



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME:** THE AMERICAN SIGN LANGUAGE AND ENGLISH LOWER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M347

PRINCIPAL: DAVID BOWELL      EMAIL: [DBOWELL@SCHOOLS.NYC.GOV](mailto:DBOWELL@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MARIANO GUZMAN

## 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
Maryanne Fisher	*Principal or Designee	
Mike Nappi	*UFT Chapter Leader or Designee	
Jessica Cortez	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Danielle Williams	Member/Parent	
Aviance Pride	Member/Parent	
Irene Reedy	Member/Staff	
Danielle Golub	Member/Staff	
Linda Gavin	Member/Parent	
Shelly-Ann Hamilton	Member/Staff	
Rose Werner	Member/Staff	

\*\* 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**

Build teacher teams' capacity to align units of study with the Common Core Learning Standards (CCLS) and UDL principles, in response to student learning needs.

- Over the course of the 2012-13 school year, each grade team will adopt or revise 2 units in ELA and 2 units in math to reflect the CIE focus standards as well as the principles of Universal Design for Learning.
- All teachers in each grade level team will implement 2 Common Core units that: are well- aligned to the CIE focus standards; embed the skills outlined in the relevant Common Core instructional shifts; and assess student learning with a rigorous performance task using well- developed rubrics, including ones from the DOE bundles.

#### **Comprehensive needs assessment**

**Rationale** – PR – *our ELA median adjusted growth percentile was 44 and 69.2% of our 3<sup>rd</sup> to 8<sup>th</sup> grade students did not achieve proficiency in ELA. Both are well below our peer median. Our last QR report stated: "As students progress towards the upper grades, there are uneven level of rigor across classrooms."*

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

- During the 2012-2013 academic year, all teachers will participate in team meetings during their common planning blocks and/or during the 55 minutes of professional development at the end of the school day with the support of our school-based and network coaches.
- At the end of each unit, teachers will meet with teachers from the grade above and below them to look at student work to ensure progression of rigor.
- Grade teams will refine curriculum units and engage in a structured protocol to ensure alignment with the selected Common Core standards as each unit is developed and implemented.
- Teachers will collaboratively assess the quality of student produced during the implementation of the first unit and

repeat the cycle for the second unit. The first session will take place on Election Day.

- School leadership will meet weekly with grade leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Beginning summer 2012, teachers will have per session opportunities, and/or have scheduled time within the school day, for curriculum planning and task design.
- Professional development, with coach support, in backward design will formally begin February 2013.
- These initiatives will continue throughout the 2012-2013 school year.

**Strategies to increase parental involvement**

- Provide assistance to parents in understanding City, State, and Federal standards and assessments.
- 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 One Parent Meeting on or before December 1<sup>st</sup> to advise parents of children participating in the Title One program about the school's Title One Funded program(s), their right to be involved in the program, and the parent involvement requirements under Title One, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.

**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**

**Title One Funding-professional development funding**

- Title One and Highly Qualified Funds: Network (SSO Support), Professional development from CITE.
- As a Title One and TL Instructional Funding: Books and materials for extended day programs.
- Interpreters are provided for professional development and as needed through the Office of Sign Language Interpreting Services.



## **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**

Students will demonstrate the ability to engage with informational text and produce writing that aligns with the CCLS writing standard 1 for an opinion piece (K – 2); and for upper grades, argument writing on topics or texts, supporting a point of view with reasons and information.

- Over the course of the 2012-2013 academic year, all teachers will implement two Common Core-aligned writing units that embed expectations for students that align with the CIE focus writing standards (W.2 for K-2 and W.1 for grades 3- 5).
- Across subject areas and grades, a minimum of 75% of students will improve at least one level (using a common rubric) in their informative / opinion essays between the fall and the spring.

### **Comprehensive needs assessment**

***Rationale*** – in 2011-12, only 30.2% of our students demonstrated proficiency on the ELA exam with an average proficiency level of 2.64. On the 2011-12 Progress Report, we received an 'F' in student progress. Assessment of baseline writing from September, as well as writing samples from 2011-12 school year, show that many students struggle with organizing their writing using topic sentences followed by supporting details, and drawing conclusions. The scores for the Constructed Response portion of the ELA exam reflect this.

### **Instructional strategies/activities**

- All teachers will participate in weekly departmental meetings during their common planning blocks or professional development sessions, with the support of our school-level, contracted, and network coaches.
- Beginning in September, all units of study will be aligned across the school so that teachers can engage in meaningful discussions that center around instructional strategies in understanding and writing for information.
- Coaches from Foundations will provide ongoing support to grades K-3 teachers.
- September 2012 through June 2013, Read 180 will be implemented in grades 6-8 to support students in non-fiction reading and writing.

- Teacher teams will analyze data from the 2011-12 school year, as well as use formative assessments, to understand gaps in student knowledge or skill; and to inform the revision of their instructional units. During these meetings, teams will refine units and engage in a structured protocol to ensure alignment with the selected Common Core standards.
- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- Teachers will participate in ongoing professional development to understand and implement the 6 instructional shifts.
- School leadership will meet weekly with grade leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Teachers will be given common time during the day and/or per session opportunities for curriculum planning and task design.
- Beginning in January, the School Inquiry Team will analyze data and trends on Acuity tests, Foundations unit tests, DRA, TOSRWF, and 2011-2012 ELA exams to target school-wide gaps, trends, and to identify individual students who are at risk.
- Beginning Spring, Saturday Academy will provide students in test preparation strategies.

**Strategies to increase parental involvement**

- Provide parents with ARIS PARENT LINK information so that they can access student data.
- Inform parents of upcoming testing dates.
- Invite parents to writing celebrations.
- Provide parents with knowledge about Acuity test practice that can be accessed from home.
- Provide materials for parents to get homework help for students, and to work with their students to improve their literacy level.
- Share information about school and parent related programs, meetings, and other activities in a language that parents can understand.
- 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
- Links to literacy and other timely supports made available to parents on the school website

**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**

**Title One Funding-professional development funding**

- As a Title One and TL Instructional Funding: Books and materials for extended day programs.
- Saturday Academy per session funding
- READ 180 (RTI)
- Books and materials for research-based programs, such as: Foundations, Just Words, Wilson Intensive, DRA, TOSRWF
- Direct Instruction (small group, whole class, push in/pull out, teacher support staff salaries-
- Title One: Staff for extended day
- Interpreters are provided for professional development and as needed to support student learning through the Office of Sign Language Interpreting Services.
- Coaching for research-based programs will be provided by CFN (SSO)

### 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**

Improve teacher effectiveness, including those new to the profession, with meaningful formative feedback and next steps from short, frequent cycles of formative classroom observation.

- In addition to formal observations as required by the UFT contract, principal and assistant principal will visit each teacher's classroom at least 4 times over the course of the year, and provide teachers with formative (not for file) written or verbal feedback aligned to 3 school-selected competencies.
- This formative feedback will be provided within one week after 75% of observations.
- Feedback will result in improvement in teacher practice as measured by a research-based rubric.

#### **Comprehensive needs assessment**

***Rationale*** – *In the 2011-12 School Survey, 27% of teachers disagreed or strongly disagreed with this statement, "School leaders give me regular and helpful feedback about my teaching."*

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

- Early in the school year, school leaders ask for teachers' input on the type(s) of feedback they find most helpful.
- Beginning September 2012, develop shared norms among school leaders and teachers for engaging in feedback conversations.
- Mentor teachers are participating in the New Teacher Center Mentor Academies to learn how to support new teachers and peers.
- September 2012, school leaders will provide transparency of expectations, with checklists and feedback.
- School leaders will set up and follow a schedule, through 2013, for teacher observation and formative feedback.
- School leaders will provide support, as needed, to teachers who are at risk.
- Beginning September, senior teachers will be assigned to meet with new teachers, or teachers at risk, two times a

week, to support them in identified areas of growth.

- School leaders will provide ongoing opportunities for teachers to visit model classrooms throughout the year (e.g. Peer fish-bowling activities, intervisitations, walkthroughs, etc.)
- Coaching will be provided, as needed, by network coaches.

**Strategies to increase parental involvement**

- Provide parents with information and training needed to effectively become involved in planning and decision-making in support of the education of their children.
- Provide parents with workshops to support parent/teacher communication.
- 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.
- 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;
- 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

**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**

**Title One Funding-professional development funding**

- Title One and Highly Qualified Funds: Network (SSO Support), Professional development from CITE.
- Per diem and per session funding to allow teachers to attend out of school workshops provided by the CFN.

### 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**

Reorganize math content to teach fewer topics and allow for more time to focus on the major work of the grade.

- By June 2013, all teachers will implement two Common Core-aligned Math units that embed expectations for students that align with the CIE focus Math standards (Operations and Algebraic Thinking for K and 3<sup>rd</sup>, Numbers and Operations in Base Tens for 1<sup>st</sup> and 2<sup>nd</sup>, Numbers and Operations – Fractions for 4<sup>th</sup> and 5<sup>th</sup>, Ratios and Proportional Relationships for 6<sup>th</sup> and 7<sup>th</sup>, and Expressions and Equations for 8<sup>th</sup>)
- Across subject areas and grades, a minimum of 75% of students will improve at least one level (using a common rubric) on Modeling with Mathematics and/or Constructing Viable Arguments and Critiquing the Reasoning of Others between the fall and the spring.

#### **Comprehensive needs assessment**

**Rationale** – *in 2011-12, only 35.4% of our students demonstrated proficiency on the Math exam with an average proficiency level of 2.78. On the 2011-12 Progress Report, we received an 'F' in student progress. In addition, analysis of the scores for the Constructed Response portion of the State Math exam shows that most of our students struggle to explain their mathematical thinking.*

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

- All teachers will participate in weekly department meetings during their common planning blocks or professional development sessions, with the support of our school-level, contracted, and network coaches.
- Middle school math workshops will be provided by the network for planning in November, with supplemental workshops throughout the year.
- Grades K-8 will participate in planning opportunities provided by the network in August, with supplemental workshops throughout the year.
- Bundles from the Common Core Library will be reviewed and utilized when appropriate (2 times a year).
- Teacher teams will meet regularly to analyze data from the 2011-12 school year, as well as formative

assessments, to understand gaps in student knowledge or skill; and to inform the revision of their instructional units. During these meetings, teams will refine units and engage in a structured protocol to ensure alignment with the selected Common Core standards.

- Teachers will collaboratively assess the quality of student work that comes out of the implementation of the first unit and repeat the cycle for the second unit.
- School leadership will meet weekly with grade leaders, join team meetings on a regular basis, and coordinate this work across the grades.
- Beginning February 2013, regular coaching sessions will be set up to support unit development and classroom instruction.
- Teachers will have per session opportunities and/or scheduled time within the school day for curriculum planning and task design.
- Teachers will participate in workshop opportunities supported by network coaches throughout the year.
- Saturday Academy to support testing grades will start Spring, 2013.

**Strategies to increase parental involvement**

- Provide workshops and homework help to assist parents in working with their children to improve achievement level in math.
- Provide workshops on reading student data.
- Recruit parents to sit in on classes so that they can provide support at home.
- Provide parents with ARIS PARENT LINK information so that they can access student data.
- Inform parents of upcoming testing dates.
- Provide parents with knowledge about Acuity test practice that can be accessed from home.
- Provide materials for parents to get homework help for students, and to work with their students to improve their math skills.
- Share information about school and parent related programs, meetings, and other activities in a language that parents can understand.
- 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

**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**

Title One Funding-Professional development funding

- Title one and Highly Qualified Funds: Direct instruction (small group, whole class, push in/pull out, all teacher salaries).
- Title One Funding-Professional development funding: ixl.com, coach to support math.
- CFN Workshops (SSO)
- Interpreters provided for professional development and to support student learning is provided by the Office of Sign Language Interpreters.
- Saturday Academy per session funding

### 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**

Close the achievement gap at our school with native ASL users and our ELLs through more consistent use of data to inform instruction, teacher support in instructional planning, and professional development in best practices of ELL instruction.

- Increase by 10% the number of ELL and native ASL students reaching proficiency in ELA on the State Exam
- Increase by 10% the number of ELL and native ASL students reaching proficiency in Math on the State Exam

#### **Comprehensive needs assessment**

**Rationale** – *In the 2011-12 school year, 18.2% of our ELLs scored in the 75<sup>th</sup> percentile or higher in ELA and Math.*

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

- Starting in September 2012, and continuing through June 2013, teachers will work with administrators and coaches to understand best practices for ELL students, including the SIOP model, and to understand the proficiency data for these subgroups.
- For each unit of study, teachers will use appropriate formative assessments to ensure students are progressing toward grade-level proficiency.
- Throughout the year, teachers will participate in network-sponsored professional development on RTI strategies and best practices in teaching ELLs.
- By November, teachers will demonstrate adaptations to unit and lesson plans to accommodate for IEP needs and specific deficits of the identified subgroups.
- Beginning September 2012, an ESL teacher will be supporting students identified in need as per their IEP.

**Strategies to increase parental involvement**

- Provide 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 the school community.
- Host the required annual Title One Parent Meeting on or before December 1<sup>st</sup> to advise parents of children participating in the Title One program about the school's Title One Funded program(s), their right to be involved in the program, and the parent involvement requirements under Title One, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act.
- 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.
- 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;
- 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);
- Provide ASL Workshops.

**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****Title One Funding-professional development funding**

- As a Title One and TL Instructional Funding: Books and materials for extended day programs.
- Title One and Highly Qualified Funds: Network (SSO Support), Professional development from CITE.
- Interpreters provided for professional development and to support student learning is provided by the Office of Sign Language Interpreters.

**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	Targeted reading strategies and writing Double-dose of Foundational Reading ELA Strategies	10:1 ratio, one-on-one, small group	50 minutes of AIS time allotted at the end of the school day Pulled out for SETTS Saturday Academy
Mathematics	Math skills Math Test Strategies	Small group	During the school day Saturday Academy
Science	Small group vocabulary instruction	Small group	SETTS/ Push-in and Pull-out
Social Studies	Reading and Writing in the content area	Small Group	SETTS/ Push-in and Pull-out
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Counseling	One-on-one and small group as per the student's IEP	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.

All new teachers are assigned a mentor who meets with them two to three times a week.  
Teacher mentors attend the New Teacher Center Mentor Academy where they learn mentoring, observation, and assessment skills to provide support for teachers in need.  
All teachers also receive 55 minutes of professional development at the end of the school day, as per the UFT agreement.  
Teachers have common planning times.  
Network coaches also support teachers in workshops on site and off site.  
AP and Principal frequently attend job fairs to keep a current roster of highly qualified teachers.  
Inter-visitations are conducted with other schools to gain a larger perspective on our practice.  
School leaders and coaches support teachers by giving formative feedback in the classroom, as well as in workshops that are given weekly.  
School leaders and CFN coaches support teachers in using best practices in Foundations.  
Teacher leaders are now leading study groups to research and discuss best practices in Foundations and Just Words.  
The Instructional Cabinet meets with the principal monthly to discuss instructional practices.

**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.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

## **III. Student Responsibilities:**

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

**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 .

## Part I: School ELL Profile

### A. School Information

Cluster Leader/Network Leader <b>Yuet Chue</b>	District <b>02</b>	Borough <b>Manhattan</b>	School Number <b>347</b>
School Name <b>The ASL and English Lower School</b>			

### B. Language Allocation Policy Team Composition

Principal <b>David Howell</b>	Assistant Principal
Coach	Coach
ESL Teacher	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related Service Provider	Other <b>Rhonda L. Williams/IEP Coordin</b>
Network Leader	Other <b>M. Fisher/ Reading Specialist</b>

### C. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	<b>0</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>3</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>25</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>215</b>	Total Number of ELLs	<b>19</b>	ELLs as share of total student population (%)	<b>8.84%</b>
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## Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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).

We at PS 347 “47” The American Sign Language and English Lower School educate children and serve families whose home language is American Sign Language (ASL), regardless if the child or parents are Spanish, Deaf, hard-of-hearing, or hearing. The majority of our students are hearing children of Deaf adults, otherwise known as CODAs and since ASL is their home language, we consider them ELLs. All of our staff is either proficient or fluent in ASL. We have a Parent Coordinator who speaks Spanish, as well as signs, security guards who know basic sign language, and a mental health team, whose members are all fluent in ASL. We are now in the process of upgrading our school website so memos, announcements and news will be in both English and ASL, and all communication is sent home in Spanish for our Spanish population. We also have offer ASL classes to the community. Many of our students struggle with English, whether they are hearing or Deaf, as with any second language learners. Research in bilingualism and dual language instruction has shown that if children’s native languages are supported, fostered and taught in their schools, their mastery of English will improve. This, in turn, will lead to higher performance on the State and city assessments.

When parents, new to NYC public schools, register their students, Rhonda Williams who is NYS who possesses NYS certification in ASL and has attended Jose P training, administers the parent oral interview including the HLIS and screens the student. If the parent speaks a language other than ASL, a translator is used. While the parent is completing necessary intake paperwork, the LAB-r is administered to the student. Once the LAB-r is scored, the parent will receive notification of entitlement if the child qualifies. If the parent speaks Spanish, a translator is used following the same process previously stated and the Spanish Lab is administered. All of this is completed within ten days. Students identified as ELLs via either the HLIS or the LAB-r take the NYSESLAT in the Spring.

Last Spring, NYSESLAT was administered for the first time to students whose name appeared on the BESIS report. In the Fall, the RLER report is run for a list of students eligible for the NYSESLAT. In the Spring, Rhonda Williams the testing coordinator administers the exam to those students. All four components of the NYSESLAT will be administered until the students are proficient in all four areas.

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.

Parents choose PS 347 because it is a Dual Language program. During intake, a teacher interviews the parent using the Home

Language Survey. The teacher also assesses the child in English and his/her native language (using a translator if the language does not speak ASL). While the parent is completing the necessary admission paperwork, the LAB-r is administered to the child. The entitlement letter is sent home with the parent on the day of intake. The parent is invited to view the DVD and receive clear explanations about the three program choices. A follow-up phone call is made to confirm the appointment for interview. The school does not offer TBE, but if that is a parental choice, the school refers them to a neighboring school that has the program to meet their child's needs.

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].)

The entitlement letter is sent home with the parent on the day of intake after the LAB-r is administered to the student. The parent is extended an invitation to view the DVD and receive clear explanations about the three program choices and parent selection. A follow-up phone call is made to confirm the appointment for interview and reinforce the importance of returning the letters. Parent survey and program selection forms will be stored in the student's intake folder.

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.

PS 347 is a Dual Language program therefore students who need ESL due to the language being other than American Sign Language, an ESL teacher will provide instructional services. Placement letters will be distributed once the process is set in place. Entitlement letters will be given to parents at the time of registration once the child is administered the LAB-r. Entitlement and placement letters will be placed in student folders in the main office.

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.)

Parents choose PS 347 because it is Dual Language in ASL. The school has not received requests for programs in languages other than ASL but we will continue to monitor the surveys to address parent requests.

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. i

Yes, the program at our school is built on parent requests.

## Part III: ELL Demographics

### A. ELL Programs

<b>This school serves the following grades (includes ELLs and EPs)</b> Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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**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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): ASL

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	19	Newcomers (ELLs receiving service 0-3 years)	7	Special Education	9
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language	16	0	9	3	0	1	0	0	0	19
ESL										0
<b>Total</b>	<b>16</b>	<b>0</b>	<b>9</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>19</b>

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

### C. Home Language Breakdown and ELL Programs

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

**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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other		0												0
<b>TOTAL</b>	<b>0</b>													

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP	EL L	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other <u>ASL</u>	2		4		4		2		4		1		1		1		1		20	0
<b>TOTAL</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>20</b>	<b>0</b>

**Dual Language (ELLs/EPs)**

**9-12**

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

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): 99

Number of third language speakers: 16

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>0</b>													

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1. How is instruction delivered?  
 a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?  
 Instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side while delivering instruction in both languages.

## A. Programming and Scheduling Information

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])? Classes are organized by grade and are heterogeneous with required CTT as per iep's. The school has block classes in our middle school.

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)?

The network is in the process of finding an ESL teacher to work in the school part time. Students whose home language is not ASL will be serviced for ESL via push-in or pull-out depending on need. Our dual language program classes have two teachers, one native ASL user and one English dominant teacher. Teachers work side by side while delivering instruction in both languages.

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

The network is in the process of finding an ESL teacher to work in the school part-time. ESL will be delivered 360 minutes per week for beginners, 180 minutes per week for intermediate, and advanced students.

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.

For all content area courses, instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side "Teaming" or "Parallel Teaching" while delivering instruction in both languages, both identified as Best Practice. Since ASL is a visual language, every classroom has a smartboard which is used to add that visual component to instruction. For content area classes, NY State approved textbooks are used. Computers and laptops are in every classroom which offer student prior knowledge support and visual reinforcement.

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

American Sign Language is offered as a special. That teacher evaluates student fluency levels using an evaluative rubric that was developed and published by the ASL team.

5. How do you differentiate instruction for ELL subgroups?

a. Describe your instructional plan for SIFE.

If the school had SIFE students they would be provided with small group instruction with a strong vocabulary and reading comprehension focus. The ESL teacher would service this student as per Part CR 154.

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.

Since PS 347 is a choice school and not a neighborhood school if ELLs new to the U.S attended our school, they would be Deaf. They would assess the child's proficiency in speaking, understanding, reading and writing in his/her native language using a translator. If the child is oral Deaf, the school would request a bilingual paraprofessional to help with the student's comprehension of content area curricula. This student would then receive one to one or small group instruction to increase English vocabulary as well as American Sign Language, which would transfer to increased comprehension of NYS standard-based curriculum.

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?

Instruction is delivered via the Collaborative Team Teaching model. One teacher is hearing, the other teacher is a native ASL speaker. They work side by side while delivering instruction in both languages. Since ASL is a visual language, every classroom has a smartboard which is used to add a visual component to instruction. For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop. The workshop modeled is used for instruction where the teacher does a mini-lesson to teach a strategy, sends the students to apply the strategy in their own work be it reading, writing, or math, then the class assembles to discuss how the strategy worked.

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Block scheduling is used to give teachers the opportunity to differentiate instruction to ensure the needs of all students are met. Teachers work side by side while delivering instruction in both languages. There are no self-contained classes only Integrated Co-teaching so students are always in the least restrictive environment. Since ASL is a visual language, every classroom has a smartboard which is used to add that visual component to instruction. For content area classes, NY State approved textbooks are used. Computers and laptops are in every classroom which offer student prior knowledge support and visual reinforcement.

### 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	ASL			
Social Studies:	ASL			
Math:	ASL			
Science:	ASL			

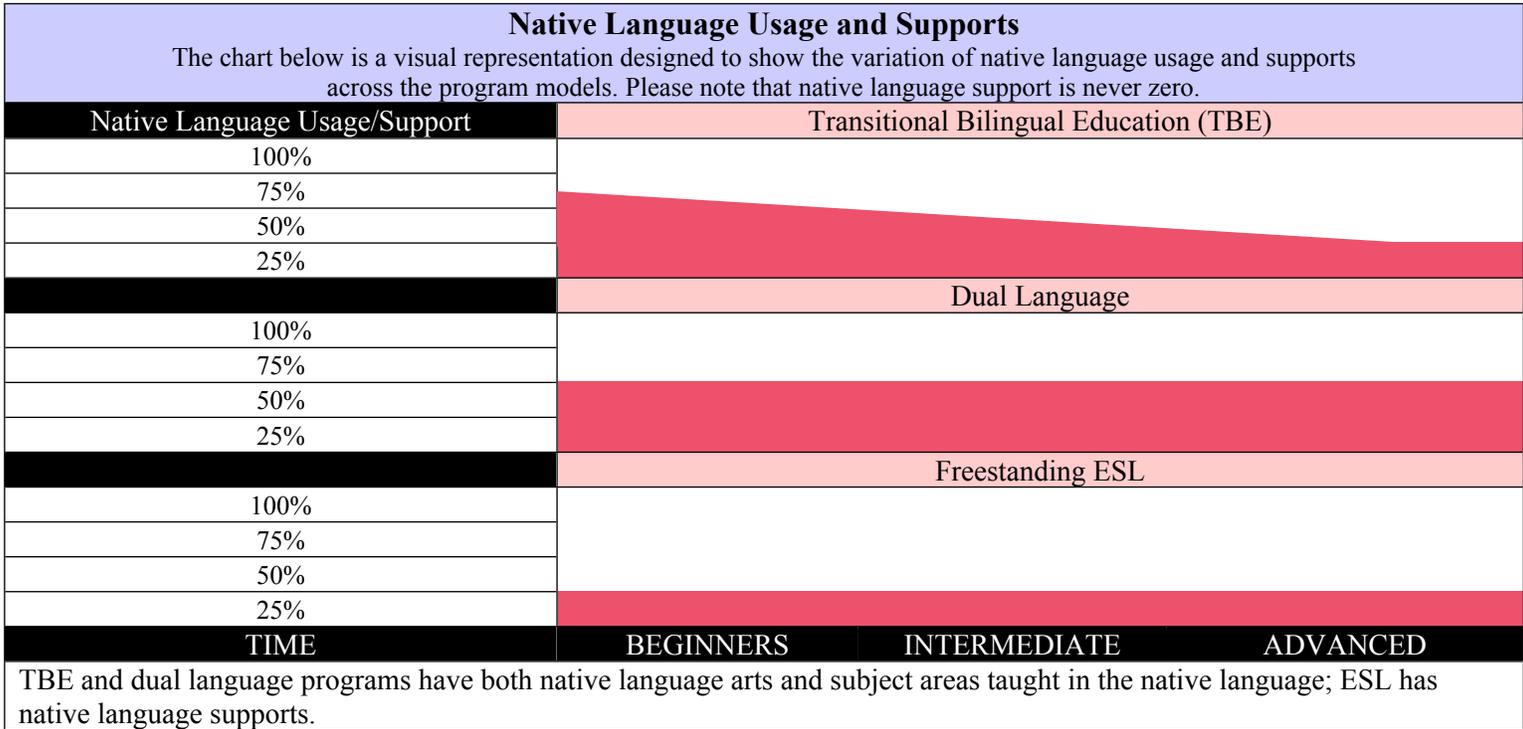
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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



## B. Programming and Scheduling Information--Continued

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

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.

During the extended day, students are grouped by reading or math level and assigned a teacher or paraprofessional to address their area of need. This year there is a school wide focus on non-fiction reading and writing, vocabulary, and grammar. This includes reading non-fiction texts in small groups or one to one, building content vocabulary, and recognition of non-fiction structures to increase knowledge of non-fiction. Topics relate culturally and are of student interest to foster increased relevance. In addition, a focus on grammar and word study will further support problem solving of unknown words. The same intervention strategies are carried over to social studies and science.

9. For continuing transitional support for ELLs reaching proficiency on the NYSESLAT, these students will continue to have the benefit of small group instruction in class as well as AIS. The ESL teacher will consult with the general education teacher to further monitor the student. It is critical that their assessments be closely monitored so if necessary, support can be provided instantly.

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

New programs such as Wilson's Foundations, Read 180, and Just Words will be incorporated into AIS as well as during the school day. For intensive intervention, Wilson intensive is being considered as a SETTS pullout to replace the normal literacy block during the day.

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

There are no programs that will be discontinued.

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

Being a small school, all students have access to all programs. The school does not have after school services or supplemental services.

13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

For content area classes, Harcourt textbooks for social studies and science are used. Houghton-Mifflin textbooks are used for grammar. Every classroom has a library of at least 150 leveled books for reading workshop, and access to computers and laptops. Read 180 is an intervention reading program based on the workshop model and allows for small group and whole group instruction, plus 20 minutes of computer time with an individualized interactive comprehension and fluency practice daily. ASL dictionaries and DVDs are in every classroom.

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

In the PS 347 Dual Language program, language support is delivered via a side by side collaborative team teaching model. Students continue to develop ASL skills while increasing content knowledge in English and ASL.

15. Do required services support, and resources correspond to ELLs' ages and grade levels?  
Yes required services support, and resources correspond to ELL's ages and grades.

16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.

Currently, there is no orientation that is offered to newly enrolled ELL students. When students register or visit the school for consideration, they are given a tour of the school and programs that are offered.

17 ASL is offered as a special, there are no foreign languages offered as an elective.

### 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)?

1. How much time (%) is the target language used for EPs and ELLs in each grade?  
The target language is used 100% of the time. We have two teachers per class, one being a native ASL user.

2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

ELLs are integrated the full day, there are no content areas taught separately.

3. How is language separated for instruction (time, subject, teacher, theme)?

The language is not separated for instruction. Curriculum is based on the common core standards. Students are surveyed for interests for cultural links.

4. What Dual Language model is used (side-by-side, self-contained, other)?  
The side-by-side model in the PS 347 Dual Language Program.

5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Emergent literacy is taught simultaneously since ASL is not a written language

## 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.

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)

Teachers and paraprofessionals attend professional development weekly. AUSSIE consultants often provide math and literacy professional developments. Assessments are also a topic of discussion during PDs that are facilitated by the principal or the reading/literacy specialist. Counselors and Speech Therapists attend professional developments as offered by their supervisors. Parent coordinator attends

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

The school is K-8, student assessment binders are passed on to the teacher of the next grade. 5th grade students visit and tour the middle school to see the environment and ask questions to staff and students. The school has social workers who work with students on emotional issues. The school does not have guidance counselors.

## 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?

1. Describe parent involvement in your school, including parents of ELLs. The school has a wonderful parent coordinator who ensures that parents are apprised of everything that occurs in our school. Parents are an integral part of our school and we have a strong PTA. ASL interpreters and Spanish translators are readily available for parents.

2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Our school does not partner with agencies or CBOs, but we do offer workshops that tackle issues that many parents face. During the 2010-11 school year, we offered workshops on SESIS, crafts to do with your child in order to increase communication, and Handwriting Without Tears to name a few. ASL interpreters and Spanish translators are readily available for parents.

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

Parents feel very comfortable approaching the parent coordinator to discuss issues that pertain to their child or themselves. From these discussions, workshops and/or meetings are developed. The school social workers also work closely with parents of the students on their caseload to ensure there is a strong home school connection. In addition, the school survey parent responses are taken very seriously and reviewed by administration and addressed in the school based leadership team meetings. ASL interpreters and Spanish translators are readily available for parents.

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

During workshops or parent teacher meetings, the school makes sure all parents have access to information by hiring ASL interpreters and Spanish translators.

# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1				1								2
Intermediate(I)		3			1									4
Advanced (A)			3	3	3		1	1						11
Total	0	4	3	3	4	1	1	1	0	0	0	0	0	17

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1		1				2
4			2		2				4
5	1								1
6					1				1
7					1				1

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

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

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

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

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
Test)								
Chinese Reading Test								

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

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

1. Teachers assess student's literacy skills of the school's ELLs using DRA formally and Fountas and Pinnell informally. This data is compared to the NYSESLAT and ELL periodic assessment results. Teachers use these results to target instruction. The results tend to be consistent.

Students tend to be proficient in listening and speaking and delayed in reading and writing. The same was seen with the ELA, students did well with the multiple choice but presented with delays in the writing.

2. Students who took the NYSESLAT did not take the LAB-r. Spring 2011 was the first time any student in the school took the NYSESLAT. The students were ELL-e because of the home language survey. Currently there isn't any data to compare. Teachers use the results of the NYSESLAT modalities in addition to the required literacy assessments to target instruction.

3. All students did well with listening and speaking. Speaking was better than listening because these students are visual learners. Their first language is a visual language. The individual reading scores were good. Responding to non-fiction literature was the student's weakness. As a result, there is a school-wide focus on strengthening student writing.

4. a. Students tend to be proficient or advanced in listening and speaking and delayed in reading and writing. Tests are not administered in their native language which is ASL.

b. This data is compared to the NYSESLAT and ELL periodic assessment results. Teachers use these results to target instruction.

c. The school is learning that a focus on non-fiction writing is imperative this school year.

5. a. The American Sign Language teacher evaluates student fluency levels using an evaluative rubric that was developed and published by the school's ASL team.

b. Based on the ASL assessment administered, EPs are proficient in the second language.

c. EPs are performing on the same level as their peers in other schools throughout NYC.

6. State and local assessments serve as the evaluative measure for success of ELLs. .

### 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: 347

School DBN: 02M347

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Bowell	Principal		10/31/11
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
Maryanne Fisher	Other <u>Reading Specialist</u>		10/31/11
Rhonda Williams	Other <u>IEP Coordinator</u>		10/31/11
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 02M347      **School Name:** PS 347 - ASL/English Lower School

**Cluster:** 1      **Network:** 103

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

**Part A: Needs Assessment Findings**

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

We use the home language survey for all new admits. We also have a small school and know all of the families. We also use ATS to record home languages. Signs are also displayed in the lobby informing parents of their right to translation services.

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.

69.5% of our parents use American Sign Language. Five families rely on Spanish translations, and one family uses Chinese. All of our staff have been notified of this at our first faculty conference and were told to ensure that all documents are sent home in a language the parents can understand.

## Part B: Strategies and Activities

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

We have staff who are fluent in Spanish and translate documents for us. We use the Office of Sign language Interpreting Services to provide ASL/English interpretation. For other languages (such as Chinese) we utilize the Office of Translation and Interpretation in the DOE and use the over-the-phone services during parent teacher conferences as needed.

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.

When the school has open school night, parent-teacher conferences, IEP meetings, or any event that involves parents, oral translation services are provided by in-house staff and outside contractors. The school is able to look at class lists and discern which parents or teachers will need translation services.

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

Signs are posted in the lobby informing all parents of their right to have documents/conversations translated into their home language. Parents also will be given a copy of the Bill of Parent's Rights and Responsibilities.