



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS177QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75Q177

PRINCIPAL: KATHLEEN POSA

EMAIL: [KPOSA@SCHOOLS.NYC.GOV](mailto:kposa@schools.nyc.gov)

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Kathleen Posa	*Principal or Designee	
Shernice Blackman	*UFT Chapter Leader or Designee	
Carol Breuers	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Angela Recine Dasrath Singh	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Fran Spitaleri	Member/parent	
Steve Spitaleri	Member/parent	
Gwenn Sacks	Member/parent	
Regina Oldenburg	Member/parent	
George Chakery	Member/staff	
Anna Koskinas	Member/staff	
Cindy Campbell	Member/staff/secretary	

** 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

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

By June 2013, there will be improved student mastery of targeted iep goals in the areas of math and ela as evidenced by a 10% increase over baseline scores measured by the SANDI formative assessment.

Comprehensive needs assessment

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

Students within our organization have been assessed utilizing different assessments such as ABLLS, Brigance and SANDI. We have found that it is necessary to have an assessment which can be used each school year which shows consistency from year to year and where we can readily see the improvement that each student is gaining in all areas. After consideration and input from staff and SLT it was determined that SANDI would provide the consistency that we require.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - Staff and one administrator will need to be trained on the implementation of the SANDI in September 2012. Training will then be turn-keyed to all staff by the administrator and committee and all teachers will begin to assess their students by October 2012. Goals for each student will be identified from the results of the SANDI assessment.
 - November 2012, teachers will compose IEP goals for their students from the information that they have gained from the SANDI assessment.
 - January 2013, teachers will revisit the IEP's for each student and update them accordingly. Work samples should be provided to view any progress being made to the satisfaction of the goal.
 - March 2013, teachers will review the IEP's once again as well as reviewing with parents/guardians at Open School Day/Evening. If goal or goals have been met then new goals should be initiated.
 - May 2013, teachers will once again reassess each student and determine if progress has been made. Student answers will be recorded online and data for each step will be supplied in each student's portfolio.
- a) All teachers of alternate assessment will take part in utilizing the SANDI as their assessment tool. Training will be given along with question and answer sessions to insure that everyone has received sufficient training.
- b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Prior year consultation with our staff as well as staff from other schools enabled us to know the effectiveness of the SANDI assessment as well as aligning it to new students who enter our school from other District 75 schools. Many of our colleagues utilize the same assessment which will also ensure increased continuity.
- c) timeline for implementation. We will begin the initial assessment in October 2012 and at the end of May 2013 reassess to see the possible gains that each student has made over the course of the year
- d) June 2013, will show an increase of 10% over baseline scores in the SANDI assessment for our alternate assessment students along with improved mastery of IEP goals in the area of math and ela.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. All parents will have the opportunity to see the assessment for their child during their iep meetings. We will also do a training session at our PTA meeting to enable our parents/guardians view the whole assessment and what we base our student IEP goals from. Our SLT had viewings of the SANDI during our last school year which assisted us in determining that the SANDI should be implemented in our school.

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 X Other

If other is selected describe here: The NYC DOE has purchased the license for our school this year to pay for the SANDI. The school will use per diem money to pay for the teachers who will attend training on the SANDI. Teachers will receive training during their weekly cohort meetings as well as question/answer periods during their lunchtimes which would be voluntarily. We will also provide a grade conference that will be delegated to the administration of the SANDI assessment and how to utilize it appropriately.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- DOE has agreed to pilot and pay for the contractual license for the SANDI assessment for the 2012-2013 school year.
- One thousand dollars of tax levy money in per diem will be utilized to provide for substitute teachers while our teachers receive training on the implementation of the SANDI assessment.

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

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

Our Middle/High School students will show an increase of 10% in their literacy skills by June 2013, as evidenced by the successful completion of Common Core Standard aligned tasks, and measured by a 10% over baseline formative assessments utilized in the area of informational texts across all subject areas.

Comprehensive needs assessment

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

Our students are severely lacking in the area of informational text in all subject areas. With increased high expectations and the integrating of the Common Core Standards it is imperative that we increase the level of literacy skills in all subject areas beginning with the area of "informational text". For many of our students it is necessary for us to modify lessons so that our students can attain a certain level of performance. The Unique Curriculum along with the SANDI assessment will allow us to view data as to how are students are performing in these areas.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, - School wide curriculum map initiated 9/2012 that will align with the District 75 Units of Study, along with the Unique Curriculum as well as the IEP goals developed from the SANDI assessment. Monthly curriculum maps will be given out according to grade levels being taught in each classroom. Weekly cohort meetings will focus on developing, implementing and sharing plans for the unit being worked on each month.
10/2012, teachers will begin to work on units for the following subjects: Math, ELA, Science and Social Studies. These units will reflect the Citywide Expectations for two units for each of the above subjects. For example, October's unit will be focused on Math in the area of measurement. Teachers will focus on lessons geared to measurement. Each month will reflect a different unit and subject area.
ARRA SAM money will be utilized to develop resources to be added to Curriculum Map beginning 1/2013. These resources will be a tool for teachers to utilize in formulating their lessons for the month and current unit.
Professional development opportunities through District 75 as well as election day will provide our staff examples in improving our students skills in the area of informational text. Guest speakers from Teachers & Writers will provide support and agendas to meet the needs of all our students.
Pre and post assessment data for each month's unit will be completed using the Unique Curriculum.
Students will be reassessed in May 2013 utilizing the SANDI Assessment. Data from IEP's and assessment will identify increased scores.
 - b) Key personnel and other resources needed to implement these strategies/activities Curriculum map and resources have been compiled by administration as well as a core group of teachers who wish to expand the opportunities for all students. All teachers have the opportunity to make suggestions as well as share during their weekly cohort meetings.
Professional development through District 75 as well as school budget will assist in preparing teachers.
 - c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities. ARRA Sam money has been utilized to provide per session money in formulating committee to expand our curriculum map. All teachers have the opportunity to share as well as make suggestions during cohort meetings.
 - d) timeline for implementation: Curriculum map has been initiated for 9/2012. During the course of the school year, expansion of the map will take place with results being shared to the entire staff. Pre and post assessment data from all programs as well as teacher made assessments will assist in determining the gains made by all students in June 2013. Mastery of IEP goals will also reflect the gains made by all students.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. SLT along with the PTA will be given an introduction into all assessments and how they assist in working with our students as well as determining where our goals are initiated from. Workshops will be provided so that parents/guardians can be acquainted with all areas of the curriculum.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) X 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: Per session money of four thousand dollars for the expansion of the school's curriculum map and resources to utilize.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Per session money of five hundred dollars will be utilized to expose our parents to our curriculum and assessments utilized by our teachers.
- Fifteen thousand dollars of instructional money will be utilized to support these programs and curriculums.
- Five thousand dollars of instructional money will be utilized to support professional development workshops for teachers.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- **By June 2013, there will be a 5% improvement in students physical conditions as demonstrated by average weight loss.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- Our students have continued to gain weight at high rates over the last several years. We have also seen an increase of diabetes and pre diabetes in many of our students. Due to their disabilities, our students very often become sedentary and tend to eat the wrong types of food. It is up to the school to expand the diets of all our students as well as increasing daily exercise and activities for all.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, We have formulated a "Fit for Life" Committee which meets on a weekly basis. This is a voluntary committee that develops strategies and activities that can be accomplished in all our classrooms. Ideas are generated and shared with all classrooms throughout the organization. Our APE staff has also become extremely useful in the development of activities as well as working with our student council who are also assisting with this endeavor.
 - b) key personnel and other resources used to implement these strategies/activities, Fit for Life Committee who reports to the principal. Student council members as well as a representative from each class will also be included in the development of all activities. Of course, our health and ape teachers will be part of the process as well. School nurses have also been asked to join in the forum as well as give advice on how to proceed.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities, Teachers have volunteered as well as initiate ideas for achieving this all important goal for all our students. As professionals, we are also trying to provide good practices for our students to model as well as participating in exercise type of activities for all our students.
 - d) timeline for implementation. By June 2013, we hope to have the majority of our students lose weight as well as participating in exercise activities that were never before introduced. Our Fit for Life Committee wants to have a school wide healthy cookbook published within our organization by March, 2013 which incorporates only healthy recipes and snacks for our students. Recess is now an outside activity during lunch periods and no longer will be allowed in the building except for inclement weather. All students should be allowed to go outside and utilize the playground equipment during their recess lunch periods. We have painted an outside track in a large yard which allows classes to walk or run a few laps during the course of the day. We have determined that 16 laps equals one mile which has become ongoing data in our classrooms. School - wide parties or dances are now supplied with healthy choices such as water, pretzels and fruit. No longer are sweets and sugary liquids being permitted during these activities. Special events are designated only once a year which is our annual holiday party. Food is no longer being used as a reinforcement for good work etc. and we are trying to develop new and healthier ways of rewarding our students. Each classroom is different in the way they reinforce but we have made it a true endeavor to stay away from food and snacks that are not healthy for our students. This year, we are also having different instructors come into our gym classes to develop new techniques with many of our students. Tae Kwon Do instructor has been elicited to engage our students in a new activity as well as dance, and rowing have been introduced into the students ape curriculum. Ice skating will also be done for a minimum of eight times for some of our students. We have also created basketball teams and volleyball teams where our students will have games with other schools and at least two times a year, we will have games where staff will play against some of our older students for a fun activity. September 2012, also introduced new lunches to our students and they can only receive seconds from a healthy food choice such as vegetables or fruit. Although this task has proven to be very difficult for many of our students to adjust to, we have seen some progress of our students being able to acclimate to this new policy.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP. Our SLT parents have joined forces with the school in rubber stamping this initiative. At PTA meetings, we continue to emphasize the importance of having our students eat better as well as exercise more. We are asking our parents to participate in submitting healthy recipes for our cookbook as well as trying to do simple exercises with their children and guardians. Our Title 111 workshops will also have one of their meetings devoted to Zumba activities with both our parents and students participating.

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 X Grants _____ Other

If other is selected describe here: OTPS and professional development money will be utilized for this purpose as well. Title 111 money will also be utilized at one of their workshops for zumba and healthy living choices.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Fit for Life Committee has been initiated by teachers, a PE and health teacher. Activities and lessons have all been initiated through them as well as canvassing our staff.
- Four thousand dollars has been pledged to hire consultants for motivating our students in activities that are beneficial to their health such as dancing and Tae Kwon Do exercises.

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	<p>Fundations, Early Literacy Skill Builders and our Unique curriculum offer reading activities for our young beginner readers. Some of our students also utilize Edmark reading program and the S.M.I.L.E.method when developing reading skills. As our students age up, we also use the Unique curriculum and differentiate according to functioning levels and age. Attainment life skills program as well as reading for information across subject areas during small group lessons is also utilized for our older students. Wilson and Merrill Linguistics are also programs that may be used for students who need extra assistance. Our Smart Boards in each</p>	<p>Students are taught in small groups that are differentiated within their classrooms. Students may also receive one to one tutoring during professional periods of their teacher.</p> <p>We also have to literacy cluster teachers who give added ela exercises to many of our classes. High interest low vocabulary series enables them to expose our students to literature on many different levels.</p>	<p>All service is provided during the school day.</p>

	<p>classroom allow our teachers to utilize programs such as discovery, national geographic, and social skills stories from attainment. Adapted books are also highlighted and teacher made in many of our classrooms. Teachers & Writers Collaborative are also hired consultants that provide professional development in our classrooms to assist our students with their writing abilities. District 75 Units of Study also provides us with a series of monthly topics to assist all teachers in establishing goals for the month in their classrooms. Great Source spelling and vocabulary books are used by many of our classes and Steck Vaughn texts reinforces language arts in our classes as well. Continental Press also increases reading comprehension skills during small group reading activities.</p>		
Mathematics	Our early learners utilize, Everyday Math as well as Equal Math program from	Depending on the class, instruction may be given to the whole class and reinforced	All service is provided throughout the school day.

	<p>Ablenet. Attainment series both online and in workbooks is also utilized by all age groups. Students who have reached mastery of certain math concepts will use the Steck Vaughn math series with the utilizing of math manipulatives and workbooks will also aid our students in expanding their math ability. Mastery Math is also utilized by many of our classes. Our students are also reinforced through functional math skills such as the acquisition of money and daily independent skills while in the community setting as well as in school in different environments. Students are also exposed to cash registers in our culinary and school store while learning how to interact with customers and the developing of social skills. Measurement skills are also reinforced in the classrooms as well as in the woodshop where students complete projects that they have designed and measured out. Science activities also provide the opportunity to</p>	<p>through small differentiated groups within their classes. Extra assistance will also be given by our math cluster teacher.</p>	
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	use measurement and weighing skills.		
Science	<p>Science is taught by our cluster teacher as well as our homeroom teachers. Our science cluster teacher has a science mobile lab where students have activities and labs utilizing the equipment. Much of what is learned in our science room is "hands on" and our students learn how to observe and hypothesize the activity of the day. This year, a major goal of the school is to become fit and eat better. Science lessons are being geared to healthy living in our classrooms as well as in our gym. Children are being motivated to exercise as much as possible in fun and innovative ways. All recess activities are now outside where students can walk around a track which was painted this past year. Steck Vaughn science books reinforce all concepts as well as enhance science units being taught. Technology also supports many concepts through</p>	<p>Science is taught during the school day as well as "hands on activities" from our science cluster teacher.</p>	<p>All science activities are taught throughout the school day.</p>

	<p>www.discovery and www.national geographic. All lessons are presented on our Smart Boards. For health activities many of our classes utilize books from the NYCDOE core curriculum books labeled "Actions". These books are broken into different units of study such as the human body, nutrition etc. Field trips also assist in reinforcing topics taught in our classrooms.</p>		
Social Studies	<p>Social Studies is taught through a variety of ways within our school environment. Steck Vaughn Social Studies Series provides informational text to many of our classes. This encompasses topics such as homes and communities as well as the history of our country. Students are also provided with the opportunity to take advantage of our school's immediate community where they develop skills to work and shop and gain independence. Our social skills curriculum enhances our students skills in working in the community</p>	<p>Lessons are presented in class as well as in the community. All work presented is reinforced in small group work.</p>	

	and Attainment provides Life Skills and lessons to prepare them for future living experiences. A variety of websites are also included in the curriculums that our teachers utilize.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Many of our students receive counseling according to their iep mandates. Whenever one of our students may be in crisis or the family needs assistance, one of our counselors will always provide services as necessary.	Services are given during the school day and specific schedules given by our guidance department. At risk services are given whenever necessary.	All services are given throughout 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.

Our teaching staff is over 90% highly qualified with many of them having their Masters Degree in Special Education. Many of our newly hired teachers began their careers at our school by substituting. Our school has a hiring committee that includes parents, teachers and paraprofessionals along with an administrator. Resumes are looked over prior to interviews being given. Certain things are required for each vacancy and we need to make sure that the candidates meet these needs and requirements. After selection of resumes that meet our criteria, we make appointments for these candidates to come into our school and do a demonstration lesson. The committee will then view the demonstration followed up with an interview after it is completed. Members of the committee have a rubric by which we rate each candidate. The selection is then made by the candidate scoring the highest points on the committees rubric.

All new teachers upon entering our organization are given a buddy teacher to which they can direct questions, concerns or problems that they may be encountering. These buddy teachers are usually teachers who are teaching similar students and have been in the school for some time. Of course, all new teachers receive a mentor which guides the teachers and records their mentoring sessions into a NYC website. These mentoring sessions enable our lead coach to assist the newly hired teacher with lessons and lesson planning, along with inter-visitations where the coach can give helpful hints to the teacher. Paperwork and compliance issues are also given priority during these sessions as well.

District 75 provides all our staff the opportunity to attend workshops that are pertinent to our teachers and what they are teaching. Teachers also have the opportunity to attend workshops outside the District and NYC Department of Education which are relevant to what they are teaching and the impact it will have on their students. The same is permitted for our related service staff as well such as speech, occupational therapists, physical therapists and counselors. Professional development money is included in our school's budget and we welcome our teachers to attend what they feel is beneficial to them and their teaching abilities. We also allocate money for our teachers to attend these meetings by supplementing our substitute teaching money so that we can hire teachers in their absence.

Our school has minimal turnover from our teaching staff. Our percentage of teachers leaving this school and organization are very minimal. We pride ourselves on having a consistent teaching staff who is dedicated to our students and their well beings.

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

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

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader GaryHecht/Stephanie McCaskill	District 75	Borough Queens	School Number 177
School Name The Robin Sue Ward School			

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

Principal Kathleen Posa	Assistant Principal Michelle Dickerson
Coach Kathy LaMere	Coach
ESL Teacher Laura Urban	Guidance Counselor Susan Altabet
Teacher/Subject Area Donald Brosnan-ESL	Parent Caroline Breuers
Teacher/Subject Area Barry Amper-IEP Facilitator	Parent Coordinator Veronica D'Angelo
Related Service Provider type here	Other type here
Network Leader Stephanie McCaskill	Other type here

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	507	Total Number of ELLs	90	ELLs as share of total student population (%)	17.75%
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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. 

For students in D75, options for special education ELLs are determined and discussed with parents during the Educational Planning Conference at the CSE level. Once the Home Language Survey (HLIS) is given, the team at CSE makes an appropriate ELL determination. For District 75, the structures that are in place to ensure that parents understand the three program choices are done at CSE. Parents are then given an array of options from which to choose. In the event that CSE has not followed procedural protocols for new ELL admits, the following protocol has been established at our school within the first 10 school days, for the initial identification of those students who may possibly be ELLs: Our pupil Accounting Secretary generates the new admits report on a monthly basis. This report is then reviewed by Ms.Laura Urban, the ELL Compliance Liaison to assist in locating potential ELLs. Next, an attempt is made to locate the students' HLS report, followed by IEP's and detailed placement screens, which are reviewed and compared in order to determine eligibility. If the HLS report was not given then Mr.Brosnan (English only)and Ms.Urban (English only), the two licensed ESL teachers will interview the parent of the child to determine the home language and program eligibility. Additionally a translator will be provided if necessary for the parent interview. The Parent Survey and Program Selection Form are reviewed to identify parents' choice. Ms.Urban and Mr.Brosnan then clearly articulate to parents program options. Finally, a determination is made as to whether or not a student is to be administered the LAB-R. Once the LAB-R is given and the potential ELL falls below the cut-score, the ELL is deemed eligible to receive services. If a student whose HLS indicate spanish and does not pass the English LAB-R, then the Spanish LAB-R is administered. The ELL liaisons, Mr.Brosnan and Ms.Urban then share the results of the LAB-R with our SBST. As we do not have a bilingual program, students whose IEP's recommend bilingual instruction are assigned to a class where there is a bilingual paraprofessional (bilingual in the language of the student). All ELL's are evaluated annually with the NYSESLAT; RLER, RLAT and RYOS ATS reports are used to determine NYSESLAT eligibility. The two licensed ESL teachers, Mr.Brosnan and Ms.Urban are responsible for coordinating and administering the NYSESLAT. Students who take the NYSESLAT are grouped by IEP ratio and test band which is reflective of students' chronological age. Each modality of the NYSESLAT (reading, witing, listening and speaking) is given to students in their IEP ratio/Test Band groups on non-consecutive days (excluding the speaking modality which is administered individually to students). We also utilize our Parent Coordinator in conjunction with our ESL teachers to configure the native languages of parents attending conferences. Translation services have been implemented from in-house bilingual staff, who provide assistance to families as needed. These services have been afforded through our per session activities. We also contact outside agencies that offer translation services in the native language requirements of our parents and students. Overall, daily communication with ELL parents has been translated to best address the needs of our students and parents. Finally, yearly surveys are distributed to parents/guardians of our ELLs. Survey results are analyzed to assess parent needs and future program planning.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	90	Newcomers (ELLs receiving service 0-3 years)	34	Special Education	90
SIFE	6	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	30

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										0
ESL	34	3	34	26	3	26	30	0	30	90
Total	34	3	34	26	3	26	30	0	30	90

Number of ELLs in a TBE program who are in alternate placement: 5

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	2	0	2	1	2	1	5	10	8	3	2	13	49
Chinese		1	0				2		2				3	8
Russian														0
Bengali		1	1	2		1		1	2	3				11
Urdu											1			1
Arabic													2	2
Haitian						1	1	1					1	4
French														0
Korean					1				2	1	1		2	7
Punjabi														0
Polish										2		1		3
Albanian														0
Other							2			1	2			5
TOTAL	0	4	1	4	2	4	6	7	16	15	7	3	21	90

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

A. Programming and Scheduling Information

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?

Models of instruction include a free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. 44 ELLs are in grades K-8, and 46 are in grades 9-12. This number includes students who are serviced through their IEP's. Although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs receive services within their inclusion programs at the off sites. For school year 2011-12 there are no programs offered where the language of instruction is English and another language which all students in the class speak. Currently, two licensed ESL teachers provide ESL services through the pull-out and push-in models of teaching. Throughout the year, ESL teachers articulate with the content area teachers to help them differentiate instruction and assessment for English language learners in their classes who are at various levels of language development. The number of entitled ELLs includes 33 students who are in the ESL Program and 57 students who are serviced as per their IEP. The LAP team has combined students who are age appropriate in classrooms to utilize support services and proper social interaction to obtain greater results. The ELLs receive the allotted number of units as per CR Part 154 following the NYS ESL, English Language Arts, Science, Math, Social Studies and Technology Standards. P177Q's long-term plan is for our ELLs to transition to a functional academic curriculum with ESL supports. ESL students who have achieved proficiency will proceed to monolingual programs with limited ESL supports that will best address their academic and functional needs. Both of our ESL teachers are state certified in ESL. Applying CR Part 154 to special needs students in Alternate Assessment in grades K-8 is implemented as follows: At the beginning and intermediate levels of instruction, 2 units of study or (360 minutes) per week of ESL services, elementary aged students at the advanced level of English language proficiency receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. 43 of our high school level students are at the beginning level of language acquisition, and they are mandated to receive 3 units of instruction or (540) minutes of instruction per week. Currently our school utilizes the Freestanding ESL Program model. Both the pull-out and push-in models of instruction are utilized to service our ELLs. New admits will be grouped in an ESL environment and will be receiving services within Self-Contained Special-Education classes. To ensure that our ELLs meet the standards and pass the required state and local assessments, ESL instruction follows the NYS ESL Standards and incorporates ESL strategies such as whole language, graphic organizers, language experience, scaffolding methodologies and cooperative learning. All instruction is in English as we do not have a bilingual program. However, when necessary, students receive additional support in their native language from a paraprofessional who speaks the student's native language. The instructional program of P177Q is designed to develop the cognitive skills of limited English Proficient students. In ELA, the language arts instructional component includes the English learning standards for ELA and English as a Second Language (ESL). These standards are used to support students' learning. We believe each student should be given every opportunity to reach their potential. Subsequently, each student is treated as an individual learner. Our supports for ELLs who have received services for more than three years and less than six years, include: a twelve month school program that supports academic and social learning. Our supports for our long-term ELLs (more than six years) include a 12 month school program that supports and enhances their academic and social learning. We provide opportunities for these long-term students at worksites within the school environment and in the community. Currently, ELLs are clustered within our self-contained special education classes. This clustering supports push-in ESL instruction, which has been successful at P177Q. Our emphasis on improving students' academic language will involve instruction with rigorous academic content in all areas. The following programs such as: AbleNet Weekly Reader, Equals Math Program, Getting Ready to Learn Program, Headsprout Reading Program, News- 2 You, S. M.I.L.E, Unique Learning System and a

A. Programming and Scheduling Information

Social Skills Curriculum support the academic rigor expected for our ELL student population. Additionally, native language books are available in our library and throughout classrooms. At the present time, we have 6 SIFE students. Upon admittance we provide the families of our SIFE Newcomers with an overview of ESL methodologies that help further their child's learning. Because our school consists of self contained special education classes that provide intensive small group instruction, individualized for students' specific academic and social needs, our students also receive group or individual counseling based on their individual IEP mandates. Depending on schedule availability, some students or groups have double periods of ESL instruction. Currently, we have 6 newcomers. Our newcomers are usually identified as ELLs from their initial CSE meeting. CSE determines what services will be provided for the student. In the event that CSE has not followed procedural protocols for new ELL admits, our school has established procedures for locating potential ELLs. At the intake of our program, we consider the student's language and educational needs. For students whose IEP recommends bilingual instruction, we assign a paraprofessional who speaks the same language (if available) who will guide and nurture our newcomer. The instructional program of P177Q is designed to develop the cognitive skills of Limited English Proficient students. To assist our ELL student population in achieving their language goals, there are many interventions available. Our supports for ELLs who have received services for more than three years and less than six years include: A twelve month school program that supports academic and social learning. We utilize Academic Intervention Services (AIS), The Picture Exchange Communication System (PECS), Treatment and Education of Autistic and Related Communication of Handicapped Children (T.E.A.C.C.H), Whole Language, the use of Graphic Organizers, and Mutli-Sensory approaches used in conjunction with augmentative communication devices (Dynamo etc.). Additionally, ELLs are encouraged to participate in less focused activities such as extra-curricular activities, which aid the ELL in acquiring proficiency in the English Language. Overall, our entitled students and students who are serviced through their IEPs are adolescent age, therefore, two new initiatives that appeal to adolescent learners were added during the 2010-2011 school year, and will continue through the 2011-2012 school years. One of the programs is a collaborative program among our ESL teachers and the Horticulture Program. This program provides our ELLs with weekly opportunity for maintaining the school's garden and the school's landscape. Selected high school age ELL students participate in the Horticulture Pogram 90 minutes a week or for two 45 minute periods. The other new initiative for our adolescent ELLs is the Students' Newspaper Club. The purpose of the club is to provide monthly opportunity for our high school aged ELL students to attend school events and write articles for the school newspaper. Selected high school aged ELL students who have been designated as student reporters meet 30minutes twice a month. Finally, students' writings are then published in the school newspaper every three months.

In our inclusion program all ELLs are educated with their non-disabled peers and are included in all educational and extracurricular activities.

Courses Taught in Languages Other than English ⓘ

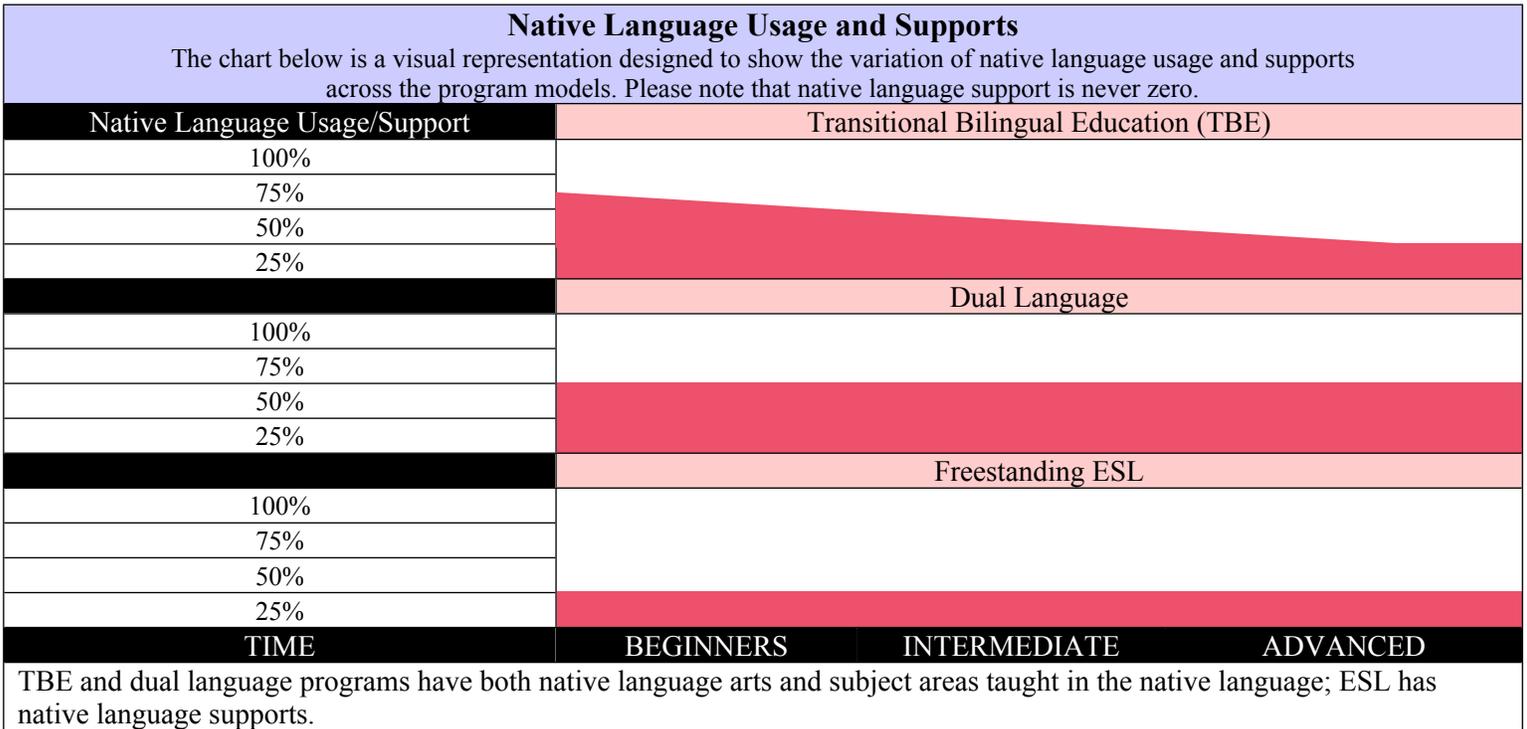
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

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

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



B. Programming and Scheduling Information--Continued

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

The model of instruction at P177Q is that of a free-standing ESL Program with paraprofessionals who speak both English and the native language of students. The ELL population of P177Q consists of students with a wide range of disabilities. ELLs are in grades K-12, and although most of our ELLs are in self-contained special education classrooms in the main building, some ELLs receive services within their inclusion programs at the off-sites. Currently, two licensed ESL teachers provide ESL services, primarily through the pull-out and push-in models of teaching. The number of ELLs includes 33 students who are in the ESL Program and 57 who are formerly known as X-Coded and serviced through their IEP. New admits will be grouped in an ESL environment and will be receiving services within self-contained classes as per their IEP. In order to utilize support services, increase social interaction among our ELLs and obtain greater results with language acquisition among our ELLs, the LAP team has combined students who are close in their chronological ages, and have also paired new admits with classmates and paraprofessionals who speak their native language. Each classroom library includes books supporting students home language. P177Q's long term plan for our ELLs is to transition our students to a functional monolingual program with limited ESL supports that will best address their academic and functional needs. Our teachers continue to assess using the ABLLS and Brigance. Beginning in the 2011-2012 school year, all students will be assessed with the Unique Learning System. Students' goals and objectives are aligned to assessment data and further linked to the Unique Learning System for establishing students goals and planning lessons. Furthermore, for the upcoming 2011-2012 school year ESL teachers and content area teachers will begin to examine the New Core Curriculum Standards as it relates to English Language Learners. Collaboration among content area teachers, guidance counselors, speech providers and the ESL teachers is occurs daily during regularly scheduled co-hort meetings. Additionally, targeted intervention programs such as the Getting Ready to Learn Program (GRTL), Headsprout Reading Program, S.M.I.L.E, Star Reporter, MeVille to WeVille, Ablenet Weekly Reader, News 2 You, Unique Learning System and the Equals Math Programs are available to support our students' learning and development. No programs or services from the 2010-11 school year have been discontinued. For the upcoming 2011-2012 school year, Sensory Integration Block Time will be added to all classes, as well as the continued expansion of the Getting Ready to Learn Program(GRTL). Currently, approximately 30% of our classrooms are equipped with Smartboard Technology and 100% of our classrooms are equipped with computer internet access. However, our goal for the 2011-2012 school year is to have 100% of classroom equipped with Smartboard Technology. In addition to providing our ELLs with rigorous academic programs, ELLs are encouraged to participate in less structured activities such as extra-curricular activities, which include: Team Sports, Student Council, Band and Chorus. ESL teachers inform the ELL population of all upcoming school programs and encourage students to be actively involved in these programs. Ensuring equal access to extra-curricular and academic programs helps our ELLs to acquire proficiency in the English Language. Students who have tested out will be supported for two years with ESL services. The additional support will help the student adjust to their new program. PS 177Q does not offer language electives as per IEP exemption. TitleIII funds will provide additional training and support for students/parents/guardians of our ELL population. The focus of the TitleIII After School Program is to improve the English Language acquisition and communication skills among our ELL student population, through literacy and dramatic arts, with an emphasis on Transition and Person Centered Planning. Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here -N/A

D. Professional Development and Support for School Staff

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

ESL teachers meet with related providers and other teachers to best address students' needs and goals. During the school year, from September through June, P177Q's professional development plan will include all stakeholders of our school community. The professional development menu for the 2011-2012 school year begins in September with an orientation on mandated services for our ELL students. Present at all our orientation meetings are: The school principal, assistant principal, guidance counselors, related providers, teachers, paraprofessionals, secretaries, and parent coordinators. The orientation meeting is followed by the Election Day Professional Development which includes issues pertaining to the education of the ELLs. These include: Jose P. training, the availability of the Spanish Brigrance Assessment Tool Kit, alternate assessment methods for ELLs, the use of technology in ESL education and the adaptation of multicultural materials for the education of ELLs with cognitive, emotional and or physical challenges. At these orientations guidance coueslors are given professional development to assist ELLs as they transition from one school level to another. Records of these activites are maintained by administration. Teachers and paraprofessionals who serve ELLs in P177Q, will be supported in their Jose P training through coaching services provided by the school-based certified ESL teachers, as well as the district coaches. Teachers of ESL, monolingual and bilingual paraprofessionals will be expected to attend district, city and statewide conferences on best practices for the education of ELLs. During the school year 2011-2012, we will continue with weekly cohort group meetings. Cohort meetings will be scheduled during teachers' commom prep periods, at least once a week. The purpose of cohort group meetings is to foster collaboration among classroom, coverage, and related service providers. For the 2011-2012 school year, P177Q will provide ongoing professional development to all staff including teachers and paraprofessionals with ELL students in their classrooms. ESL staff will share and turn key ESL techniques through weekly cohort meetings; for example, strategies that support English Language Lernerers such as: ESL strategies across content areas, and scaffolding strategies for the instruction of ELLs. Topics will include but are not limited to: (1) The Common Core Standards and the English Language Learner (2) Second Language Literacy Instruction/How do ELLs learn to read (3) The impact of cultural issues on the learning of ELLs, and (4) preparation strategies for the Spring NYSESLAT assessment. Finally, all staff will be encouraged to attend district and city wide conferences pertaining to ELLs.

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?

Through the school's PTA, Parent Coordinator and Guidance Department, P177Q will offer parents/guardians of ELLs ongoing information and training in different aspects of their children's education. All training and information will be sent in the parents' native language. In conjunction with the PTA, we will provide translators at meetings as well as brief surveys to assess the needs of the parents of ELLs. Our PTA hosts a parent support group entitled, "Serving Families of 'Special Needs' Children with Development Disabilities" that meet bi-monthly. Additionally, throughout the year, our School Guidance Department hosts and leads parents and sibling support groups. These support groups are referred to as: "Parents helping Parents" and "For Sibs only," which meets monthly. These meetings are usually partnered with other agencies or Community Based Organizations to provide information and services to ELL parents. Topics include: Instructional strategies for children with Autism and other developmental disabilities, behavior management for students with Autism and other developmental disabilities, transition, guardianship, special needs trusts, speech, immigration and many other areas pertaining to needs of our ELL students and parents/guardians. TitleIII funds will provide additional training and support for students/parents/guardians of our ELL population. TitleIII Workshops will be implemented during the 2010-2011 school year. These workshops will be provided after school and parents will receive transportation/metro cards if needed. Flyers and phone calls will be sent out prior to each workshop. All contact with parents will be made in their native language. In order to promote attendance, food and transportation costs will be subsidized by our Title III allocation. Finally, parents are informed about what workshops and events are planned through flyers, monthly calendars, newsletters and follow-up phone calls. Our Parent Coordinator is networking with other Parent Coordinators to inform parents of upcoming events and workshops planned for the upcoming school year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0	4	1	4	1	2	6	5	15	14	5	3	21	81
Intermediate(I)	0	0	0	0	0	1	0	1	1	1	2	0	0	6
Advanced (A)	0	0	0	0	1	1	0	1	0	0	0	0	0	3
Total	0	4	1	4	2	4	6	7	16	15	7	3	21	90

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	4	1	3	0	2	3	3	8	11	2	3	21
	I	0	0	0	0	0	0	1	0	4	2	3	0	0
	A	0	0	0	0	2	1	1	3	2	0	2	0	0
	P	0	0	0	0	0	1	0	1	1	2	0	0	0
READING/ WRITING	B	0	4	1	3	1	2	5	5	15	15	5	3	17
	I	0	0	0	0	1	1	0	1	0	0	2	0	4

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	A	0	0	0	0	0	1	0	1	0	0	0	0	0
	P	0	0	0	0	0	0	0	0	0	0	0	0	0

NYS ELA

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	46		38	
NYSAA Mathematics	46		43	
NYSAA Social Studies	11		11	
NYSAA Science	30		25	

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

The New York State Alternate Assessment (NYSSAA) is a data folio style assessment in which students with severe physical, behavioral and cognitive challenges demonstrate their performance toward achieving the New York State Learning Standards. Alternate Grade Level

Indicators (AGLIs) are used to assess students' performance on required components of the Core Curricula for English Language Arts, Mathematics, Science, and Social Studies, as charted out in the NYSSAA Blueprints. Currently all instructional programs address these areas of learning for NYSSAA eligible students. Curriculum content, materials, and text are simplified to less complex forms, yet remain age appropriate, and are aligned to the same main ideas being addressed by same-aged peers at that grade level. The test scores for NYSSAA show us that all of our ELL students are at levels 3&4 respectively. Overall student test passing performance is as follows:

English Language Arts (3); Mathematics (3); Science (3); Social Studies (3). NYSESLAT assessment analysis data indicates that most of our ELLs, in the secondary grades are at the beginning levels of English language proficiency in all four modalities (listening, speaking, reading and writing). The patterns indicate that an emphasis on visuals must be utilized as a primary educational teaching methodology. In addition to NYSSAA and NYSESLAT assessments, students' instructional plans begin with criterion referenced assessments, such as the Brigance Inventory and the ABLLS assessment instrument. The Brigance assessment instrument, identifies performance levels, sets instructional goals, reports progress, and maintains a systematic interpretable history of children's assessment progress. Teachers' assessment data begin with the Brigance Assessments to IEP goals and end with appropriate lesson plan development to best meet the needs of individual students. Our 8:1:1 and 12:1:1 middle and high school aged populations will continue to be assessed using the Brigance Inventories as their formative assessments. The ABLLS-R assessment instrument will be used for our elementary aged ELL students with Autism (6:1:1). The ABLLS-R is an assessment tool for assessing skills in children with language and learning deficits and is most commonly used in the process of the development of a behavioral program for children on the Autism spectrum. In addition to analyzing NYSESLAT data, teachers will assess the progress of ELL students by analyzing students' gains in assessments with the Brigance Inventory and ABLLS assessment instrument, as well as by class work performance. The New York State Assessment (NYSSAA) is a data folio style assessment in which students with severe physical, behavioral and cognitive challenges demonstrate their performance toward achieving the New York State Learning Standards and the New York State Common Core Learning Standards.

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kathleen Posa	Principal		10/11/11
Michelle Dickerson	Assistant Principal		10/11/11
Veronica D'Angelo	Parent Coordinator		10/11/11
Laura Urban	ESL Teacher		10/11/11
Caroline Breuers	Parent		10/11/11
Barry Amper	Teacher/Subject Area		10/11/11

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Donald Brosnan	Teacher/Subject Area		10/11/11
Kathy LaMere	Coach		10/11/11
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75Q177 School Name: Robin Sue Ward School

Cluster: 752

Network: 2

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

Part A: Needs Assessment Findings

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

. Home language identification (HLIS) surveys and ATS reports (RHLA and RYOS) are used to determine the home language of all English Language Learners in the school. Parents indicate on the blue contact student emergency card what language they would like used when the school contacts the home. From these documents and survey information, we are able to ascertain when translation and interpretation needs are required. Teachers and bilingual staff will assist in translation and interpretation of needs. Translated documents are generated from NYS DOE translation services. Finally, notices describing the translation services are posted at the front door.

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

The result of our needs assessment show 70 parents need translation and interpretation services. Languages spoken by these parents are Arabic, Begali, Chinese, Haitian, Korean, Spanish and Tagalog. Sixty seven parents need both oral interpretation and written translation, and three parents need oral interpretation only. ESL teachers share the needs assessment findings with the school community at regular cohort meetings. The translation plan describes what translation services are available. During open school events an administrator is notified of the need for a translator by a staff member. One of our designated staff who speaks the language of the parent provides interpretation. Our school remains in close contact with all parents regardless of their home language. Additionally, translation services are also made available by the N.Y.C Translation and Interpretation Unit.

Part B: Strategies and Activities

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

Throughout the school year, parents of ELLs will be informed about language assistance services in a variety of ways- through one to one meetings, phone conversations, and informational packets. Notices and documents are translated and sent home to families identified in the needs assessment survey by the in-house school staff. The Parent Bill of Rights and NYC Student Discipline Code are sent home in the appropriate home language. Prior to the distribution of any school documents/notices the in-house team works on creating a translated version of that document in the parents native language. This insures that all documents are sent out in a timely fashion. If we are unable to translate documents using the resources of our bilingual staff, we will send them to the Office of Translation to have these documents translated.

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.

Our in-house translation team is available for interpretation services, especially during parent- teacher conferences, parent support groups as well as IEP meetings. We will utilize outside contracted interpreters to attend these meetings when needed. Per- session money from the school's budget is used for hours outside the regular school day.

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>.

Parent letters and documents regarding translation and interpretation services will be distributed by our Parent Coordinator. The Parent Coordinator will then inform teachers and administration when translation services will be required. All parent notices, including IEP conference notices, will be translated into the home languages identified in our needs assessment survey. If this cannot be done in-house, the translation services of the New York City Department of Education will be utilized. Parents will also receive phone messages on their home phone numbers asking them if they will be in need of translation services for IEP meetings as well as parent/teacher conferences and workshops. These phone messages will be available in native languages of parents/guardians.