



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



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

**SCHOOL NAME: ROCKAWAY PARK HIGH SCHOOL FOR ENVIRONMENTAL SUSTAINABILITY**

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 27Q324

PRINCIPAL: JENNIFER CONNOLLY

EMAIL: [JCONNOLLY2@SCHOOLS.NYC.GOV](mailto:JCONNOLLY2@SCHOOLS.NYC.GOV)

SUPERINTENDENT: TAMIKA MATHESON



**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
Jennifer Connolly	*Principal or Designee	
Michael Cestaro	*UFT Chapter Leader or Designee	
Marie Bell	*PA/PTA President or Designated Co-President	
Roseanne Ciambriello	DC 37 Representative, if applicable	
Shad Slocombe, Nadia Brummel and Joseph Kindred	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
	Member/	

\*\* 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 all students will have participated in 2 common core standard units in every content area with performance tasks that are rigorous and incorporate reading, writing and discussion using evidence from the text

### **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.
  - This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013. The goal is aligned to the Common Core Learning Standards. English Language Learners (ELLs) and Students with Disabilities (SWDs) will be included in this unit.

### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
  - Teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEPs, English Language Learners, and students with varying reading levels. Professional development topics will include Depth of Knowledge, Questioning and Discussion techniques and Universal Design for Learning
  - The development of school wide rubrics for accountable talk and argumentative writing that are aligned to the Common Core Learning Standards.
  - Literacy Coach and supervisors will provide individualized support to teachers in the form of inter-visitations, modeling, conferencing and planning based upon teacher goals and observable need.
  - Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely.
  - Teachers will meet in Grade Level Teacher Teams (5x a week) and Departmental teams (a minimum of 1x per month) to

- develop lessons, and formative assessment tasks aligned to the selected Common Core Learning Standards.
- Teachers will plan 1 learning voyage (inter-disciplinary unit of study) that is aligned to the common core standards. Teachers will also include opportunities in this unit for students to use textual evidence to support an argument.

**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.
  - Rockaway Park High School will host parent meetings introducing the Common Core Learning Standards and the Instructional Expectations for the 2012-2013 school year and its impact on instruction and curriculum at all grade levels
  - Rockaway Park High School will host two family events to highlight literacy activities and assessments associated with the Common Core units of study on each grade
  - Teachers will present curriculum information at Parent Association Meetings and School Leadership Team meetings throughout the school year

**Budget and resources alignment**

- Indicate your school’s Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III     Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Tax levy dollars were used to fund teachers (training rate) for afterschool training on the Common Core Learning Standards.

- The SIG grant was used to fund an AUSSIE and Literacy Support consultant that coordinated professional development training for the teachers on Common Core Learning Standards, Instructional Shifts and the planning and implementation of the standards units of study.
- Our school counselor is funded using Title 1 monies. The school counselor conducted parent meetings introducing the Common Core Learning Standards and the Instructional Expectations for the 2012-2013 school year.

## **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.
  - By June 2013, 90% of teachers will demonstrate an understand the framework and strategies of UDL and will incorporate specific strategies into their unit and lesson plans and more specifically teachers will provide access points and multiple ways of understanding to promote rigorous learning experiences for all.

### **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.
  - This goal is based on the NYC DOE Citywide Instructional Expectations for 2012-2013. It is also based on feedback from the 2012 Quality Review.

### **Instructional strategies/activities**

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

By the end of June 2013 the following will occur:

- Teachers will use data to identify areas of student academic need to expand their teaching repertoire in terms of appropriate instruction
- 100% of all teachers will engage in professional development at least 4x per month

*Topics will include some of the following:*

- Access, understand, and use Acuity Reports to analyze student and group performance data and create short- and long-term action plans.
- Using data as a collaboration tool to drive instructional planning and differentiate instruction
- Flexible Grouping and Assessment Strategies

- Multilevel Instruction & Tiered Assignments
- Scaffolding Instruction
- 90% of all teachers will demonstrate the utilization of differentiation strategies as evidenced in observation reports, lesson plans and informal feedback.
- Inter-visitations will focus on indicators. Teachers will utilize a peer observation tool to provide each other with feedback.

**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 parent coordinator will conduct workshops on ARIS parent link to educate parents on where they can find their child's daily attendance, as well as Periodic Assessments and NY State test results, including Regents exams. Parents will also be informed that they can view report card grades, unofficial transcripts, and important information about high school graduation requirements on ARIS.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I     Title IIA     Title III     Grants     Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Tax levy dollars were used to fund teachers (training rate) for afterschool training on the framework and strategies of UDL.
  - The SIG grant was used to fund an AUSSIE and Literacy Support consultant that coordinated professional development training for the teachers on the framework and strategies of UDL.

### **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, 100% of teacher teams will have collaboratively developed and implemented rigorous curriculum maps that are aligned to the NYS Common Core Learning Standards

#### **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 2012 Quality Review recommended a clear focus on embedding higher order thinking skills, differentiation, rigorous thinking and project-based learning so that all students have the opportunity to undertake research and be more active learners.
  - Analysis results from ARIS, Acuity, Performance Series and previous regents' examinations indicate the need for targeted skill development

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

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) key personnel and other resources used to implement these strategies/activities,
  - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
  - d) timeline for implementation.
- All teachers will participate in a Curriculum Institute facilitated by a literacy coach and lead teacher. The Curriculum Institute will provide professional development on Backwards Design. Teachers will also review the NYC Department of Education's draft curriculum map rubric. Teachers will cross reference their curriculum map with the rubric.
- Teachers will participate in high quality, on-going professional development whereby they will utilize the Rigor meter, Depth of Knowledge and Revised Bloom's Taxonomy to plan lessons and create higher order thinking questions.
- Teachers will participate in professional development on how to implement strategies to respond to the needs of our bottom third, special education students and ELL's

**Strategies to increase parental involvement**

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

**Budget and resources alignment**

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

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

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

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - Tax levy dollars were used to fund teachers (training rate) for afterschool training on curriculum mapping.
  - The SIG grant was used to fund an AUSSIE and Literacy Support consultant that coordinated professional development training for the teachers on creating a curriculum map.

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
  - To strengthen college advisement for freshmen, sophomores and juniors. Workshops will be held throughout the school year targeting this goal and will be completed by June 2013.

#### **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.
  - At a School Leadership Team meeting parents expressed a concern that student's were not being given college information early enough

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

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

#### **Freshman year**

- Freshman orientation to counseling services
- Classroom Presentation ~ How to make the most out of high school
- Freshman Parent/Student Workshop ~ Four-year Plan
- Familiarize students/parents with the PSAT; PSAT Testing in October
- Classroom Presentation ~ PSAT results; Critique of Freshman year ~ spring
- Emphasize the importance of grades for college admissions

#### **Sophomore year**

- Classroom Presentation(s) ~ Career exploration
- Sophomore Parent/Student Workshop ~ Early College Preparation
- Disseminate information to student and parents about standardized tests & test prep opportunities
- Familiarize students/parents with the PSAT; PSAT Testing in October

- Classroom Presentation ~ PSAT Results; Test Preparation; Guidance Resources
- Continue to emphasize the importance of grades for college admissions

**Junior year**

- Classroom Presentation ~ PSAT Results; Taking the SAT, SAT II's, ACT
- Junior Parent/Student Workshop ~ Starting the College Process; College Visits
- Classroom Presentation ~ college planning; college search; resumes/essays
- Continue to emphasize the importance of grades for college admissions

**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.
  - By June 2013 we will have a minimum of 5 parent workshops addressing college planning, SAT's and PSAT's

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program(TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.  
 Tax Levy     Title I    \_\_\_\_\_ Title IIA    \_\_\_\_\_ Title III    \_\_\_\_\_ Grants    \_\_\_\_\_ Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
  - One of our school counselors is funded using Title 1. She coordinated multiple college presentations and workshops throu

**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>9<sup>th</sup> grade—Achieve 3000 program All English classes use the following strategies in AIS for critical reading:</p> <ol style="list-style-type: none"> <li>1. <b>Previewing:</b> Learning about a text before really reading it.</li> <li>2. <b>Contextualizing:</b> <i>Placing a text in its historical, biographical, and cultural contexts.</i></li> <li>3. <b>Questioning to understand and remember:</b> <i>Asking questions about the content</i></li> <li>4. <b>Reflecting on challenges to personal beliefs and values:</b> <i>Examining student's</i></li> </ol>	Small Group	Before school and after school

	<p><i>personal responses.</i></p> <p><b>5. Outlining and summarizing:</b> Identifying the main ideas and restating them in the students own words</p> <p>ELA teachers also implement the following strategies in their lessons: Activating Prior Knowledge, Teacher Read Alouds, Story-mapping, content based vocabulary building and think-pair-share.</p>		
Mathematics	<p>Math teachers use the following strategies:</p> <ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Cooperative learning activities</li> <li>3. Flexible grouping</li> <li>4. Incorporating multiple representations</li> <li>5. Rubrics for assignments</li> <li>6. Accountable Talk instructional strategies</li> <li>7. Real life application</li> <li>8. Content based vocabulary building</li> </ol>	Small Group	Before school and after school

Science	<ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Flexible grouping</li> <li>3. Differentiated instruction</li> <li>4. Accountable Talk instructional strategies</li> <li>5. Real life Application</li> <li>6. Content based vocabulary building</li> </ol>	Small Group	Before school and after school
Social Studies	<ol style="list-style-type: none"> <li>1. Formal and Informal Assessment</li> <li>2. Flexible grouping</li> <li>3. Differentiated instruction</li> <li>4. Accountable Talk instructional strategies</li> <li>5. Real life Application</li> <li>6. Content based vocabulary building</li> </ol>	Small group	Before school and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Role play therapy, person-centered counseling and cognitive behavior therapy.	Small group and one -to -one	After school and during the school day

## HIGHLY QUALIFIED TEACHERS (HQT)

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

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

1. Potential teachers are interviewed by a panel of school based representatives that include the Principal, Assistant Principal, UFT Chapter Leader, 2 additional teachers, a parent and 5 students.
2. The interview process includes the following steps
  - a. A face to face interview with the school based team
  - b. A fishbowl whereby candidates have to develop a lesson with competing candidates that demonstrates their content knowledge and ability to demonstrate collaborative skills
  - c. A demo lesson presented to a class a mixed ability students
3. All new teachers are provided with support from a mentor and from our AUSSIE Literacy Coach

Teachers are participating in high quality professional development that includes some of the following topics:

### **Structures for Improvement: Looking at school-wide goals in order to set individual instructional goals**

- Last year's Quality Review results, CEP, and PPR
- New Quality Review Rubric
- Setting individual instructional goals

### **Instructional Core: Common Core Aligned Units and The Learning Voyage**

Last year's teachers present their projects

- Pair up this year's teachers
- Present planning rubrics and standards
- Planning Time

### **School Culture: Looking at Student Data and Developing Objectives**

- Examine data for "Off Track" students (Performance Series, Achieve 3000, Regents scores, passing rates, etc. )
- Cross reference data with teachers' rosters
- Discuss College and Career Readiness benchmarks
- Effective ongoing practices for these students in the classroom

### **Instructional Core: A Close Look at Some Frameworks**

- Identifying and reflecting on the three prioritized classroom practices
- Investigating how these practices are rigorous
- Incorporating UDL practices

**Structures for Improvement: Developing Inter-visitation Protocols**

- Understanding Instructional Rounds
- Developing an in-house version of instructional rounds
- Using Instructional Rounds protocols

**School Culture: Giving Students Clear, Focused and Effective Feedback**

- After assessment: now what?
- Effective student academic and personal behaviors
- Supporting College and Career Readiness Benchmarks

**Instructional Core: Checking In On Rigor**

- Shared understanding of rigor; what is a “meaningful work product”?
- Designing coherent instructional practices
- Rigorous questioning and discussion practices

**Instructional Core: Checking In On Common Core Units**

- Teachers share unit planning and implementation work so far, including the Learning Voyage
- Teachers plan units, including Learning Voyage

**Instructional Core: Using Questioning and Discussion**

- Deepening student understanding
- Effective discussion techniques
- Question and Discussion and Depth of Knowledge

## **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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

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

**I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

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

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

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>RelloAnselmi,C/ Kaufhold</b>	District <b>27</b>	Borough <b>Queens</b>	School Number <b>324</b>
School Name <b>Rockaway Park High School</b>			

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

Principal <b>Matthew Katz</b>	Assistant Principal <b>NA</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Patricia Mangan</b>	Guidance Counselor <b>Jennifer Izzo</b>
Teacher/Subject Area <b>Michael Cestaro/Global Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>Kristin Pitanza/Language Arts</b>	Parent Coordinator <b>/Ironelly Valdez</b>
Related Service Provider <b>Jessica Abrams/Special Educati</b>	Other <b>Karalyn Shoepfer/Living Envir</b>
Network Leader <b>Sumita Kaufhold</b>	Other <b>type here</b>

### C. Teacher Qualifications [?](#)

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

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

### D. School Demographics

Total number of students in school	<b>217</b>	Total Number of ELLs	<b>17</b>	ELLs as share of total student population (%)	<b>7.83%</b>
------------------------------------	------------	----------------------	-----------	---	--------------

## 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. 

1. The Home Language Identification Survey is given in the parent's first language. If the parent's first language is not one of the translated languages in the survey, we contact the DOE's Office of Translation and Interpretive Services, which can translate the letters and conduct the formal interview in the native language. Someone from that office can either come to the school or speak to the parent by phone.

The parent and child will be interviewed by an ESL pedagogue. The informal oral interview is conducted in English or in the parent's native language by a staff member who speaks the parent's native language. Based on the parent's responses on the HLIS and the interview conducted by the ELL coordinator, the Home Language Code will be established by the ELL coordinator.

If the student's home language is not English, the student is eligible to be tested with the LAB-R. If the student does not score proficient on the LAB-R, the student will receive ELL services. If the student's home language is Spanish and he or she doesn't score proficient on the LAB-R, the student will be administered the Spanish LAB.

The ESL teacher, Patricia Mangan, or the Principal, Matthew Katz, will conduct the initial screening, administer the HLIS, the Lab-R and the formal initial assessment.

ELLs are annually evaluated in the spring using the NYSESLAT. ELLs are given the test every year until they reach English language proficiency. NYSESLAT grades are reviewed in ATS by the ESL teachers and content-area teachers to evaluate ELLS' proficiency in reading, writing, listening and speaking. The ESL teacher consults with content-area teachers to find the best scaffolding techniques to raise proficiency in those four areas.

2. After students are identified as ELLS, within 10 days of registration, parents are provided an orientation by the ESL teacher and the assistant principal with the support of the parent coordinator. During the orientation, parents are shown the New York City video informing them of the three New York City program models –Transitional Bilingual, Dual Language, and Freestanding ESL. Parents will receive additional information about the three choices and will have an opportunity to ask questions. They will receive a parent program selection form and will be required to select one program model in order of preference.

After making a choice, they will be informed of the program currently offered in our school. If their first choice is a program not offered in our school, the parent will have the option to transfer the student to another school in the district that offers the requested program. If they choose to stay in our school, they will be placed in the current ESL program.

Parents will be informed that if the school receives enough requests to warrant opening a Transitional Bilingual or Dual Language program, we will open such a program as required by CR Part 154.

Parent choice letters are filled out in school during parent orientation meetings, which are done on the day the parent and child first come into the building.

The intake process is done on the one day the parent and child come to the building. The ESL teacher and the assistant principal will be available to ensure the process is completed.

3. Entitlement letters are distributed on the same first day when the intake process and the LAB-R testing are conducted. Parent surveys and program selection forms are completed on site and returned immediately. We do not send these forms home.

4. During the parent orientation, parents of identified ELLs are provided with the NYC video outlining the Transitional Bilingual, Dual Language and Freestanding ESL models. They are required to choose a program. The parent orientations are conducted in English and in the parent's native language with the support of our Spanish-speaking parent coordinator. If the parent's native language is not Spanish, we will contact the Office of Translation and Interpretive Services for assistance. If the parent's first choice of program is not offered in our school, the parent will have the option of transferring the child to another school in the district that offers the requested program.

All communication with the parents will be conducted as much as possible in the parent's native language with help of interpreters and translated documents.

For students who are in our building and did not score proficient on the NYSESLAT, the ESL coordinator will send home to parents the Continued Entitlement letter. If parents wish to change the student's program, they will need to meet with a staff member at the school to discuss their choice.

5. Our school is only in its second year of operation, and we do not have a long history of program choices that parents have requested. Up until now, parents have only requested our free-standing model. However, we will continue reviewing parental choices to ensure that the programs we offer meet parents' requests.

6. The program model offered by our school is aligned with parental requests. We have 17 ELLs and the parents of these students have chosen our model. In the future, we will ensure that alignment continues to be built between parent choice and program offerings by having our assistant principal review the program offerings biannually.

The assistant principal supervises the ELL identification process and record keeping of parent letters and files. These files include the HLIS, the parent's choice and the student's placement. The records are in the students' cumulative folders and copies of these files are held in the school's main office.

## Part III: ELL Demographics

### A. ELL Programs

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

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

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

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Self-Contained														0
Push-In										9	8			17
<b>Total</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17</b>								

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	2
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	5

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	6	0	0	6	3	1	5	0	1		17
<b>Total</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>6</b>	<b>3</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>		<b>17</b>

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

### C. Home Language Breakdown and ELL Programs

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

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

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

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

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

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

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

**This Section for Dual Language Programs Only**

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:     

Asian:     

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										7	6			13
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										2	1			3
Haitian														0
French														0

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>9</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>17</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

1.
  - a.) Based on NYSESLAT scores, students are categorized as beginner, intermediate and advanced. Of our school's 17 ELL students, one is beginner, eight are intermediate and eight are advanced. We mainly use a push-in model, combined with a few pull-out classes. The ESL teacher primarily pushes into the core classes – Living Environment, Earth Science, Algebra, Global Studies, and English Language Arts. Most of the students who are pulled out are in the beginner or intermediate level, and the pull-out class serves to give them more intensive literacy skills in reading, writing, speaking and listening. They are never pulled out of their core classes. The only classes they are pulled out of are Career/Finance and Culinary Arts. During the push-in sessions, the ESL teacher serves as a co-teacher with the content area teacher. Co-planning sessions are conducted by the teachers during their preparation periods and the two strategize before classes. In some cases, ELLs in the beginner or intermediate level may be separated within the class solely to assist them with vocabulary or reading they may be struggling with.
  - b.) Students travel together as a group based on homogeneous levels.
2. In our Freestanding ESL model, the ESL teacher ensures that beginner ELL students are provided 540 minutes per week of ESL instruction; intermediate students receive 360 minutes per week and advanced students receive 180 minutes per week. This is done through

## A. Programming and Scheduling Information

a combination of push-in and pull-out models, as outlined in question No. 1. Students receive a majority of ESL instruction through the push-in model in their core classes, and are pulled out only in elective classes. Advanced students, who require fewer ESL instructional minutes, are mostly seen in their content area classes.

Students are instructed in reading, writing, listening and speaking in a variety of ways. Listening and speaking are addressed by conversation, Step by Step text books and modeling of correct pronunciation by the ESL teacher. Reading and writing are mastered by the use of ESL books in fiction and non-fiction articles, newspaper reading, grammar texts, dictionaries and glossaries.

In addition, students are exposed to these four skills in their content area classes.

In ELA, for example, students this semester have read "The Pearl" and have received intensive vocabulary instruction through scaffolding techniques with the aid of the ESL and ELA teachers. Assignments in reading and writing given by the ELA teacher receive help in those areas from the ESL teacher both in class and in a pull-out setting, depending on the level of the ELL. Writing assignments can range from a composition to a five-paragraph essay. The content area teacher and the ESL teacher confer continually to strategize scaffolding techniques for the ELL student. Students also have access to the computer lab throughout the day in content area classes, in ESL and during their lunch period if they wish. In the lab, they use Internet resources for intensive language and literacy support and to further their development of academic language.

Intermediate and advanced students actually receive more than the allotted instructional minutes because they are sometimes present in the class when the ESL teacher is pushing in for the beginner students.

ELLs are also afforded additional support by the content area teachers who offer tutorial assistance in the content area during their professional periods. ELLs may also participate in an optional ninth period class, beginning in November, where students will be offered classes in Participation in Government and in Economics.

3. Content areas are delivered by licensed content area teachers who, with the help of the ESL teacher, teach strategies using an ESL approach. In the content area classes, teachers use differentiated instruction for ELLs, sometimes grouping or pairing them together as needed. Teachers focus on the development of academic writing which is specific to the content area. Some have requested glossaries for their particular subject area. Content area teachers are also offered QTEL classes. These skills will be further reinforced at professional development sessions throughout the year and with the purchase of books designed to assist these teachers with ELL student needs. Native language support for ELLs is also afforded. The majority of our ELLs are Spanish speaking and the ESL teacher, who is knowledgeable in Spanish, uses their native language as needed when helping students in the content areas.

In English Language Arts, a beginner student may be allowed to use the native language translation of a novel if needed.

4. Aside from the Spanish Lab, students are evaluated in class by the ESL teacher, who knows Spanish. Fiction and non-fiction books are available in the native language as well for all ELLs.

Students are asked to bring in native language reading materials so the teacher can assess their reading comprehension in the native language.

5.

a. Because our SIFE students must make up the academic skills they have missed, the small group instruction they are offered in the pull out program best serves their needs. Material covered in content areas is reinforced and help is offered where needed.

b. For ELLs in US schools for less than three years, students need accelerated instruction to pass the ELA exam required for them after one year. Academic intervention for these newcomers includes intensive vocabulary and reading strategies in their pull-out classes to reinforce the ELA content class and the use of Achieve 3000 in the computer lab.

c. ELLs receiving service from 4 to 6 years need a variety of stimulated instruction. Effort is made to offer modern day readings, use the computer lab and provide advanced intensive writing skills. For example, in Career/Finance, the ESL teacher pushes in to help students at this level with writing a resume and a cover letter.

d. Long-term ELLs who have completed 6 years of service could be in danger of dropping out. However, in our school they are mainstreamed into the general population so they do not feel isolated and are encouraged to join our after-school clubs such as weight training and exercise, where they are open to meeting American students. LTE students are offered differentiated instruction in both the push-in and pull-out environments. During push-in, the ESL teacher works separately with the LTE's with the help of the content-area teacher. The ESL teacher also works separately with LTE's in the ESL classroom where she can provide support to the students on assignments from their content area classes.

6. ELLs identified as having special needs can thrive in our small group, differentiated instruction when they are pulled out. Special education students who may exhibit behavioral problems may be encouraged to work separately with the ESL teacher in the content area

## A. Programming and Scheduling Information

class. These students are also helped by a special education teacher who pushes in to the content-area classes and pulls them out for resource room instruction. Both the ESL teacher and the special education teacher confer regularly on the progress of ELL-SWDs. Teachers of ELL-SWDs periodically review the student's IEP to ensure they are receiving all mandated services and that those who need ESL instruction are receiving it. The IEP's are distributed to the ESL teacher at the beginning of the school year. The ESL teacher also attends the annual IEP evaluation with the special education teacher and the guidance counselor.

7. ELL-SWDs have access to an Integrated Co-Teaching (ICT) classroom. They are mainstreamed into the general education population and are taught by the special education teacher and the content-area teacher in four core subjects. The ESL teacher can push in to the class or can see the ELL-SWD student in a pull-out setting during one of their elective classes. Depending on the recommendation of their IEPs, ELL-SWDs also have a resource room available where they have access to differentiated materials according to their specific needs.

### 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	0			
Social Studies:	0			
Math:	0			
Science:				

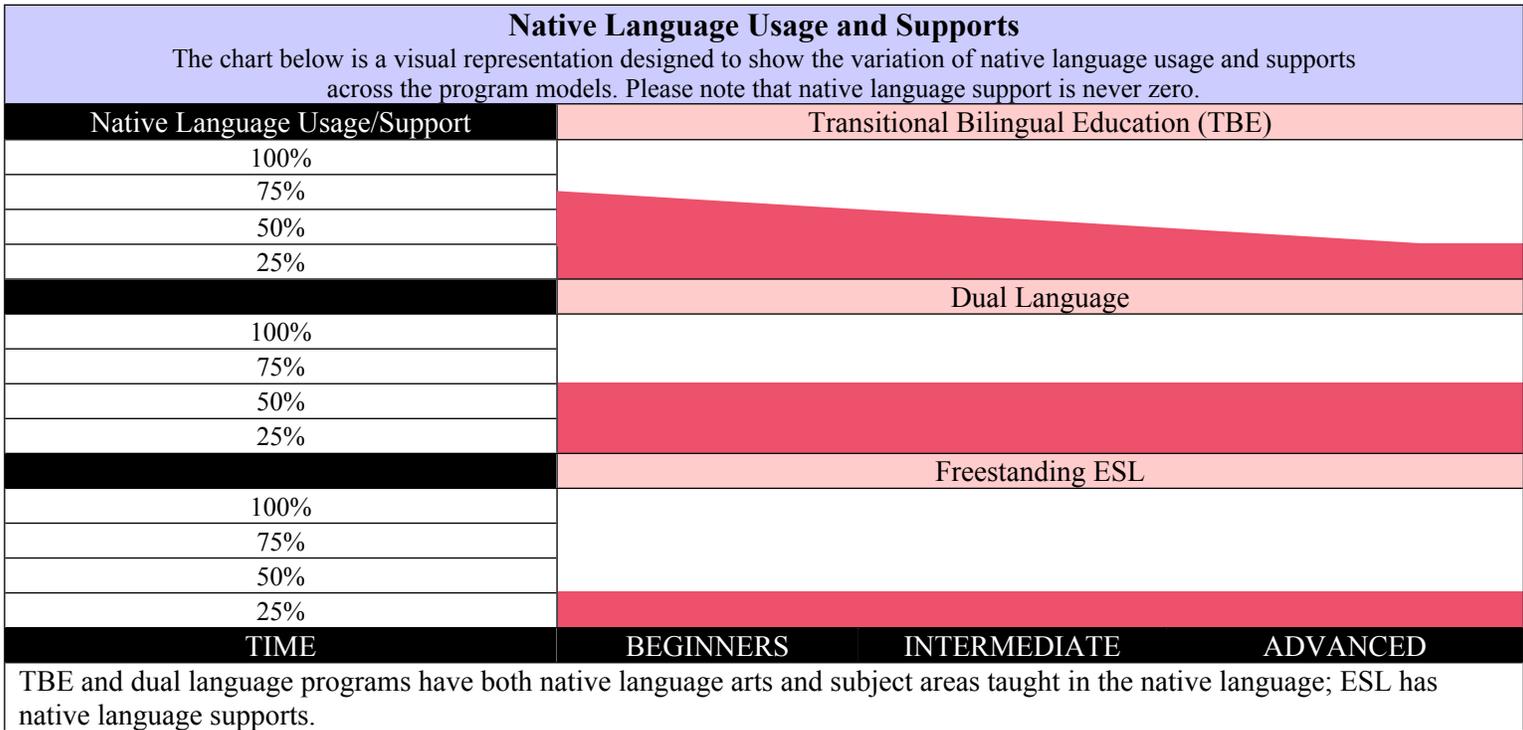
### NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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

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



## B. Programming and Scheduling Information--Continued

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

8. ELLs with 0 to 3 years of service receive push-in support in the content areas in addition to the mandated ESL instruction. The ESL teacher co-plans and co-teaches with the content area teacher to offer intervention services to the newcomers. Students with 4 to 6 years of service and long-term ELL learners receive push-in services as well as support with Achieve 3000. A ninth period in our school, which will offer Journalism and Participation in Government, will also provide these students additional language support. English is primarily used for support but Spanish is used as well if deemed necessary, especially for newcomers.

The after school program in academic areas has expanded this year and is open to ELLs who need additional support. We offer PM tutoring sessions in math, Global Studies, science and English. Before Regents exams, our school holds Regents prep classes in science and math. All ELLs on any level can participate. Content-area teachers also offer small tutoring classes during their prep periods in math, global studies and ELA.

9. ELLs reaching proficiency on the NYSESLAT will be provided transitional support for two years. If needed, accommodations for testing will be provided. ELLs may be given tutorials if needed by content area teachers, who can provide ESL strategies for academic support. Former ELLs will continue to have differentiated instruction and be individually supported by teachers. They will be provided glossaries, dictionaries and native language support if needed.

10. We are in our second year of operation. Some of our ELLs who are taking the math Regents will be offered extra after-school help in algebra and geometry. The results of the ELL Periodic Assessments and the NYSESLAT will be closely reviewed this year for any improvements necessary.

11. We have no plans to discontinue programs or services for ELLs.

12. All ELLs are given the same opportunities as other students in our building, as well as additional supports. They can participate in an optional after-school program such as the Fitness Club, taught by the school's gym teacher; have access to an ELA Regents prep program; and can take tutorials. Other programs may be offered next year as our school population increases, and we are exploring the possibility of partnerships and collaborations with outside agencies that can offer support to ELLs.

13. In ESL we have a wide assortment of texts offered on 4 different levels. These include fiction and non-fiction reading for intermediate and advanced. Beginner students have several books for their level, including the Step by Step series and Milestones. All students are provided dictionaries and glossaries and can use software programs provided by some of their texts for use in the computer lab. Achieve 3000 is also being implemented. We are in the process of researching and purchasing materials, particularly computer software.

14. The ESL teacher can provide native language support to Spanish speaking students. Thirteen of our 17 ELL students speak Spanish. The ESL teacher pushes in to content area classes and can translate content when necessary. We are also looking into purchasing translated texts in the students' native language. ELLs also use dictionaries in class and can use on-line translated programs in the computer lab.

15. Our required services support and resources correspond to ELLs' ages and grade levels.

16. In August, ELLs were able to participate in a two-week optional program at our school focusing on environmental studies. Students took a credited English class and worked with the Waterfront Alliance, taking trips to a nearby marina and kayaking. Also present at these classes was our Spanish-speaking parent coordinator.

17. There are no language offerings at present for any of our students. Currently we have only ninth and tenth grade students so our offerings in this area may increase as our school population expands.

### **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)?

### **D. Professional Development and Support for School Staff**

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

1. All staff members who teach ELLs may avail themselves of professional development courses, which are given periodically by the Department of Education Office of English Language Learners. Staff can register on the DOE Protraxx website to enroll in courses geared for middle school ELLs, which showcase strategies, curricula and academic intervention across various content areas. We also send teachers to QTEL, which is a five-day series of meetings with other ESL teachers. In addition to ELL professional development courses outside of the school, the ESL teacher also makes herself available to content-area teachers throughout the school day, especially when she pushes in to their classrooms.

2. Students entering our school from middle school are provided a two-week orientation in August at our school, focusing on environmental education. Students took a credited English class and worked with Waterfront Alliance, taking trips to a nearby marina. It gave our new students an excellent opportunity to meet their fellow students and their teachers. Assistant principal, ESL coordinator, content-area teachers, paraprofessionals, guidance counselor, special education teacher, secretaries and the parent coordinator are offered turnkey professional development by the ESL teacher at weekly faculty meetings at our school.

3. Staff meetings and staff development days are held when ESL strategy training is provided by the ESL teacher in collaboration with administrators and outside consultants.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. There is an orientation for the parents of all incoming ELLs with the ESL teacher, the assistant principal and the parent coordinator.
2. During the parent orientations, ELL parents are informed of the resources available to them in our school and in the community. Activities, including a school fair, were sponsored by the Parents' Association. We are also in collaboration with a community agency called Waterfront Alliance, which provides a two-week orientation for new and former students every year in August. We are planning other activities for parents of ELLs throughout both semesters.
3. We evaluate the needs of parents by surveys, informal conversations between the parent coordinator and the ESL teacher, and newsletters which are sent home.
4. Our school has a Parents Association which meets once a month. Parents are apprised of school events, with opportunities for a question-answer period. All meetings with ELL parents and correspondence with them are translated into the family's native language. The Parents Association sponsored a Sustainability Fair on school grounds on Saturday October 15, which involved parents, students and teachers.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

NYS ELA

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra	5		1	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	4		0	
Physics				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	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**

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

1. Our school uses the NYESLAT and Lab-R tests to assess the early literacy skills of our ELLs. This data provides information on the student's listening, speaking, reading and writing skills and allows us to determine the level of instruction. Students in our school consistently did best on the speaking portion of the tests. Scores are generally lowest in reading. For example, in the 2011 NYSESLAT, an examination of the results shows that student scores on the listening/speaking portion of the test ranged from 652 to 742. Reading/Writing scores ranged from 618-709. This includes all levels. The low reading and writing scores indicate that reading skills must be strengthened as much as possible in ESL and in content area classes. In ELA, Achieve 3000 is used in our computer lab, giving the teacher another diagnostic tool to assess the ELL's reading comprehension.

2. These results show that reading and writing skills must be reinforced. Students who have been in this country longer consistently do better on speaking and listening parts.

3. The ESL teacher and the content area teachers will make efforts to address reading comprehension both in texts and in the computer lab. Students in ninth grade are required to take Regents exams in Intermediate Algebra and Living Environment. Tenth grade students must take Regents exams in Global Studies and Earth Science. Reading comprehension is vital to passing these exams. Emphasis must also be placed on writing skills in preparation for the ELA Regents at the end of 11<sup>th</sup> grade.

4.

A.) Tenth grade students who took the Regents exams at the end of ninth grade fared better in math than in Living Environment, most likely because more reading skills are needed on the science exam.

B.) Results of the ELL Periodic Assessments were carefully reviewed by the assistant principal and the ESL teacher to assess the weakest and most proficient skills of the students. It was clear that the assessments showed weaknesses in reading and writing and scaffolding strategies were formulated to best support ELLs in their content area classes.

C.) Results of the periodic assessments in fall 2010 were found to be strongly aligned with results of the NYSESLAT exams in spring 2011. Listening and speaking skills were stronger than reading and writing. Two students scored proficient on the listening/speaking section, while none scored as high on reading/writing portions.

6. We evaluate the success of our programs for ELLs by results of the NYSESLAT test, their grades in content-area courses, and their results on the Regents exams. For example, on the NYSESLAT, we see whether the student has progressed from Beginner to Intermediate or from Intermediate to Advanced or from Advanced to Proficient.

### 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

<b>School Name:</b> <u>Rockaway Park High School</u>		<b>School DBN:</b> <u>27Q324</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Matthew Katz	Principal		10/28/11
	Assistant Principal		

**School Name: Rockaway Park High School****School DBN: 27Q324****Signatures of LAP team members certify that the information provided is accurate.**

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ironelly Valdez	Parent Coordinator		10/28/11
Patricia Mangan	ESL Teacher		10/28/11
	Parent		1/1/01
Michael Cestaro/Global	Teacher/Subject Area		10/28/11
Kristin Pitanza/LA	Teacher/Subject Area		10/28/11
	Coach		1/1/01
	Coach		1/1/01
Jennifer Izzo	Guidance Counselor		10/28/11
Sumita Kaufhold	Network Leader		10/28/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 27Q324      **School Name:** Rockaway Park High School for Envir

**Cluster:** 1      **Network:** 108

**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.

Within 30 days of a new student's enrollment, our school determines the primary language spoken by the parent of each student and whether the parent requires language assistance to communicate with the Department of Education. All parents of students enrolled in our school receive a language survey form which is translated into the covered languages --the nine most common primary languages other than English. Parents are asked "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?"

Our school keeps a current record of the primary language of each parent. This information is kept in ATS and on the student emergency card. In meetings regarding critical information about a student's education, parents whose primary language is Spanish are provided interpretation services by our full-time Parent Coordinator, who is bilingual in Spanish. These meetings can range from annual IEP meetings to discussions with the student's guidance counselor. Parents whose primary language is not English or Spanish use the telephone services of the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy.

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.

Of 211 students in our school, there are 30 homes whose primary language is Spanish, 4 homes whose primary language is Arabic, and one each for Haitian Creole and Ibo. This information is recorded on ARIS and ATS and can be accessed by staff members in our school. In our school welcome packet, distributed at new student orientation, letters are provided in 10 different languages requesting information on which language parents prefer to be reached. In addition, school staff is notified of these findings as well as the services available for translation. We also use allocated budgetary resources for additional assistance in translation and interpretation. We have approximately 40 parents of ELLs in our school. All of the Spanish-speaking parents require written translations and oral

interpretation. These findings were shared to the school community by the parent coordinator, who is fluent in English and Spanish. She informs the staff of language problems in the home and makes phone calls to the home for the teachers who need to contact parents. All the language information in the home is on ATS, which is available to all staff.

## **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.

Parents whose primary language is a covered language are provided a translation of documents that contain student-specific information regarding health, safety, disciplinary matters, entitlement to placement in special education and English Language Learner services. Notices for meetings such as Parent Association Meetings which are held once a month are translated into the nine covered languages, listing the date, time and location as well as the meeting agenda.

Translation services for Spanish-speaking parents are provided by our parent coordinator who is bilingual in Spanish and English. For the other languages the parent coordinator uses translation resources of the Internet or the DOE website which has translations of certain school documents, such as notices for Parent Association meetings and parent-teacher conferences.

We also provide a cover letter or notice on the face of the English letter in the appropriate language, indicating how a parent can request free translation or interpretation of the document.

In addition, we use the Language Access Kit distributed by the Translation and Interpretation Unit. Most of our written translation services are provided by our Parent Coordinator; however, if we need an outside vendor for such services, our school budget allocates \$900 for translation and interpretation needs.

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.

Interpretation services are provided to parents whose primary language is a covered language and who request such services for school meetings such as Open School Day and Open School Night. Our parent coordinator who is fluent in Spanish is always present at such meetings.

For parents whose language is not Spanish or English, we call the Translation and Interpretation Unit within the Office for Family Engagement and Advocacy for interpretation by telephone.

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>.

In regard to notifications, our school provides each parent whose primary language is a covered language and who need language assistance with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. We also have posted near the primary entrance of our school a sign in our most prominent covered languages with information regarding the availability of interpretation services. Our safety plan contains procedures to ensure that parents who need language services are not prevented from reaching administrators because of language barriers.

We also mail out monthly calendars and notifications of upcoming school events in the home's primary language. . To notify parents of events, we use School Messenger, a computer program in which school information is uploaded for translation into the home's primary language