



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P17X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75X017

PRINCIPAL: MARLIN HOGGARD

EMAIL: MHOGGAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: GARY HECHT

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Marlin Hoggard	*Principal or Designee	
Joan Carrig	*UFT Chapter Leader or Designee	
Rita Smith	*PA/PTA President or Designated Co-President	
Mildred Toro	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Rufina Carreto	Member/Parent	
Alma Irtubide	Member/Parent	
Angel Candelaria	Member/Parent	
Alison Hlasny	Member/Teacher	
Theresa Hutchinson	Member/Teacher	
Eblin Acosta	Member/Teacher	

** 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, students with autism participating in alternate assessment classes, in grades 6-8, will demonstrate an increase in functional math skill development and mathematical literacy as evidenced by a 6-point gain on the Equals Mathematics Assessment for Students with Differing Abilities.

Comprehensive needs assessment

- *The school lacked use of a coherent Mathematics curriculum at the middle school level. Efforts to implement the Equals curriculum were unsuccessful at this level in the past due to lack of monetary resources to support the purchasing of multiple kits to aid in implementation. Therefore, there is a strong need to introduce a formalized curriculum at this time. Successful at the elementary school level, this program focuses on life-skills concepts and problem solving techniques. The program gives teachers access to scaffold lessons and students the opportunity to experience mathematics through “real- life” situations and use of manipulatives. Professional development opportunities are available at the district level.*

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.

The following strategies and activities will be used to achieve this goal:

- **Assistant Principal, Alternate Assessment Coach, and Data Specialist will analyze student Equals Assessment data following assessments.**
- **By September 2012, teachers will receive professional development training from School-Based Alternate Assessment Coach.**
- **By October 2012, Alternate Assessment Coach will develop curriculum maps to facilitate implementation in collaboration with teachers.**
- **By November 2012, Alternate Assessment students will be assessed and grouped based on assessment results.**
- **Bi-weekly, Lead teachers will collaborate with Alternate Assessment Coach to organize resources and assist teachers in the implementation process.**
- **Weekly Equals Team Meetings will occur to discuss progress and ensure all objectives are met.**
- **Effective use of extended cabinet will allow progress to be discussed monthly with Administration.**

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.
- Alternate Assessment Coach will collaborate with teachers to generate parent letters outlining the program and student learning goals.
- Parent workshop will be designed to educate parents about the program and its structure.
- Teachers will provide parents with their availability to facilitate the process of scheduling meetings to discuss student progress.
- Parent Coordinator will include implementation progress in 17X’s monthly newsletter.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementation

of new programs, and involvement in the school's decision-making process.

- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

Budget and resources alignment

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

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

If other is selected describe here:

Service and program coordination

- 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).
- **iTeach/ iLearn** is a grant that will incorporate technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.
- **Respect for All** Campaign will provide administrators with the necessary resources to educate staff about sensitivity to individuality and other cultural differences.

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, there will be improved teacher use of targeted instructional strategies aligned to the student IEP's as evidenced by increased student engagement measured by low-inference observations and implementation of teacher designed individualized PD plans.

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.

Teachers expressed a desire to design individualized professional development plans that afford them the opportunity to experience meaningful training sessions to enhance their teaching practice. P.17X feels the need to utilize this opportunity as a means to implement the Citywide Instructional Expectations targeting specific competencies- designing coherent instruction, questioning techniques, and assessments.

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.

The following strategies and activities will be used to achieve this goal:

- **By September 2012, through the use of Teachscape, develop templates for walkthroughs, informal, and formal observations.**
- **By October 2012, Administration will provide teachers with the opportunity and resources to conduct Charlotte Danielson-based Self-Assessment via ARIS Learn.**
- **By December 2012, Assistant Principals will design a school-wide internal professional development calendar.**
- **Administration will discuss observation schedule- classroom walkthroughs (3); informal (2); and formal (1-2) observations per teacher at weekly Cabinet.**
- **Administration will provide teachers with feedback within one week following all walkthroughs, informal, and formal observations through small group and one-on-one conferences and via the Teachscape data toolkit.**

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.
- **In collaboration with Administrators, the Parent Coordinator will incorporate information regarding the teaching framework in the monthly newsletter.**
- **Workshops will be held to inform parents of teaching framework and opportunities for teachers at 17X.**
- **Parents, as members of the school community will serve as a resource to communicate and reflect on the positive and areas of concerns within the school.**
- **Parent Coordinator and Technology Liaison will coordinate multiple opportunities for parents to complete the Learning Environment Survey in**

school.

- **Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.**
- **Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementations of new programs, and involvement in the school's decision-making process.**
- **Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.**

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

- 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).
- **iTeach/ iLearn** is a grant that will incorporate technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- **Resolution A Technology** provides us with technological resources that will be used to supplement the computers purchased through the iTeach/ iLearn program. The resources purchased will also assist with instruction delivery and planning.
- **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- **Respect for All** Campaign will provide administrators with the necessary resources to educate staff about sensitivity to individuality and other cultural differences.

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, students in alternate assessment classes will improve targeted literacy skills as evidenced by a 10% increase in mastery as measured by the appropriate formative assessment.

Comprehensive needs assessment

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

While our students continue to progress each year, many of our alternate assessment students perform far below standards. Therefore, we must continue to strive to increase their skills using research-based curricula and programming designed to meet their needs. As a school we must also focus on maintaining high scholastic achievement expectations, and implement such programs to ensure that all students reach their full potential in all academic areas. Through the use of Focus on STEM, students will be exposed to differentiated, cross-content student activities and experiences that cover a wide range of material specifically designed to meet the needs of all learners.

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.
- **Assign Assistant Principals to supervise the administration of periodic formative assessments, and monitor student progress through walkthroughs, informal observations, and formal observations on a monthly basis.**
- **In Fall 2012 and Spring 2013, teachers, Literacy Coach and Alternate Assessment Coach, the Data Specialist will analyze student performance and determine next steps, in collaboration with administration.**
- **Literacy and Alternate Assessment Coaches will meet with teachers bi-monthly facilitate implementation.**
- **By January 2013, teachers will receive professional development training from School-Based Alternate Assessment Coach and Literacy Coach on periodic formative assessments.**
- **Lead teachers will collaborate with Alternate Assessment and Literacy Coaches to organize resources and assist teachers in the implementation process weekly.**
- **Collaborative Literacy Team Meetings will occur twice per month to discuss progress and ensure all objectives are met.**
- **Effective use of extended cabinet will allow progress to be discussed monthly with Administration.**

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.
- **Alternate Assessment Coach will collaborate with teachers to generate parent letters outlining the program and student learning goals.**
- **Parent workshop will be designed to educate parents about the program and its structure.**

- Teachers will provide parents with their availability to facilitate the process of scheduling meetings to discuss student progress.
- Parent Coordinator will include implementation progress in 17X's monthly newsletter.
- Parent Coordinator will be a two-way source of information and communication between the school and parents. The Parent Coordinator will articulate both the concerns and needs of parents, teachers, and administrators.
- Parents are encouraged to participate on the School Leadership Team (SLT). This team informs parents about the programs in the school, the implementation of new programs, and involvement in the school's decision-making process.
- Assemblies, student performances, publishing parties, and student of the month celebrations will be open for parents to attend and celebrate their children's achievements.

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).
- **iTeach/ iLearn** is a grant that will incorporate technology into all academic areas of the classroom. Students will have access to laptops purchased through the grant and be taught how to use technology as a tool to enhance their learning experience.
- **Emotional Literacy** is a program that will assist the students in recognizing, understanding, labeling, expressing, and regulating their emotions that will enhance their performance in the classroom.
- **Power of Choice/Bridge to Success** is a school-wide positive behavior supports system designed to meet the behavioral needs of our students that will enable them to perform well academically.
- **Penny Harvest** affords our students the opportunity to engage in mathematics activities that will hone their number sense skills through counting, graphing, and hypothesizing.
- **Respect for All** Campaign will provide administrators with the necessary resources to educate staff about sensitivity to individuality and other cultural differences.

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	Leveled Literacy Interventions SMILE Foundations Systems 44 Read 180 EdPerformance	Small group, One-to-one	During the school day, After school
Mathematics	Everyday Math Games EdPerformance SuccessMaker Math Triumphs Exemplars	Small group, One-to-one	During the school day, After school
Science	Brainpop.com Research-Based Projects	Small group, One-to-one	During the school day
Social Studies	Brainpop.com Research-Based Projects	Small group, One-to-one	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Functional Behavior Assessment (FBA)/ Behavior Intervention Plan (BIP)- Created in collaboration with teachers,	In all aspects of the school day where target behaviors are displayed.	During the school day

	paraprofessionals, and other staff to target undesirable behaviors and prevent them from occurring and to provide positive behavior supports for the students.		
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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.

- Principals and Assistant Principals will attend hiring fairs provided by the District Office and Central to seek highly qualified teachers.
- Principal and Assistant Principals will create a structured New Teacher Search and Induction Committee to aid in the interview/hiring process and assist in acclimating new teachers to P.17X.
- Principal and Assistant Principals will utilize the tenure decision-making framework to determine the level of a teacher's effectiveness.
- Teachers will be asked to complete ARIS Learn "Self-Assessment" to identify strengths and areas of concern in an effort to design a personalized professional development plan.
- Principal and Assistant Principals will provide teachers with regularly scheduled internal professional development opportunities to support school-wide expectations and initiatives.
- Administration and School-Based Coaches will provide teachers with professional development opportunities specific to unit and lesson planning, questioning techniques, and the incorporation of assessments into daily lessons.
- Mentors will meet with new and struggling teachers to support and improve their teaching practice.
- Principal and Assistant Principals will confer with teachers to provide immediate feedback via walkthroughs, informal observations, and formal observations, to provide support to new, veteran, and/or struggling teachers.
- P.17X will act as a host school for NYC Teaching Fellows during their fieldwork training sessions.
- Data Specialist, Administration, and School-Based Coaches will support teachers in administration of assessments, data analysis, and goal setting for individual students and communication of results to parents.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: 17X	DBN: 75X017
Cluster Leader: Gary Hecht	Network Leader: Nina Pitton
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 12 Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: Twelve (12) ELL students in grades K-5, will be instructed in two 6:1:1 classes, a k-2 and a 3-5 class, during the after school program, in alignment with their class ratios during the school day. One class will be a self-contained ESL class and the other class will be a self-contained bilingual (Spanish) class. The Title III Instructional program will take place on Mondays and Thursdays beginning in March and ending April. The sessions will take place every Monday and Thursday from 3:00 – 5:30 (twice a week for 2 hours and 30 minutes each day for a total of 5 hours per week total). The program will run consecutively for six weeks. The program will be supported by technology with the use of computers, printers, and other technology based equipment for the students in the 6:1:1 ratio, in order to meet their special needs. Instruction will be provided by two certified ESL/bilingual teachers. Four paraprofessionals, of which at least two will be bilingual, will provide native language and cultural support, as well as assistance to both teachers (two students will need 1:1 crisis paraprofessionals). At least two paraprofessionals will speak the students' language (Spanish). Four paraprofessionals will work in the program rather than two to accommodate the enriched support needed for students with 1:1 needs (e.g., health, language, crisis, etc.). A secretary will be available to assist with payroll and material purchases. A bilingual administrator will be available on both days to supervise program to ensure that all compliances and instruction are conducted appropriately and will be paid 4 hours weekly in accordance with her working hours.

P.17X Title III will offer an after-school technology program "Reading Multicultural Informational Literature" for ELLs with disabilities that will provide a motivating, hands-on, enjoyable, supplemental and enriched opportunity for students to practice and build their listening, speaking, reading, and writing skills in English. The program will target literacy skills and social studies. The program will address Common Core Writing standard 1, Writing standard 2, Writing standard 3, Reading standard 1, Reading standard 2, Reading standard 5, Reading standard 6, and Reading standard 7. In addition, the program will address ESL standard 1 (listen, speak, read and write in English for information and understanding), ESL Standard 4 (listen, speak, read, and write in English for classroom and social interaction), ESL Standard 5 (demonstrate knowledge and cross-cultural understanding), ELA alternate grade level indicators for ELA Standards 1 and 4, and social studies standard 1 (New York and US History) and 5 (civic, citizenship and government). The program will provide our ELL student population extended instruction for both standardized and alternate assessment. The language of instruction will be English.

Using technology such as digital cameras, computer software programs (e.g., Powerpoint, word processors), the Internet, and AAC, students will create projects that celebrate the diversity of our students, families and community, in order to practice using their listening, speaking, reading, and writing skills in English. ELL participants in the Title III after school program will also work on developing and expanding their social skills which are crucial to their overall development. They will also perform

Part B: Direct Instruction Supplemental Program Information

tasks that are tied to their culture, families, and communities and that address social studies AGLIs related to civics, citizenship, and history.

The after school program will deliver academic instruction and support to ELL students with a strong focus on technology. Research has shown that technology offers the students easier ways of to build vocabulary, achieve reading fluency, improve comprehension, access curriculum content, and strengthen home-school connections. Research has highlighted many benefits of using instructional technology with LEP students. Competent use of computers prevents LEP learners from "academic and social marginalization" (Murray & Kouritzin, 1997, p.187). It allows them to have the most control over the direction of their learning by controlling their time, speed of learning, autonomy, choice of topics or

even their own identity (Hoven, 1992). To many students, technology is motivational and nonjudgmental. It gives them prompt feedback, individualizes their learning, and tailors the instructional sequence. Technology can meet specific student needs, increase their autonomy, allow for more responsibility, promote equal opportunities in an early nonsexist environment, encourage student cooperation with peers, and encourage them to make decisions (Burgess & Trinidad, 1997). Through the use of technology, LEP students can learn in a rich linguistic environment and find opportunities to interact with the multicultural world, expand their language skills, and not be embarrassed for not knowing answers (Padrón & Waxman, 1996, p. 344; Lee, 2000). In addition, participation in afterschool programs has been associated with improved academic achievement and improved linguistic and social development of ELLs (Tellez & Waxman, 2010; Hirsch, 2011). Research has demonstrated that afterschool programs are most successful when they are structured to offer (1) homework support, including specific study skills and motivational strategies structured to complement the school curriculum; (2) staff members who share the same linguistic and cultural backgrounds as the students; and (3) constructive ways to include parents and other family members in the program (Huang & Cho, 2009; Wong, 2010; David, 2011; Rodriguez-Valls, 2011). It is very important to provide students with all the necessary components to make the Title III a multicultural, social, and academic success for each English language learner and their families.

Furthermore, the students will be in an educationally nurturing environment, which will offer them the opportunity to utilize their prior knowledge in order to increase literacy comprehension and language production. Teachers will be providing supplemental instruction through the use of visuals, technology, phonics, and additional group activities and interaction, that will help students build their basic writing skills, recognize basic familiar words and understand main ideas using textual cues. It is the goal to assist the students, through the use of an eclectic approach, in order to help them move to an intermediate proficiency level. The use of technology and communication devices will be incorporated in order to assist the students in the development of basic oral, listening and writing skills. In addition, the use of strategies such as thematic units, language experience and multi-sensory approaches will continue to support these students and help them with the development of the English language.

ELL students will also be provided with additional support, through the use of audio-visual aids, and cooperative learning, that enhances interaction and oral communication. In addition, students benefit

Part B: Direct Instruction Supplemental Program Information

from social interaction and activities, which can facilitate communication in English with other students. All of these opportunities allow students to rely on native language skills, while they acquire stronger literacy skills in the second language. Teachers will use teacher-made assessments, such as an alternate assessment rubric that's based on ESL standards, checklists, and other rubrics to assess students' performance.

Materials that will be utilized by both staff and students, during the afterschool Title III program, include a Reading Recovery Leveled book program, construction paper in various sizes, laminating paper, laminator, glue, sharpener, velcro, notebooks, dry erase markers, wall pads and copy paper. The teachers will be developing the students' Reading, Writing, Listening and Speaking skills throughout the Multi-cultural Informational Literature program. The final product will consist of individually created books that will include a story line and pictures. On the last day of the program, students will share their books with peers and staff, as well as, celebrate their academic accomplishments.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: As part of the on-going staff development for the teachers and paraprofessionals participating in Title III, we will be conducting three after school sessions for the bilingual and ESL teachers. The first one will take place in February, the second in March and the last one in April. Each professional development activity will be tied to and support the Title III instructional after school program. The PD program will involve: ESL strategies and skills that are aligned with ESL Learning Standards, all the components of the Workshop Model, assessment to drive instruction, i.e.: NYSESLAT and teacher assessments, unit and lesson planning, and the development of curricular and instructional material. All staff development will be geared towards meeting the academic needs of all ELL students.

The three professional developments will be held after school every other Tuesdays, 1 hour per session from 3 to 4 pm. The topics will include Developing literacy - A focus on Leveled Multicultural Informational Literature Curriculum (two sessions) and developing differentiated Reading activities for the Title III students (last session). The two ESL/bilingual certified teachers and four paraprofessionals will attend the professional development. The two teachers will alternate the professional development. Topics of discussion will be provided to staff a week before each PD in order for them to come prepared to participate and share in the discussions. Hands on activities and group work will be incorporated to develop collaboration and planning among the staff. The bilingual school administrator, Ms. J. Colon, will supervise the PD and collect all pertinent materials, as well as timesheets/timecards; the supervisor will be paid for 1h30min for 3 sessions in accordance with her working hours. A licensed ESL and/or bilingual teacher will conduct the after school program. Materials will be bought to support the skills

Part C: Professional Development

and strategies that will be implemented. Professional Development will be every other Tuesday from 3:00pm - 4:00pm.

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: All Title III parents will receive written information in their preferred language(s) regarding the Title III supplemental after school program. P. 17X is committed to developing our Title III parent participation through the development of activities that will help increase and develop positive communication. P17x is planning six consecutive evening meetings (each week on March and April) on Wednesdays from 3 - 4pm. The parental engagement activities will be provided by our bilingual certified Speech provider, Ms. Mercedes Guity. These events will be a celebration of our P17X family, where we will celebrate accomplishments of our students. The supervisor, Ms. J. Colon, will assist, with the help of our parent coordinator, Maria Arias, to support groups and discuss concerns of ELLs participating in Title III program with their parents. The parental engagement activities are crucial to the development and understanding of the leveled libraries, Reading programs and Common Core standards, therefore, topics will be: Understanding Informational Literature, Enhancing Reading skills through Technology, Reading Multicultural Informational Literature and the Common Core Standards, Identifying appropriate grade level Informational literature (2 sessions), Selecting Multicultural books.

Prior to and during these six evening meetings all Title III parents of ELLs in a 6:1:1 will receive information in English and their native language (Spanish), including information on ways to assist their children at home and support school staff in the following areas: Technology and Education, Applied Behavior Analysis, Emergent Literacy Strategies, Mayer Johnsons symbols and Bilingual Communication boards. Parents of ELL students with learning and emotional disabilities will also receive information in their native language on Conflict resolution, Emergent and Balanced Literacy, as well as list of activities for the students to follow up at home and in the community. In addition, the meetings will cover the instructional programs, units of study and areas such as technology, social studies, and science integration.

In order to increase home-school communication, activities will be conducted throughout the year in order to celebrate the diversity of our ELL families. This will be done through special activities, music programs, and holidays geared towards the acknowledgement and celebration of our English Language Learners, their families and community. Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator, Maria Arias, handles telephone and walk-in inquires. Written communication is translated into Spanish by our bilingual Assistant Principal and our Parent Coordinator. Translators are available at meetings, conferences, Title III activities and/or

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11316

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	<p>\$301.14 Parental activities - 6 consecutive workshops on Wednesdays</p> <p>Total \$ 9,091.56</p>	<p>1 teacher x 6 hours x \$50.19 = \$301.14</p>
<p>Purchased services</p> <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<p>0</p>	<p>0</p>
<p>Supplies and materials</p> <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 		<p>Vendor (Staples)</p> <p>10 packs of assorted construction paper 9 x 12 @ 1.35 each = \$13.50</p> <p>6 packs of assorted construction paper 12 x 18 @ \$2.84 each = \$17.04</p> <p>6 packs of construction paper 18 x 24 @ \$5.67 each = \$34.02</p> <p>11 packs of letter size pouches 100pk @ \$17.50 each = \$192.50</p> <p>20 packs of coins 3/4 in beige @ \$8.73 each = \$174.60</p> <p>3 gallons of Emers glue @ \$9.09 each = \$27.27</p> <p>5 packs of post-it wall pads @ \$21.74 each = \$108.70</p> <p>1 super extreme sharpners @ \$93.45 each = \$93.45</p>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11316

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
	\$1,019.77	<p>2 FLWS laminator JL-125-12 1/2 @ \$122.45 each= \$244.90</p> <p>2 boxes of SPLS 8 x 11 recycle paper @\$6.85 each = \$ 13.70</p> <p>30 Bagasse composition notebooks @ \$1.93 each = \$ 57.90</p> <p>2 packs of 12 dry erase kits @ \$10.11 = \$20.22</p> <p>2 packs of great erase @ \$2.61 each = \$ 5.22</p> <p>5 boxes of heavy duty staples @ \$3.35 = \$16.75</p>
Educational Software (Object Code 199)	\$1, 204.67	<p>Reading Recovery Approved Titles collection - Famis # 901466190</p> <p>Vendor # CON210000</p> <p>ISBN # 9780845456682</p>
Travel	0	0
Other	0	0
TOTAL	11,316.00	

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75X017 School Name: 17X

Cluster: Gary Hecht Network: 2

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

Part A: Needs Assessment Findings

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

Surveys are sent home and phone calls are made to parents in order to identify language needs of our parents. The home language survey is also a crucial tool in identifying the primary language at home and mode of communication. This helps us identify the translation services 17X has to provide to ensure that all information is given in their language.

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

Our school communication with parents of LEP/ELLs is conducted in a variety of ways. Our bilingual Parent Coordinator handles telephone and walk-in inquires. Written communications are translated into Spanish by our bi-lingual Assistant Principal, Ms. J. Colon, and our Parent Coordinator, Maria Arias. In addition, our LAP committee works on different aspects of the program to serve parents of ELL students. Some of the services include, but are not limited to translations, interpretation, newsletters, phone calls, annual reviews etc.

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.

Maria Arias, Parent coordinator and one of the assistant principals, Ms. J. Colon, speak Spanish and are able to translate documents in a timely fashion. In case of school activities, meetings, workshops and parent conferences, letters are sent home in both languages and calls are made by Spanish speaking staff members. Parents are asked in advance if a translator is needed. Arrangements are in place in advance to accommodate parents and meet their language 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.

Written and oral translations are done by Assistant Principal, Ms. J. Colon, and parent coordinator, Maria Arias, in advance to make sure parents are aware that a staff member will be able to assist with translation. Appointments are scheduled and confirmed with parents. Notices and crucial information is sent home in both English and Spanish to facilitate communication process. Most translation services are provided by the school staff such as administrator, J. Colon or teachers that are available and speak their language.

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>.

All staff is aware of the translation and interpretation services available through the Chancellor's regulation A-683. Arrangements are done in advance at each site to ensure that school personnel is always available to assist parents.