students' progress instead of data sheets;
- Once NYSAA opened, administration liaison for NYSAA will travel to the sites to train staff and meet with identified site liaison who will help facilitate the training process and oversee the datafolios at their site;
- We shifted our view of NYSAA. It is to be viewed as being connected to the teachers craft. It will truly be a measure of what each student is capable of doing and how he/she does it best. Teachers will take ownership of NYSAA datafolios by deciding what work products they will introduce into the datafolios. NYSAA will now be viewed as connected to the natural instructional cycle;
- Staff will be supported by their site liaisons and the administration liaison who reviews work products to make sure they reflect what the chosen AGLI asks for;
- Conversations during common planning time will reflect groups of teachers figuring out the integration of NYSAA into their daily teaching and what work product needs to reflect and how best to reflect it. Teacher teams will be empowered to take ownership of this assessment process;
- Students will take pride in the creation of their work product. They will feel valued because others will see what they can accomplish.

Developing, Implementing and Monitoring NYSAA Protocols and Procedures 2012-2013

Introductory Liaison Meeting	Initiate our new protocol by introducing a new, administrative-level liaison to our NYSAA team and participating in the District's formal "roll out" of 2012-2013 Assessment	9/20/2012
New Liaison Meeting @ D75 Headquarters	Participate in a round-table discussion with new School-Based Liaisons and District leaders to share ideas and collaborate toward developing effective procedures and timeline(s).	10/1/2012
District Liaison Pat Tweedy	Re-establish partnership with Pat Tweedy to develop and refine new protocols for P77K Organization. Develop October-January Pacing Calendar to manage NYSAA process.	10/7/2012

District Liaison Pat Tweedy	Visit Two sites to review Work Products and evaluate "1 st Half" of our NYSAA Assessment Window.	11/27/2012
District Meeting w/ Donna Laraia & Nanette Slansky	Deliver Work Products to District Leaders to review quality, answer teacher questions, and to refocus for "2 nd Half" of Assessment Window	12/7/2012
District 75 Collegial Review	Partner with District Liaisons to review student Datafolios and Best Practices related to Work Products and Assessment Procedures	12/11/2012
District Liaison Pat Tweedy	Visit sites again to review Work Products and direct planning of our internal review process.	12/18/2012
District 75 Collegial Review	Partner with District Liaisons to review Student Datafolios and Best Practices related to Work Products and Assessment Procedures.	1/8/2013
In-House Collegial Review	Transfer Collegial Review experiences to in-house teacher teams. Provide all staff with investment in NYSAA process. Teachers working in partnership to review Datafolios. Packaging NYSAA Datafolios.	Week(s) of: January 14-18 January 21-25
Scoring	Chosen staff members who meet the articulated criteria will work on scoring.	March
Protocol revisited	Upon return of scored Datafolios to the school, liaisons will review results and assess next steps based on results of Datafolios. Results will be "shared" with the P77K community.	Late Spring

Strategies to increase parental involvement

- Information on NYSAA process will be sent home;
- Parents will be encouraged to view the work submitted for the NYSAA datafolio during IEP conference and parent teacher conference and discuss the instructional process that lead to the work product. Translations will be available as needed.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Supplies necessary to package NYSAA (folders, plastic sleeves, ink, paper) will be purchased using the school's OTPS, general instructional fund;
- Translation services for before/after school will be funded by Title III;
- Creative staffing to cover teachers classes so they can attend collegial reviews held both within and outside of their school building;
- Cohort meetings are programmatic.

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.

Annual Goal #4

- 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) key personnel 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

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax Levy _____ Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	SANDI, Scantron, Regents review. Assessing student skill base and teaching strategies in area they are weak in such as decoding, comprehension, writing essays, etc.	One to one Small group Tutoring	During the school day and after school
Mathematics	Everyday Math Equals Functional Math, Scantron, SANDI	One to one Small group Tutoring	During the school day and after school
Science	Regents, review of questions previously asked, use of graphic organizers/thinking maps, interpreting diagrams and charts, test taking techniques	One to one Small group Tutoring	During the school day
Social Studies	Use of graphic organizers, timelines, and outlining to organize materials.	One to one Small group Tutoring	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	LSCI, PBIS	One to one Small group Tutoring	During the school day

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Staff is recruited based on resumes received, word of mouth and the New Teacher Finder, Cabinet reviews resumes to see which potential candidates have some special talents that will be an asset in teaching students on the autism spectrum. Interviews are set up with administration. Administration walks and talks, introducing the potential hires to staff and students with an eye toward seeing that person's reaction to both the staff and a full range of students.

In order to retain talented staff, we support them by integrating them into a learning community of like age/grade peers. We establish programmatic meeting times so they can work with each other. During short, frequent walkthroughs, administration is able to get a baseline of new teacher practice and delineate areas in need of support. New teachers are assigned mentors who work with the new teachers and will arrange intervisitations so their mentee can see best practices. For those that may need additional support, coaches are requested from the District.

Since P77K is housed in five different buildings with radically different cultures, keeping in mind where the vacancy is, is important in making a good match. The teacher's skill base, interest, license, personality are factors that are taken into consideration when filling vacancies.

In-house professional development is rolled out during bi-monthly cohort meetings, facilitated by the Assistant Principal who oversees the site. Capacity is built by scaffolding the order in which topics are rolled out. Ongoing support is afforded to, not only new hires, but to all staff as well.

Staff is also encouraged to attend professional development given by the District.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Gary Hecht/Stephanie McCaskill	District 75	Borough Brooklyn	School Number 077
School Name			

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

Principal Merryl Redner-Cohen	Assistant Principal Carmela Montanile
Coach	Coach
ESL Teacher Melissa Erikson	Guidance Counselor
Teacher/Subject Area Reuben Morales/Literacy	Parent
Teacher/Subject Area Danny Rodriguez/ESL	Parent Coordinator Nancy Gasparino
Related Service Provider Valeriya Katsnelson	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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

D. School Demographics

Total number of students in school	256	Total Number of ELLs	43	ELLs as share of total student population (%)	16.80%
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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 P77K, ELLs who are new entrants to New York City Public Schools are identified through the administration of the Home Language Identification Survey (HLIS) upon intake at the Committee on Special Education (CSE) level. When necessary, translators are provided to conduct the initial interview and the HLIS is provided in the student's native language. Once the HLIS is administered, it is assessed by the CSE representative and the Language Assessment Battery-Revised (LAB-R) is administered to determine the student's English proficiency. Students whose home language is Spanish and do not score proficient on the LAB-R take the Spanish LAB-R to determine Spanish proficiency. Once the LAB-R is administered and its results are analyzed, the CSE representative meets with the student's parents to explain the three program options (Transitional Bilingual, Dual Language and ESL) and determine an appropriate placement for the student. If the CSE fails to complete this process, these responsibilities are left to the school. Parents come to the school to complete the HLIS, which is administered in the student's native language, and an informal interview to discuss the student's educational history and English proficiency. These steps are completed with either our licensed ESL teacher or a licensed classroom teacher and a translator when necessary. Once the HLIS is administered, it is assessed by our licensed ESL teacher and the ATS report RLER-LAB-R is generated to determine LAB-R eligibility. If the student is eligible, our ESL teacher, Melissa Erikson, administers the LAB-R within ten (10) business days and analyzes the results. A meeting is then conducted with the student's parents and a translator, if necessary, to discuss program options and determine appropriate placement for the student.

Students who are not new to NYC Public Schools are identified as ELLs and eligible for the NYSESLAT through ATS report RLER—LAT. All ELLs are assessed yearly by the NYSESLAT. All four components of the NYSESLAT are administered by one of our licensed ESL teachers, Melissa Erikson or Danny Rodriguez. Once the scores are available, the students' progress is analyzed by our licensed ESL teachers classroom teachers, cluster teachers and related service providers.

Parents of students who are eligible for bilingual or ESL services are involved in the decision-making process at the CSE level. Trained translators and CSE personnel discuss the options available to parents and the placement decision is made in conjunction with them. Currently, our school features a Freestanding ESL program. However, should a parent show interest in a dual language program, it would be taken into consideration when planning for possible classes.

When a placement is decided upon, parents are notified and given written and oral information about the program, through the aid of a translator if necessary. A parent orientation is provided by the parent coordinator, licensed ESL personnel and a school-based translator at the school site in which the student will attend. Parents are informed of the curriculum, intervention strategies and program model their student will be in. If it is determined that a student should be placed in a bilingual class that is not available, he/she is served by an alternate placement paraprofessional who speaks the student's native language and English and ESL services until a bilingual class placement becomes available. Presently, twelve (12) students are mandated for bilingual services. Of them, nine (9) are served by an alternate placement paraprofessional and ESL services. The remaining three (3) students receive ESL services and the school is presently in the process of locating bilingual paraprofessionals who speak the students' home languages. These students span the ages of five (5) years to twenty-one (21) years and represent the languages of Spanish, Chinese, Bengali, Polish, Urdu and French, in addition

to being spread across three (3) sites throughout Brooklyn. It is not presently feasible to establish a TBE class due to the fact that there are not enough students who have common ages, native languages and locations to warrant such program.

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
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	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	43	Newcomers (ELLs receiving service 0-3 years)	20	Special Education	43
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6 years)	12

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
Dual Language										0
ESL	20	1	20	11		11	12		12	43
Total	20	1	20	11	0	11	12	0	12	43

Number of ELLs in a TBE program who are in alternate placement: 9

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1				2	2	5	3		4		2	1	20
Chinese		1	1		2	1	1			3	1		1	11
Russian				2			1							3
Bengali				1	1		1							3
Urdu									1	1		1		3
Arabic													1	1
Haitian														0
French													1	1
Korean														0
Punjabi														0
Polish				1										1
Albanian														0
Other														0
TOTAL	1	1	1	4	5	3	8	3	1	8	1	3	4	43

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?

Students at P77K are in classes with either a 6:1:1 or 8:1:1 student-to-staff ratio. These students are ungraded and grouped according to age, with each class having students with no more than three (3) years difference in age. Self-contained classes are mixed heterogeneously with respect to proficiency levels. ELLs at P77K are served through a push-in program provided by two (2) fully-licensed ESL teachers. These teachers collaborate daily with classroom teachers, cluster teachers and related service providers to ensure that instruction is aligned with the needs of ELLs within the classroom.

NCLB requires that local programs for ELLs comply with state mandates regarding content, frequency and direction of ESL language services. Furthermore, the regulations underscore that the goal of ESL and bilingual instruction is to ensure that ELLs become proficient in listening, speaking, reading and writing in English. New York State regulations (C.R. Part 154) require that assessment and instruction of ELLs be aligned to the New York State Learning Standards in ESL. According to C.R. Part 154, students in grades Kindergarten through eight at the beginning and intermediate proficiency levels must receive 360 minutes a week of explicit ESL instruction. Those students at the advanced level must receive 180 minutes of explicit ESL instruction and 180 minutes of ELA instruction per week. At the high school level, students at the beginning proficiency level must receive 540 minutes a week of explicit ESL instruction, students at the intermediate level must receive 360 minutes of ESL instruction and students at the advanced level must receive 180 minutes of ESL instruction and 180 minutes of ELA instruction. ELLs are spread across four sites in Brooklyn and our ESL teachers travel to each site to work with each of them. All ELLs in P77K receive the maximum number of units of ESL instruction possible within the staffing restraints of the school. Because there is no self-contained bilingual program at P77K, students do not receive Native Language Arts (NLA). However, students who are mandated for bilingual services receive support in their native language and English from an alternate placement paraprofessional who speaks the student's native language and English.

In addition to ESL, all students, regardless of English proficiency, receive English Language Arts from a classroom teacher and a literacy cluster teacher. Advanced proficiency students receive a minimum of 180 minutes of ELA each week.

To ensure that students meet the standards and pass the required state and local assessments, ESL instructors follow the New York State ESL Standards and incorporate ESL strategies such as the Cognitive Academic Language Learning Approach (CALLA), Total Physical Response (TPR), Language Experience, Whole Language, graphic organizers, plus multi-sensory approaches used in conjunction with augmentative communication devices and Mayer Johnson picture symbols. The use of technology, including a SmartBoard, an iPad, digital cameras and computers, is incorporated to give students additional instructional support. ESL materials are infused throughout all aspects of instruction. The school and classroom libraries include a variety of books of all levels that reflect the backgrounds, needs and

A. Programming and Scheduling Information

strengths of ELLs. Instruction in the ESL program is delivered in English.

At P77K, all students in 6:1:1 and 8:1:1 classes receive content area instruction within the classroom through a variety of approaches, including, but not limited to, small group, individual and community-based instruction. P77K utilizes a balanced literacy approach throughout the program to enhance students' literacy skills and academic performance. The curriculum supports elementary students with their reading and writing while building independence in learning. Meville to Weville is a research-based beginning literacy and communication development program that supports student development of self and a sense of belonging within a community of learners. It meaningfully and systematically integrates reading, writing, speaking, augmentative communicating and listening for elementary students with disabilities in the moderate to severe range of disabilities. The TouchMath program is used throughout our school's program. It capitalizes on the tactile/kinesthetic preferences of learners while developing their visual and auditory skills. As children engage in the multi-sensory approach they begin to internalize the connection between concrete number experiences and more abstract mathematical conceptualization. Secondary level students participate in a curriculum designed by the school that incorporates multi-sensory approaches, differentiation and multiple intelligences to deliver material in math, science, social studies and literacy content areas. All classroom instruction is delivered in English, with the support of an alternate placement paraprofessional for those students who are mandated for bilingual education per their Individualized Education Plan (IEP). All ELLs participate in these activities with the added support of push-in and pull-out ESL services. With Title III finances, P77K will implement an after-school supplemental program for ELLs focusing on increasing literacy, writing and conversational skills.

Students in P77K's inclusion program receive content area instruction through the support of general education content area teachers, Special Education Teacher Support Service (SETSS) and a paraprofessional. These staff members collaborate, along with ESL teachers and related service providers, to adapt the general education curriculum to meet the needs of the students and assist them in achieving proficiency on state mandated assessments.

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD) and have an IEP based on their specific needs and abilities. Students represent varying degrees of ASD as well as English language proficiency. All instruction, including explicit ESL instruction, is differentiated based on students' abilities and IEP goals. Methods for differentiation include, but are not limited to, small-group instruction, one-on-one instruction, pair work, hands-on activities, use of adapted materials and visual supports, incorporation of multiple intelligences in lessons, and use of augmentative communication devices.

Presently, P77K has one Student with Interrupted Formal Education (SIFE). To assist this student in achieving English proficiency, the staff of P77K work to develop initial literacy and communication skills in the student's native language. This is done in a nurturing environment in order to facilitate language production. This student support from an ESL teacher and an alternate placement paraprofessional who speaks her native language and English. Among strategies used to support this student are Total Physical Response, the Natural Approach, and small-group instruction.

Newcomers admitted to P77K are worked with to develop literacy and communication skills in both English and the students' native languages. With the expectation that newcomers have some exposure to formal literature, reading and writing skills are focused on. Newcomers are invited to participate in the school's Title III after-school program. Various strategies used to facilitate language acquisition include, but are not limited to, Collaborative Learning Approach, Total Physical Response, the Natural Approach, the Language Experience Approach, small-group instruction and one-on-one tutoring.

To support ELLs who have received ESL service for four to six years, several strategies are practiced. They include, but are not limited to, Total Physical Response, Natural Approach, continuous small-group instruction, and Collaborative Learning Approach. Additionally, these students are invited to participate in the Title III after-school program.

In order to support long-term ELLs at P77K, several instructional interventions are implemented. Students participate in LEAP (Learning through an Expanded Arts Program), in which consultants work with students and teachers to integrate hands-on, arts-based activities in the curriculum. In P77K's Title III after-school program, long-term ELLs receive support through the integration of arts and technology into the curriculum, promoting creativity and literacy. Additionally, long-term ELLs receive support through continuous small-group instruction.

A. Programming and Scheduling Information

All students at P77K are diagnosed with Autism Spectrum Disorder (ASD). With the exception of students in the inclusion program, classes are organized in a 6:1:1 or 8:1:1 student-to-staff ratio to provide small-group instruction as mandated per students' IEPs. Students receive instruction from licensed Special Education teachers and additional support by paraprofessionals and related service providers according to individual mandates. All instructional staff members utilize Mayer Johnson picture symbols in an effort to provide visual supports and enhance learning, as well as multi-sensory approaches to teaching content material. The use of technology, such as iPads, SmartBoards, digital cameras and augmentative communication devices is integrated throughout the curriculum to ensure that content material is accessible and appropriately modified for all students. Students in the inclusion program receive additional support from their SETSS provider and a paraprofessional who work collaboratively with general education teachers to adapt the general education curriculum to fit the students' needs.

The majority of the students at P77K are in the most restrictive environment that the New York City Department of Education has to offer. It is our goal to help all students progress in their development and move on to a less restrictive environment, if and when it is appropriate. To achieve this goal, classroom teachers, cluster teachers, ESL teachers, related service providers and paraprofessionals collaborate daily to create lessons that are differentiated and scaffolded to meet the needs of every student. Related service providers and ESL teachers push-in to self-contained classes and collaboratively teach with classroom and cluster teachers, adding their own expertise in addressing students' needs. Through the use of a team-teaching model, teachers and related service providers are given the flexibility to adjust curricula to meet the specific needs of each student. This also provides flexibility in scheduling as the students are able to receive mandated services and supports without removing them from their classrooms and content area instruction, ultimately preparing them for progression into less restrictive environments.

In April 2011, P77K received a citation from the New York State Education Department noting that fourteen (14) special education English Language Learners (7 Spanish, 3 Chinese, 2 Urdu and 1 Bengali) do not receive mandated ESL and/or bilingual services. The students indicated in this citation are served as per their IEPs

Courses Taught in Languages Other than English ⓘ

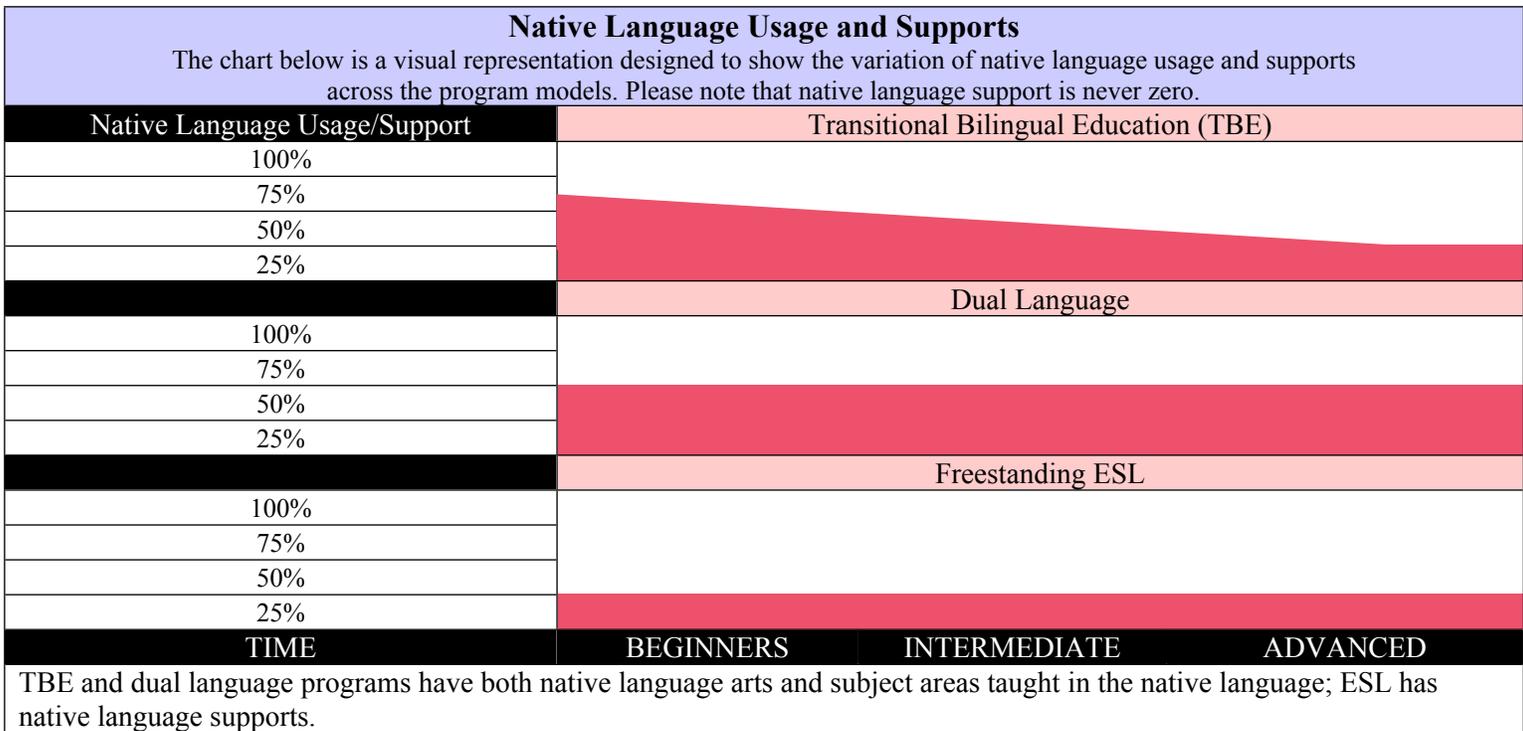
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:				

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

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



B. Programming and Scheduling Information--Continued

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

It is a priority that content area material be accessible and comprehensible for all ELLs. To see that this is a reality, classroom and cluster teachers collaborate daily with ESL teachers to ensure that all lessons and activities are properly differentiated for ELLs. Intervention strategies are used to support all ELLs, from newcomers to long-term students. Among the intervention strategies used to support ELA instruction is the Cognitive Academic Language Learning Approach (CALLA), a content-based ESL instruction model. Additionally, ELLs receive support in content areas, such as science and social studies, through small-group instruction, hands-on learning and one-on-one instruction. To support ELLs' math achievement, the TouchMath program is used in the classrooms, offering a hands-on, multi-sensory approach to math instruction. Handwriting Without Tears is a program aimed at developing young students' fine motor skills and handwriting abilities. For younger elementary students, this program is used to support the development of these literacy skills. On a case-by-case basis, students are provided with tutoring in specific subject areas to further their academic success. All instruction is delivered in English, with the exception of support from alternate placement paraprofessionals who speak the students' native languages and English. Languages represented by bilingual paraprofessionals are Spanish, Russian, Haitian Creole, French, Arabic and Chinese. In addition, bilingual dictionaries and written materials are available in Spanish, Russian, Polish, Chinese, Arabic, Bengali, Urdu, Haitian Creole and French to support ELLs with content material.

When students at P77K no longer require bilingual or ESL services, as per NYSESLAT proficiency, they are supported for up to two years with ESL services, AIS, small-group instruction/tutoring, invitation to participate in the Title III after-school program, and other support services.

Through the RESO-A grant, two sites received funds to upgrade a computer lab and purchase new computers and SmartBoards for the classrooms, allowing opportunities for students to improve their technological proficiency. Early childhood classes will take part in therapeutic horseback riding, a program with research-based success in helping students with autism. Also, the school is expected to take part in a swimming program, which has also shown to be beneficial for students with autism. Students in all self-contained classes participate in a daily yoga session through the use of the District 75's Get Ready to Learn program. ELLs will be invited to take part in all aforementioned activities.

Presently, no programs are being discontinued from the previous year as each one has proven to be beneficial for participating students.

This year will be the fifth year for P77K's Title III after-school program. It will incorporate literacy and technology to support ELLs' academic success. The goal of the Title III program is to increase communication and literacy skills. The language of instruction for the Title III program is English. The mode of instruction that has been chosen is through the use of technology. Students will participate in read alouds and literary discussions regarding character development and plot analyses. Students will then re-enact the stories to create cinematic representations of the works they have studied. This will help to support their comprehension and literacy development. Invitation letters will be sent to parents of all ELLs and will be translated into the family's native language. Additionally, translators are available for any and all in-person meetings and phone conversations. Presently, the Title III program is the only after-school program at P77K.

ELLs receive support in P77K through the use of various instructional materials. Classrooms are stocked with leveled libraries including

books in English, ELLs' native languages, and bilingual dictionaries. Also, teacher-made materials, puppets, manipulatives, Mayer Johnson symbols, computer software, and graphic organizers are used to enhance learning. At the elementary site, the ESL teacher incorporates a mobile SmartBoard and an iPad into her push-in lessons, providing ELLs with engaging and rich academic support. Meanwhile at the high school site, students have access to a stationary SmartBoard in the school's computer lab. Additionally, non-verbal ELLs use augmentative communication devices and/or a personalized Picture Exchange Communication System (PECS) to foster communication between themselves and others.

All instruction in the ESL program is delivered in English. However, for those students mandated for bilingual instruction, an alternate placement paraprofessional who speaks the child's native language and English provides native language support as needed. Bilingual dictionaries and culturally diverse books are available in the classroom libraries to provide additional support for all ELLs. Bilingual related service providers who speak Spanish, Arabic, Russian, Chinese and Polish are also available.

Although in years past there was a TBE program at P77K, it has been disbanded due to the current demographics of the students mandated for bilingual instruction. Twelve (12) students are mandated for bilingual instruction and span the ages of five (5) years to twenty-one (21) years and represent the languages of Spanish, Chinese, Polish, Bengali, Urdu, French and Haitian Creole. Additionally, these students are spread across four (4) sites throughout Brooklyn. In the event that a sufficient number of students with the same native language, similar ages and common site location were mandated for bilingual instruction, a TBE program would be put into place to accommodate their needs. In the interim, these students are supported by alternate placement paraprofessionals who speak the students' native languages and English and ESL services by a licensed ESL teacher.

P77K serves students between the ages of five (5) and twenty-one (21) and provides age-appropriate materials for all students, regardless of age. These are found throughout all classrooms, related service offices, computer labs, and recreational areas. Students at the elementary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. Additionally, students at the secondary level receive instruction and required services that correspond to appropriate grade-level state standards and individual students' needs. When necessary, materials and instruction are adapted to meet the needs of the students and to ensure that all instructional materials are fully accessible for all students.

There is no Project Jump Start available at P77K, nor are there any foreign language electives.

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)?

There is no Dual Language Program at P77K.

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.

P77K will continue to hold professional development for all staff members in dealing with ELL students. Professional development will be scheduled during dedicated professional development days. Professional development will be provided in small cohort meetings and staff members in attendance will include ESL teachers, classroom teachers, cluster teachers, guidance counselors, psychologists, speech therapists, occupational therapists, physical therapists, assistant principals, school secretaries and the parent coordinator. Topics for discussion at cohort meetings are: October—integrating musical and linguistic intelligences across the curriculum, November—integrating bodily-kinesthetic intelligence across the curriculum, December—integrating technology into the curriculum, January—enhancing learning through the use of visual supports, February—social development through cross-cultural learning, March—integrating spatial intelligence into the curriculum, April—integrating naturalistic intelligence into the curriculum, May—cross-cultural exposure, June—integrating interpersonal and intrapersonal intelligences into the curriculum. District Coaches will also provide support through mentoring ESL/Bilingual Teachers. In addition, ESL/Bilingual Teachers will attend District compliance meetings and professional development workshops.

All non-ELL teachers are required to receive 7.5 hours of ELL training. P77K's Payroll Secretary keeps detailed records of Jose P. training completion for all teachers. Any teacher who has not completed the required number of hours will participate in Jose P. training as offered by the District 75 Office of ELLs. This training will address the specific needs of ELLs as well as methodologies and strategies that have shown to be effective in meeting those needs.

To assist students in their transition from elementary to middle school and from middle to high school, graduating classes take numerous field trips to the school they will be attending the following year. Related service providers, classroom teachers, cluster teachers and paraprofessionals are present to introduce students to their expectant schools and classes. Prior to said trips, staff members from both schools are trained in assisting students in making smooth transitions. This transition is also supported through the use of social stories, Mayer Johnson symbols, and visual schedules.

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?

Information regarding assessments, Common Core Learning Standards, state standards, and our school program are discussed with parents during the Educational Planning Conference at the CSE level. Our school will begin to provide an orientation for all parents, including those of newly enrolled ELLs, in early September 2011 and translators will be available for the event as needed. P77K's Parent Coordinator holds monthly parent meetings to address needs and issues that parents have. Our Parent Coordinator also conducts a parent interest survey and uses the information provided to assess parents' needs and to plan future parent outreach. Surveys and ongoing information are offered to parents in their home language. Our goal is to increase our parent outreach and participation by offering parents training through New York State Association for Bilingual Education (NYSABE)'s Parent Institute and District 75 Parent Conference with utilization of translators. Additionally, related service providers and teachers will conduct parent workshops at each site to provide parents with the necessary tools and information to support their students' academic success and to improve the home-school connection. Topics for these workshops will include, but not be limited to, using augmentative communication devices, instructional intervention strategies, and appealing to sensory needs of students. Translators will be available for all face-to-face meetings at each site.

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)		2		2		3		1	3	1	1			13
Intermediate(I)		1		1			1					1	1	5
Advanced (A)						1								1
Total	0	3	0	3	0	4	1	1	3	1	1	1	1	19

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed				27	27

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed	4		2				21		27

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							9		9

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	1		1	
NYSAA Mathematics	1		1	
NYSAA Social Studies	1		1	
NYSAA Science	1		1	

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

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

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

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.

Students are assessed throughout the year using a number of vehicles. The Assessment of Basic Language and Learning Skills (ABLBS) is used at the elementary site and Brigance is used at the secondary level to assess student progress. In addition, to specifically assess literacy, P77K uses Lexia for all ages and the Early Childhood Literacy Assessment System (ECLAS-2) for younger elementary students. Also, students in P77K participate in New York State Alternate Assessment (NYSAA) each year. Once data is collected from these assessments, it is used to directly influence the development of IEP goals and to drive instruction.

All ELLs at P77K participate in NYSESLAT each year. With the exception of fifteen (15) beginner, five (5) intermediate and one (1) advanced scores, all ELLs received a score of invalid on the 2010-11 NYSESLAT. These scores largely reflect the nature of the students' disabilities and not specifically their language acquisition as standardized assessments are not appropriate for students at P77K. Many ELLs have scored successfully on NYSAA, specifically the ELA portion, due to this assessment being more aptly suited to demonstrate our students’ strengths. Students are assessed through NYSAA using individualized, alternate methods rather than a standardized approach. Because of the inappropriateness of NYSESLAT as an assessment for ELLs at P77K, NYSESLAT results are not closely considered when developing IEP goals. Additionally, they do not strongly drive instruction. They are taken into consideration, however data from NYSAA, Lexia, Brigance, ABLBS, student portfolios and classroom observations are predominantly the driving forces used when classroom teachers, ESL teachers, cluster teachers, and related service providers collaborate for IEP goal and instructional development.

All ELLs who received an invalid score on the 2010-11 NYSESLAT did so because they were unable to successfully respond to one or more section of the test. Many of our students are non-verbal and lack the fine motor skills necessary to write. Therefore, their invalid scores do not directly reflect their English proficiency but rather their physical inability to successfully complete portions of the assessment. The majority of the students who received a score on NYSESLAT were designated as Beginners. These scores can also be largely attributed to our students’ disorders rather than their English proficiency. This trend is present across all grade levels. As a result, NYSESLAT scores are not taken into strong consideration when classroom teachers, ESL teachers, cluster teachers and related service providers collaborate to develop IEP goals and instruction.

Presently, P77K does not participate in the Periodic Assessments.

To ensure that all ELLs achieve English and academic proficiency, ELLs participate in the aforementioned assessments annually. Their progress is monitored and analyzed continuously. It is through these analyses that the school’s ESL program is evaluated and modified if

needed.

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: 77K

School DBN: 75K077

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Merryl Redner-Cohen	Principal		
Carmela Montanile	Assistant Principal		
Nancy Gasparino	Parent Coordinator		
Melissa Erikson	ESL Teacher		
	Parent		
Reuben Morales/Literacy	Teacher/Subject Area		
Danny Rodriguez/ESL	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
Valeriya Katsnelson	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75K077 School Name: P77K

Cluster: 752 Network: 2

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.

In order to determine the language needs of our students' parents, Home Language Identification Surveys (HLIS) are administered upon entry to New York City schools. Additionally, informal interviews are conducted at the school upon student registration and translators are present as needed. During the interview the parent is asked which language of correspondence is preferred and that request is documented in the student's school file. Home languages are documented in ATS as well as blue emergency cards which are kept on file in the school's main office. For those parents requesting translation into their native languages, all written notices that are sent home are translated accordingly. Phone calls made to those parents are done so by a school employee who speaks English and the parent's native language. Also, correspondence from the parent to the school is translated into English as needed by a school employee who speaks English and the parent's native language.

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.

The languages represented by the 43 ELLs of P77K are Spanish, Russian, Chinese, Polish, Bengali, Haitian Creole, Arabic and French. Of the parents of these 43 students, 37 require translation services. These include speakers of Spanish, Russian, Chinese and Haitian Creole. Translators and interpreters for written and oral correspondence are available at the school. Additionally, staff members who speak Urdu, Polish and French are available to provide translations and interpretations as needed. Should a parent request translation into Bengali or Urdu, this would be provided by an outside vendor. All staff members who work with ELLs are made aware at the beginning of the school year as to whether or not the students' parents require translation services. On-going correspondence between the home and school ensures that this awareness is maintained and the parents' translation needs are met.

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.

All documents sent home to parents who speak languages other than English are translated into the parents' native language. These forms include official school forms, announcements and informal correspondence between teachers and parents. When available on the New York City Department of Education website, these translated documents are utilized. If the documents are not available online, school personnel translates them into the parents' native languages. These languages include Spanish, Russian, Chinese, Polish, Arabic, and Haitian Creole. Should a parent require translation into a language that is not represented by any school personnel, the DOE Translation Unit would be utilized. With the availability of online resources and onsite personnel, translation of documents is consistently done in a timely fashion. In the event that a parent who does not speak English visits the school, there is appropriate signage indicating the availability of translation and interpretation services.

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.

P77K hosts various parent conferences throughout the school year (i.e., Family Support and Transition Conference held in November, Family Conference held in May, Parent/Teacher Conferences). At each of these conferences, interpreters are present to interpret for ELL parents. These interpreters may be teachers, paraprofessionals or parent volunteers. When staff members are needed for interpretation, they are freed from their instructional duties and replaced by another staff member to ensure prompt readiness. In the event that an interpreter is needed for a language other than those available, an outside vendor would be utilized. Parents are welcome to provide their own interpreter, given that s/he is not a student and is over the age of 18 years.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Parents who speak a language other than English are given a copy of the Parents Bill of Rights translated into their native language to inform them of their rights and responsibilities. These are retrieved from the NYC DOE website. Adequate signage is posted in the main entrance of the school informing visiting parents of the translation and interpretation services available to them.