



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: P186X

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 75x186

PRINCIPAL: AVA C. KAPLAN

EMAIL: AKAPLAN3@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
A. Kaplan	*Principal or Designee	
D. Albright	*UFT Chapter Leader or Designee	
T. Brown	*PA/PTA President or Designated Co-President	
	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	
S. Templeman	Member/Chairperson, P186x	
T. Gorodess	Member/P186x	
A. Pawluk	Member/P186x	
M. Ambert	Member/Parent	
M. Johnson	Member/Parent	
T. Patterson	Member/Secretary, Parent	
M. Rodriguez	Member/Treasurer, Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2013, there will be an improvement in student mastery of literacy skills in phonics and word study as evidenced by a 20% increase in students achieving growth of at least two independent reading levels measured by a research based formative assessment tool.

Comprehensive needs assessment

According to the results of the 2012 NYS ELA assessment data:

- 93.3% of our Standardized Assessment students, grade 3, achieved Level 1 and 6.7% achieved a Level 2 on the 2012 NYS ELA exam
- 85.4% of our Standardized Assessment students, grade 4, achieved Level 1 and 9.8% achieved a Level 2 on the 2012 NYS ELA exam
- 85.7% of our Standardized Assessment students, grade 5, achieved Level 1 and 11.4% achieved a Level 2 on the 2012 NYS ELA exam

Instructional strategies/activities

- A three tiered intervention system will be implemented to assist identified students who are not responding to current curriculum and academic intervention services.
- The following research-based intervention programs that will be used in Tiers II and III will include Wilson Reading System, Great Leaps Program, and Six-Minute Solutions.
- The RTI Coordinator will oversee the creation and implementation of the RTI Program in our school, a RTI team will be created to assist in identifying students who will be receiving additional intervention services as well as help turnkey the RTI model to the staff, and staff will be utilized to provide intervention instruction to students.
- There will be staff development to familiarize educational teams to the RTI model and rollout, information regarding data keeping and steps to refer students to the RTI team will be disseminated at Small Learning Community Meetings as well as in memos. Teachers will be included in all RTI meetings concerning the tier placement and progress of their students.
- Timeline:
 - a) September 2012-November 2012: The RTI Coordinator and program will commence.
 - b) November 2012-January 2013: A RTI Team will be established to discuss the process and data requirements for student selection. RTI staff developments will be given to staff to inform them for use in and out of the classroom. Students will be selected for and receive intervention to initiate the roll-out process.
 - c) January 2013-March 2013: Team selection of students will begin, and multiple tiers will be implemented at the main site; and Tier II will be rolled-out at the annexes for the Standardized Assessment elementary classes.
 - d) March 2013-June 2013: The RTI program will be fully functional at the main site for Standardized Assessment elementary classes in Literacy. All three tiers will be implemented at the annexes in the Standardized Assessment elementary classes.

Strategies to increase parental involvement

- Teachers refer students to the RTI Team based on assessment data. Where appropriate, parents/guardians will receive a letter introducing them to the RTI program at P186X.
- Parents/guardians will receive suggested resources and offered training to implement at home to continue to assist their child/guardian in the target area for which they are receiving intervention.
- Parents/guardians will receive 2 updates on their child's/guardian's progress throughout the 8 week intervention.
- Parents/guardians are encouraged to contact RTI coordinator, teachers, RTI instructors, and/or administration regarding questions, concerns, or more information related to their child's/guardians instruction, intervention, and progress.

Budget and resources alignment

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

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

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

If other is selected describe here:

- Galaxy Code/Job ID# G8HGE (RTI Enrichment)
- Staff will be scheduled during their administrative duty.

Service and program coordination

- Coordinators and administrators will assist in scheduling to ensure RTI instruction.

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

- By June 2013, students will demonstrate an increase in mathematical skills as evidenced by attaining 10% increase in the mean scale scores for grades 3, 4, 5 and a 5% increase in the mean scale scores for grades 6, 7, and 8 as measured by using Ed Performance.

Comprehensive needs assessment

According to the results of the state assessment data:

- 60.7% of our Standardized Assessment students, all grades 3-8, achieved Level 1 on the 2012 NYS Math exam
- 31.4% of our Standardized Assessment students, all grades 3-8, achieved Level 2 on the 2012 NYS Math exam

Instructional strategies/activities

- Professional development trainings will be given to staff regarding best teaching practices, workshop model, EdPerformance Assessments, and interpreting data to use to drive instruction.
- The Data Specialist and School-Based Coach will play a key role in overseeing the dissemination of information, staff trainings, and assistance in analysis of data.
- Staff development and collaborative meetings for discussion of EdPerformance Assessments, data, and Instruction will be held during Small Learning Community Meetings and Grade Level Meetings.
- Time Line:
 - a) September 2012: During staff orientation, in order to improve instructional practices, teachers will participate in professional development trainings on exposure to Charlotte Danielson's Framework for Teaching which will include the following competencies of teaching responsibility (Designing Coherent Instruction, Using Questioning and Discussion Techniques, and Using Assessment in Instruction), Depth of Knowledge strategies, and implementing the workshop model utilizing the P186X curriculum/pacing calendars
 - b) October 2012-December 2012: Data Specialist and School-Based Coach will meet with Standardized Assessment teachers in Teacher Teams/Grade Level Meetings to analyze specific learning targets that address specific students' needs in the areas of mathematics while implementing the workshop model.
 - c) January 2013-February 2013: An analysis of data from the EdPerformance assessment will demonstrate a 5% increase in the mean scale scores for students in grades 3, 4, and 5 and a 2.5% increase in the mean scale scores for students in grades 6, 7, and 8.
 - d) January 2013-March 2013: The School-Based Coach and the Data Specialist will disseminate data and instruction in order to prepare standardized assessment teachers for the second administration of the Ed Performance Assessment given during the administration window.
 - e) March 2013-April 2013: Assistant Principals, School-Coach, and the Data Specialist will meet with standardized assessment teachers in small learning community/ grade level meetings to analyze specific learning targets that address specific students' needs in the areas of reading while implementing the workshop model.
 - f) April 2013-June 2013: The final administration of the EdPerformance Periodic Assessment will be given.

Strategies to increase parental involvement

- During the intake process, parents/guardians are introduced to administration, instructional team, clinical team and Parent Coordinator. A discussion is held to acclimate and describe to the families the academic, Positive Behavior Intervention Support (PBIS) and community outreach the school does to support the school and home.
- ARIS Parent Link
- P186x has developed a four pronged application/interview process in order to establish if the applicant is a "good fit" for our student population

- Parent Newsletters disseminated
- Daily PBIS Point Sheets are sent home, signed by the parent/guardian and returned to school
- Interim Reporting System (IRS) form is sent home to family at the end of every unit (approximately every 6 weeks)

Budget and resources alignment

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

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

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

If other is selected describe here:

- Bulk Job # GKT1S (Data Specialist, Afterschool Trainings)
- During school hours, Lunch and Learns, for staff to participate in Mathematics PDs presented by District 75 Mathematics Coach

Service and program coordination

- The Data Specialist and School-Based Coach hold in-house PDs demonstrating how best to use student performance data, set instructional goals and deliver meaningful instruction based on students' needs.
- In-house PDs focus on analyzing student work and implementing effective instructional strategies.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2013, there will be an improvement in student behaviors as evidenced by a 10% reduction in maladaptive behaviors.

Comprehensive needs assessment

- Through anecdotal (teacher consultation, clinical meetings, and cabinet meetings), Positive Behavior Intervention and Supports (PBIS) data trends, and through analysis; it was realized that more explicit staff responses to specific student behaviors was needed in order to better support our students behavioral needs.

Instructional strategies/activities

- The PBIS committee will develop a Ladder of Referral, outlining specific behaviors in 4 different levels of severity, classroom responses, and follow-up responses for those behaviors. The Ladder of Referral will lay out multiple tiers of intervention for negative student behavior.
- The PBIS committee will be responsible for drafting, implementing, and training staff in the Ladder of Referral, the District 75 PBIS Coach will support the staff in implementing the plan, and administration will assist in support and guiding staff and students through the new Ladder of Referral.
- During Small Learning Community Meetings (with a PBIS committee member or administrator present), Pedagogical Meetings, and weekly Principal updates via ARIS email; information will be disseminated and staff will be trained in using the Ladder of Referral. A poster of the Ladder of Referral will be posted in every classroom.
- All new teachers will be registered for, and veteran teachers will be encouraged to register for, Therapeutic Crisis Intervention for Schools (TCIS) in order to use appropriate language and intervention strategies to work with our challenging students.
- Timeline:
 - a) September 2012-December 2012: A Ladder of Referral will be created and finalized.
 - b) January 2013-February 2013: All staff will be exposed to the Ladder of Referral and put it into effect in their classroom upon exposure.
 - c) March 2013-June 2013: PBIS committee will constantly monitor the fidelity of this intervention and assess and identify staff who need more education on the intervention.

Strategies to increase parental involvement

- The Ladder of Referral will be disseminated to parents/guardians through the Parent Newsletter and the IRS.
- A Ladder of Referral workshop will be offered to parents/guardians in the Spring of 2013.

Budget and resources alignment

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

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

If other is selected describe here: N/A

Service and program coordination

- During Small Learning Community Meetings (with a PBIS committee member or administrator present), Pedagogical Meetings, and weekly Principal updates via ARIS email; information will be disseminated and staff will be trained in using the Ladder of Referral. A poster of the Ladder of Referral will be posted in every classroom.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Budget and resources alignment

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

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

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

If other is selected describe here:

Service and program coordination

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	<ul style="list-style-type: none"> - Words Their Way: Word study for phonics, phonemic awareness, vocabulary, and spelling - Great Leaps: Reading Drill and practice for reading fluency through sight sound relationships, sound awareness, sight phrases, and reading passages - Leap Frog/ Quantum Pad/ Tag Reading System: Phonics, phonological awareness decoding, vocabulary, reading fluency, and comprehension - Rewards: Strategies for decoding multi-syllabic vocabulary words, fluency, comprehension, test-taking strategies, content-area reading and writing - Steck Vaughn Power Up: Reading comprehension 	<ul style="list-style-type: none"> - Small Group and one-to-one 	<ul style="list-style-type: none"> - During the day

	<p>skills coupled with test strategies</p> <ul style="list-style-type: none"> - Quick Reads: Small-sized non-fiction emergent readers for adolescents focusing on reading comprehension, reading fluency, phonemic awareness and writing skills - Reading Attainment System: Reading comprehension, vocabulary building, and word attack skills - Step Up to Writing: Multi-sensory strategies for narrative, persuasive and expository writing 	<ul style="list-style-type: none"> - Small group and one-to-one - Small group and one-to-one - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day - During the day - During the day
Mathematics	<ul style="list-style-type: none"> - Great Leaps Math: Drilled exercises in building mathematics facts in addition, subtraction, multiplication and division - Everyday Mathematics Games: Drill exercises aimed primarily at building fact and operations skills - Math Steps: Practice in basic number concepts, addition, subtraction, multiplication, division, fractions, decimals, rates, ratios, proportions, and percents - Math Triumphs: Practice 	<ul style="list-style-type: none"> - Small group and one-to-one - Small group and one-to-one - Small group and one-to-one - One-to-one 	<ul style="list-style-type: none"> - During the day - During the day - During the day - During the day

	<p>in basic number sense and operations, fractions, rates, ratios, proportions, and percents</p> <ul style="list-style-type: none"> - Achieve It!: Differentiated instruction: diagnose, instruct, prescribe, develop, reteach, and achieve; skill by skill, individualized instruction & practice, test-taking strategies - Impact Test Practice: Test taking strategies-mathematic practice 	<ul style="list-style-type: none"> - Small group and one-to-one - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day - During the day
Science	<ul style="list-style-type: none"> - Quick Reads: Increase reading strategies and comprehension using Science reading passages 	<ul style="list-style-type: none"> - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day
Social Studies	<ul style="list-style-type: none"> - Quick Reads: Increase reading strategies and comprehension using Science reading passages 	<ul style="list-style-type: none"> - Small group and one-to-one 	<ul style="list-style-type: none"> - During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> - Counseling 2 times per week for 30 minutes each child 1 session 1:1 and 1 session 1:2. Parent outreach and agency referrals as needed. - School nurses assume responsibility of any health related services for all of P186X students, as needed or IEP mandates. 	<ul style="list-style-type: none"> - Small group and one-to-one 	<ul style="list-style-type: none"> - During the 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.

P186x has developed a four stage application/interview process in order to establish if the applicant is a “good fit” and HQ to instruct our challenging students. We receive applications from the District 75 Placement Office, Recruitment Fairs, NYC Teaching Fellow Program(s), NYU, Touro College and CCNY (established partnerships with our school). Applicants’ NYS and City certifications are checked before receiving an official invitation to visit P. 186X. The first phase of our process is to inform the applicant of our school’s philosophy, discuss the students’ pathologies and medical issues, and visit several classrooms throughout the day. A debriefing session is conducted to discuss the applicants’ instructional and socio-emotional philosophy and how it coincides with what they viewed for the time they were with us for the day. The second phase, if it is deemed by the Interview Committee that the applicant may be a good fit for our students, is to shadow a specific class for either a half/whole day across all instructional academic areas. Debriefing follows afterwards. The third phase is to perform a demo lesson in the class that the applicant shadowed during the previous visit. The Interview Committee evaluates the demo and then (if applicable) invites the applicant for a final visit to, again, discuss the students’ academic and socio-emotional needs, as well as the schools’ vision and mission. The position is then offered to the applicant.

The staff is given a survey and discussions are held during Small Learning Community Meetings on the needs of the individual students in their classes. Teachers are reminded about the Professional Development (PD) trainings/menu on the District 75 website (d75pd.org) and PDs are requested and approved based upon these needs, and appropriateness of the student population/grade band of the teacher requesting the PD. In house staff also provides PDs to all staff. New teachers are assigned mentors and inter-visitations amongst all staff are encouraged.

P186x has a positive climate and culture which lends itself to a high percentage HQT retention rate. There is an open door policy for staff to discuss issues, instructional materials are distributed freely to the staff, there are school-wide systems in place to maintain a calm decorum throughout the school day and the school has community affiliations to support staff.

P186x received many grants that also support instruction.

Staff is given a Preference Sheet annually in which teachers select the student population, grade band and site that they are interested in teaching for the following school year. In order to retain HQT at P186x, there are postings for School Based Coach position, Coordinator positions, Instructional Leader positions and administration positions.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

Part I: School ELL Profile

A. School Information

Cluster Leader/Network Leader Garry Hecht/Adrienne Edelstein	District 75	Borough Bronx	School Number 186
School Name The Walter Damrosch Day Treatment School			

B. Language Allocation Policy Team Composition

Principal Ava C. Kaplan	Assistant Principal Vito Faccilonga
Coach Ashley D. Hodge	Coach type here
ESL Teacher Andrea Szecsenyi	Guidance Counselor Maria Mercado
Teacher/Subject Area Yelena Vassilyeva, ESL	Parent type here
Teacher/Subject Area Alena Medzyanovskaya, ESL	Parent Coordinator Mildred Diaz
Related Service Provider type here	Other Troy Gorodess, Data Specialist
Network Leader type here	Other type here

C. Teacher Qualifications

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

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

D. School Demographics

Total number of students in school	522	Total Number of ELLs	121	ELLs as share of total student population (%)	23.18%
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Part II: ELL Identification Process

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

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

1 Paste response to questions 1-6 here

P186x is a K-8 school, and has a total of 522 students. The student population is comprised of 53% Hispanic, 42.5% Black, 2.1% White, 1.9% Asian, and 0.5% Native American (Percentages do not total 100 due to rounding). There are 121 English Language Learners (ELLs) in the school, 23.2% of the student population, 26 students with a bilingual designation, 74 ESL students, and 21 students whose IEP indicates Monolingual without ESL services. Grade breakdown of ELLs is the following: K: 11 students, 1st grade: 18 students, 2nd grade: 18 students, 3rd grade: 14 students, 4th grade: 15 students, 5th grade: 11 students, 6th grade: 14 students, 7th grade: 10 students, 8th grade: 10 students. The school also serves 34 ELLs whose IEP indicates monolingual without ESL services by administering the NYSESLAT to them. Our school currently does not provide a bilingual program; English Language Learners receive freestanding ESL services. The following is the language breakdown according to the Home Language Identification Survey: 112 Spanish, 1 Albanian, 2 Mandingo, 3 Bengali, 2 Wolof and 1 Sarahully (a dialect of Swahili). Grade breakdown of Spanish speaking ELLs is the following: K: 11 students, 1st grade: 13 students, 2nd grade: 18 students, 3rd grade: 14 students, 4th grade: 12 students, 5th grade: 11 students, 6th grade: 14 students, 7th grade: 10 students, 8th grade: 9 students. Our Albanian speaking ELL is in 1st grade and Sarahully speaking ELL is in 4th grade. One of our Mandingo speaking students is in 4th grade and the other one is in 1st grade. Both Wolof speaking ELLs are in the first grade. One Bengali speaking ELL can be found in each of the following grade: 1st grade, 4th grade and 8th grade. Our students exhibit a variety of disabilities and age ranges, 79 ELLs participate in alternative assessment, and 42 students in standardized assessment.

Our school ensures that all new entrants to the NYC school system have a Home Language Identification Survey (HLIS) on file. If the HLIS is not completed at the CSE level ESL teachers and Bilingual Counselors or Monolingual Counselors with the assistance of Bilingual Parent Coordinator administer the HLIS and conduct oral interviews during the intake process. Only Spanish speaking Bilingual Counselors and Parent Coordinator are available at our school; however the school ensures that the HLIS is available in the native language of all parents. The ELL Team also reviews the RLER report on a weekly basis in order to identify all students eligible for LAB-R testing both new entrants and students who have been in a school system elsewhere. ESL teachers administer the LAB-R within 10 days of initial enrollment. The LAB-R is given to all eligible students (when their HLIS form indicates that their home language is not English) to check their level of English ability and determine if they are eligible for ESL services. For all students whose home language is Spanish, ESL Teachers administer the Spanish LAB-R to determine the student's proficiency in Spanish. One ESL teacher who speaks Spanish administers all the Spanish LAB-R tests at the main site. Another ESL teacher with the help of a Spanish speaking Bilingual Speech Teacher administers the Spanish LAB-R at the off-sites.

In District 75 schools the CSE informs parents of the three program choices (Transitional Bilingual Education, Dual Language and Freestanding ESL) available in New York City public schools, explains the the three program choices and ensures that that parents understand the availability of the program choices in each school. The CSE also decides with the involvement of a multidisciplinary team and the parents which program model each student with disabilities would benefit the most from. The school provides an ELL

parent orientation at the beginning of each school year. ESL teachers with the assistance of the Parent Coordinator organize and conduct this parent orientation. Parents are notified about the parent orientation in writing both in English and in their native language.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered every year in April and May to measure ELL students' growth in acquiring English. Every ELL student in our school take the test. Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. The ELL team reviews the RLER report each spring to ensure that all students who are eligible for NYSESLAT take the test. Andrea Szecsenyi, ESL teacher and Yelena Vassilyeva, ESL teacher administers the NYSESLAT at the main site. Alena Medzyanovskaya, ESL teacher administers the NYSESLAT at the off-sites. The test is administered in different grade "bands". The Speaking component of the test is administered individually. The Listening, Reading and Writing component of the test is administered to ELLs in small groups.

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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	121	Newcomers (ELLs receiving service 0-3 years)	86	Special Education	121
SIFE	1	ELLs receiving service 4-6 years	26	Long-Term (completed 6 years)	9

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. ①

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	86	1	86	26		26	9	0	9	121
Total	86	1	86	26	0	26	9	0	9	121

Number of ELLs in a TBE program who are in alternate placement: 26

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
TOTAL	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
TOTAL	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: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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	11	13	18	14	12	11	14	10	9					112
Chinese														0
Russian														0
Bengali		1			1				1					3
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian		1												1
Other		3			2									5
TOTAL	11	18	18	14	15	11	14	10	10	0	0	0	0	121

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?

Paste response to questions 1-7 here

All of our ELL students participate in an instructional program that addresses their academic, language, social, and cultural strengths and needs, and is based on New York State ESL and ELA Performance Standards. One-hundred students are mandated for Bilingual or English as Second Language (ESL) services. 26 ELLs are mandated for bilingual instruction services (BIS) and 74 ELLs for ESL services only. P186x provides an ESL program by three New York State ESL certified teachers, who serve ELLs both at the main site, and at the off-sites. The ESL teachers provide academic support and instruction in English, 360 minutes a week for both Alternate Assessment and Standardized Assessment students, who are at the beginner or intermediate level Kindergarten through 8th grade. Students who reach the advanced level receive 180 minutes per week ESL instruction, and 180 minutes per week ELA instruction. Students who are mandated for bilingual instruction, as per their IEPs, are provided with ESL services by a certified ESL teacher, as per CR Part 154 mandates, as well as the services of an Alternate Placement Paraprofessional, who speak the students' native languages and English. The Alternate Placement Paraprofessional works in conjunction with the ESL and the classroom teacher to provide comprehensible input for the students. The goal of the instructional program is to assist students in improving English proficiency and meeting state and city academic standards.

The ESL teachers implement a pull out program, with heterogeneous classes for Standardized Assessment Students. These students are not provided push-in ESL services because in accordance with their IEP mandates and their grade level they are in several different classes. Students at the beginner and intermediate level receive 360 minutes per week ESL instruction, while students at the advanced level receive 180 minutes as required under CR Part 154. Literacy instruction for standardized assessment ELLs is provided by both the monolingual classroom teachers and the ESL teachers. Primary literacy instruction for ELL students is based on programs like Foundations, Words Their Way and Treasures with the use of technology and adaptation of literacy materials to meet the needs of students with a variety of disabilities. ESL teachers, classroom teachers and content area teachers collaborate on finding effective strategies for ELLs to improve their Math, Science and Social Studies skills. The Harcourt Science program classroom teachers use at the school provides systematic ESL/ESOL support. ESL teachers and classroom teachers of ELLs meet once a week during common preparation periods to discuss student progress, plan lessons, create materials and assessment tools, and evaluate lessons.

A. Programming and Scheduling Information

Standardized Assessment students receive academic support with the use of various approaches, methodologies, and classroom techniques; such as Cooperative Learning, Whole Language Instruction, Community Language Learning, Natural Approach, as well as different types of scaffolding instruction strategies such as Modeling, Bridging, Contextualization, Schema Building, Text Representation, and Meta Cognitive Development. The instructional program's goal is to raise academic achievement, develop and improve academic language, acquire English proficiency, and achieve state standards for ELLs.

ELL students in Alternate Assessment Programs are exposed to a variety of learning strategies to improve their English proficiency and emergent literacy skills. The ESL teachers implement push-in and pull-out programs. Alternative assessment students at the beginner or intermediate level receive 360 minutes per week ESL instruction, and students at the advanced level receive 180 minutes per week ESL instruction. The push-in model consists of collaborative team teaching involving the ESL teacher and classroom teachers working collaboratively, planning lessons and curriculums during scheduled common preparation periods. Classroom teachers and ESL Teachers plan lessons, create materials and assessment tools, and evaluate the effectiveness of lessons once a week during common preparation periods both at the elementary and at the middle school level. Lessons include teacher / student created emergent literacy books that utilize repetition and picture representation symbols. Through listening and sensory processing techniques, the ELL students learn sound/symbol relationships, and improve their vocabulary and expressive and receptive language skills. The ESL teachers also use strategies such as Total Physical Response (TPR) and Auditory Representation to support student learning. ESL teachers and classroom teachers use native language assessments, such as the Spanish LAB-R to evaluate students' skills in their native languages, and assist them to transfer these skills to the second language. All students at P186X are provided by differentiated instruction in small groups to meet their diverse needs, The instructional intervention program for ELL students has been effective in assisting students in achieving academic, functional, social and transitional goals.

In addition to mandated ESL services SIFE students and newcomers at P186x receive Academic Intervention Services, Positive Behavioral Support, bilingual counseling, native language support and they also participate in Title III afterschool program. ESL teachers use the ACCESS Newcomers program with newcomer ELLs to build oral language, focus on essential and high-frequency words and teach key vocabulary and concepts from content areas. Plans for long term ELLs include: daily AIS in the content areas, extended day, and the use of technology. ESL teachers differentiate instruction for Long-Term ELLs by focusing on teaching academic language and explicitly teaching test taking strategies. ESL teachers also use The Heinle Sam and Pat Beginning Reading and Writing series with SIFE students and Long-Term ELLs with low-literacy skills. Students who received an extension of services receive mandated ESL services, as per their IEP, and in accordance with their proficiency levels indicated on the NYSESLAT. In addition, they receive AIS in reading and the content areas, PBS, counseling and they can participate in the Title III after school program. Starting in the 2011-2012 school year, P186X will also use Rigby's On Our Way to English with Alternate Assessment and Standardized Assessment ELLs who have received more than three years of ESL services to supplement literacy instruction and improve academic vocabulary.

P186X provides services for students with disabilities in a variety of setting to meet their needs within the least restrictive environment. The school offers 3R, 4R, 6R classes and inclusive education. The mission of Inclusive education is to support all students with diverse abilities and needs in the general education programs of the New York City Department of Education. Students attend the inclusive program with the support of a P186X special education teacher (Special Education Teacher Support Service provider, aka SETSS provider) and a paraprofessional who supports all students in the class with a focus on the students from P186X. The paraprofessionals accompany dyads of students to general education classes as mandated by individual IEPs. The SETSS provider adapts and modifies curriculum from general education classes in keeping with the students' Individualized Educational Program and supervises the work of the team. English Language Learners are part of the inclusive program based on their academic, social and emotional progress and continue to receive mandated ESL services. Bilingual students who are in inclusive education will be supported by an alternate placement paraprofessional who speaks their native language.

In response to the state citation P186X states that we serve all English Language Learners as per their IEP.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

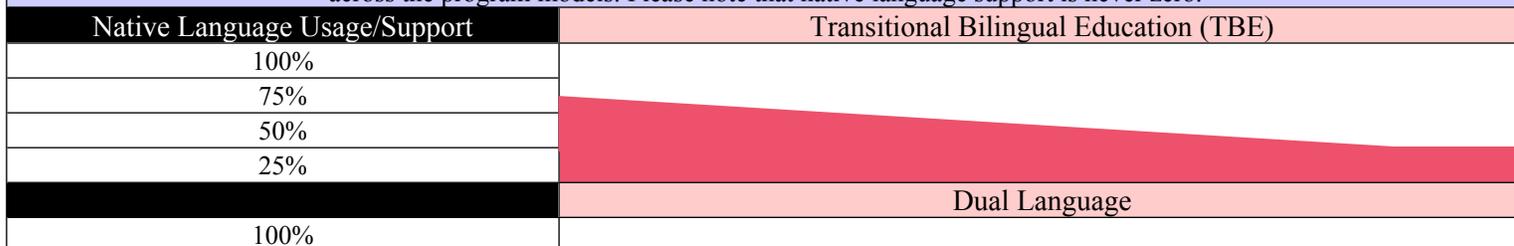
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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?

Paste response to questions 8-17 here

The educational curriculum at P.186X is as follows: Standardized Assessment Elementary School students are following the Treasures Curriculum placing special emphasis on Vocabulary Acquisition, Reading Comprehension, and Question Answer Relationships. P. 186X is in its first year of using a Singapore Mathematics program, Math in Focus, grounded solely on student mastery of mathematical concepts. Middle School Standardized Assessment students are following the P.186X Curriculum Map and Impact Mathematics. Alternate Assessment students are using the Unique curriculum. This curriculum is online, standards-based, and differentiated to meet the needs of all students. In addition to the educational curriculum, which follows the New York State Part 100 Regulations and incorporates the New York City Performance Standards, each child's Individual Education Plan focuses on specific goals. Each student's program is also designed to enhance self-esteem and equip each student with necessary life skills. The program offers a curriculum that includes Technology Education, Home and Career Skills, Creative Arts, Music (choral and instrument), Physical and Health Education. English Language Learners receive support from ESL teachers, bilingual paraprofessionals and bilingual counsellors to enable them to fully participate in all curricular activities. P186X occasionally offers such extracurricular activities as basketball, tennis and golf. The school ensures that parents of ELLs receive information about these programs in their native language, and bilingual paraprofessionals are available to support ELLs' participation in these programs.

ESL teachers supplement Math and Science instruction by providing explicit academic language instruction to make content more accessible for ELLs. In social studies ESL and classroom teachers preteach reading assignments and vocabulary and help ELLs link the unfamiliar with the familiar in order to activate prior knowledge through the use of graphic organizers and thinking maps. ESL teachers also promote the use of jigsaw learning and thinking maps to support ELLs in the content areas. The state of the art school library, classroom libraries and the ESL classroom library contain leveled literacy in English, multicultural books, recorded books in a variety of genres that reflect the cultural background of ELLs. Most of our ELLs are not literate in their first language, therefore they are not able to transfer these skills into second language literacy. ESL teachers encourage parents to read to their children in their first language.

ESL teachers also use a comprehensive technology based literacy program, Scholastic Zip Zoom English, to supplement literacy instruction for ELLs in the early elementary grades. ELLs in the higher grades also participate in a Computer Assisted Language Learning program, and are enrolled in OpenBook English, a research-based English language software solution that teaches reading, writing, speaking and listening. The instructional program's goal is to raise academic achievement, acquire English proficiency, and achieve state standards for ELLs. Scholastic Zip Zoom English is also used with all Alternative Assessment students to enhance their phonemic awareness, phonics, and sight word recognition, and computer literacy. Augmentative communication devices for Alternate Assessment students are provided for additional support. In the 2011-2012 school year standardized assessment ELLs will be enrolled in an award-winning, research and standard based online program called Spotlight on English designed to help them develop English language proficiency, access grade-level content, and help students to build critical elementary level reading and math skills. The ESL program for Alternative Assessment English Language Learners in the 2011-2012 school year will use the multimedia and print activities in Look, Listen, & Speak published by Evan-Moor Educational Publishers. This award-winning teacher resource uses theme-based lessons rich in survival language to build vocabulary, language patterns, and student confidence. Starting in the 2011-2012 school year ESL teachers will use Rigby's On Our Way to English program to improve ELLs' vocabulary, especially in the content areas of math, science and social studies. P186X will not discontinue to use any programs or services in the 2011-2012 academic year, rather will use the different programs to differentiate instruction for the

variety of needs of our ELLs with disabilities. P186X discontinued offering language electives to all students including ELLs because the programs introduced in former years were unsuccessful.

In addition to mandated ESL services ELLs at P186x receive Academic Intervention Services in reading and the content areas, Positive Behavioral Support, bilingual counseling, native language support and they also participate in Title III afterschool program. The federally funded Title III program is a Computer Assisted Language Learning Program. The goal of the program is to enhance students' reading, writing, speaking and listening skills in English and improve their academic performance in the content areas. The focus of the program is integrating technology into language learning. Technology can motivate students in their efforts to improve English proficiency skills and acquire content area knowledge. The instructional program utilizes the capacity of multimedia applications to offer comprehensible input, enhance comprehension skills and provide meaningful communications. The program is offered to alternate assessment ELLs on Tuesdays, 3:00-4:30 and to standardized assessment ELLs on Thursdays, 3:00-4:30. The use of technology is also an integral part of the regular classroom curriculum. All students, including ELLs use comprehensive technology programs such as Achieve 3000, Read 180 and KidzBizz 3000. When students reach proficiency on the NYSESLAT they will receive continued transitional support for two years from ESL teachers, the classroom teacher and content area teachers. Former ELLs also receive testing accommodations up to two years, including time extension, separate location, third reading of listening section, bilingual glossaries and oral translations for lower-incident languages on classroom, school, city and state tests.

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)?

Bili

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.

Paste response to questions 1-3 here

The District 75 Office of English Language Learners professional development throughout the year for ESL teachers, assistant principals, bilingual/ESL coordinators, paraprofessionals, bilingual teachers, psychologists, occupational/physical therapists, secretaries and parent coordinators. This professional development supports research-based data and resources on ESL strategies for differentiated instruction for ELLs with disabilities. Teachers are encouraged to attend Professional Development workshops, ELL conferences provided by the Central Office, the New York State BETAC, and professional organizations such as NYS TESOL. All newly hired teachers participate in a 10-hour Jose P. ESL Training offered by the District 75 Office of English Language Learners. ESL teachers provide professional development every year for newly hired teachers about research-based strategies teachers can use with ELLs in their classroom. All teachers are offered a number of professional development opportunities throughout the school year. The following professional development will be offered in the 2011-2012 school year for all classroom and specialty teachers by ESL Teachers: Oral Language Practice for ELLs in the Content Areas (November 2011), Technology and teaching English Language Learners, Educational Software and Educational Websites for English Language Learners (January 2012), Effective Strategies for Teaching Special Needs English Language Learners (June 2012). Bilingual guidance counselors and school leadership meet with teachers and parent coordinators during weekly clinical meetings after school in order to discuss how they can support the transition of ELLs into middle school or high school.

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?

Paste response to questions 1-4 here

The intervention for ELL students begins with an intake procedure that describes the mandated services and the ESL program to the parents. The options for parents of ELL students are discussed during the Committee on Special Education (CSE) process at the Educational Planning Conference. Parents are encouraged to be involved in the decision-making process through participation on a committee that supports and advocates the students' academic achievement. This committee includes the Homeroom, ESL, and Speech teachers, Counselors, Social Workers, other Related Service providers, one to one paraprofessionals if mandated, and parents or family members of ELLs.

P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in ATS and on the student's emergency card. Home Languages are also recorded on each student's IEP. These records are available to school personnel who are involved in the education of the child. School personnel and parents also receive notifications about the availability of translation and interpretation services. Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. Notice for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admit. The enhancement of communication between the school and the parents of ELLs is ongoing throughout the school year; the Parent Coordinator ensures that there is good communication by providing translated school documents and any information that needs to be sent home. Parent outreach includes opportunities for meetings that will inform the parents of the school system, program objectives, state and city standards, curriculum, assessment, student expectations, and the educational program regulation. The parent coordinator also ensures that parents of English Language Learners will be informed of parent engagement and school activities and meetings through monthly parent newsletters. The parent coordinator and guidance counselor have developed partnerships with various community organizations and refer parents of ELLs to the services of such organizations as AHRC and YAI.

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)	9	13	14	4	12	6	12	6	8					84
Intermediate(I)	1	1	2	7	2	2	2	2	3					22
Advanced (A)				3	3		1	1	1					9
Total	10	14	16	14	17	8	15	9	12	0	0	0	0	115

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	9	6	7	1	7	5	11	4	6				
	I		5	2	3	4	1	1	1	4				
	A		3	5	8	6	2	3	3	2				
	P	1		2	2				1					
READING/ WRITING	B	8	13	13	4	12	6	12	6	8				
	I	2	1	2	6	4	2	2	2	3				
	A			1	4	1		1	1	1				
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	8	1			9
4	4				4
5	6				6
6	1				1
7	2				2
8	1				1
NYSAA Bilingual Spe Ed	2		8	33	43

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	6		2						8
4	3		3						6
5	3		2		1				6

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
6	1								1
7	2								2
8	1								1
NYSAA Bilingual Spe Ed					9		31		40

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	5								5
8	1								1
NYSAA Bilingual Spe Ed					1		10		11

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

Native Language Tests		
	# of ELLs scoring at each quartile (based on percentiles)	# of EPs (dual lang only) scoring at each quartile (based on percentiles)

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

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

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

Paste response to questions 1-6 here

Both standardized assessment and alternative assessment students participate in the NYSESLAT every year. In Spring 2011 115 students participated in the NYSESLAT. 6 students did not complete all four parts of the assessment and did not receive valid scores. When analyzing the test scores of 61 students who have completed all four parts of the assessment in the past year, data indicates that 73% (84 students) of our students are at the beginner level, 19% (22 students) are at the intermediate level, and 8% (9 students) are at the advanced level.

English Language Learners at P186X are performing better in the speaking and listening part of the test and their improvement is faster in these areas. This is true for all our students across proficiencies and grade levels. Most of these ELLs have severe developmental delays or learning disabilities, therefore acquiring literacy in any language is particularly challenging for them. While only 48% of students (56 students) are at the beginning level in the modality aggregate of speaking and listening, 71% (82 students) performed at the beginning level in reading and writing. Teachers who are working with ELLs are aware that reading and writing are more difficult for the students, and concentrate on improving literacy skills, keeping in mind that the four modalities, listening, speaking, reading, and writing cannot be taught separately. Even though a large number of the students remain on the same proficiency level an improvement can be observed in the raw scores of students in all language skills.

23 Standardized Assessment ELLs participated in the Spring 2011 NYS ELA assessment. 22 (96%) of them scored at Level 1, and 1 student scored at level 2. 24 Standardized Assessment ELLs participated in the Spring 2011 NYS Math assessment. 16 ELLs scored at Level 1 (67%), 7 ELLs at Level 2 (29%) and 1 student at Level 3 (0.4%). 6 Standardized Assessment ELLs participated in last year's state science assessment, all of them scoring at Level 1. The fact that ELLs performed better on the math assessment than on the ELA assessment indicates that both ESL and classroom teachers have to concentrate on improving literacy skills of ELLs. However ESL teachers will keep integrating content area concepts and vocabulary into their lessons.

ELL Alternate Assessment ELLs participate in the NYSAA Datafolios every year. They participate in this assessment in English, but bilingual paraprofessionals are available to assist them during the assessment process. In Spring 2011 43 ELLs participated in NYSAA ELA, 2 (0.4%) scoring at Level 1, 8 (18.6%) scoring at Level 3 and 33 (76.7%) scoring at Level 4. 40 ELLs participated in NYSAA Math test, 9 (22.5%) scoring at Level 3, and 31 (77.5%) scoring at Level 4. 11 ELLs who participated in the Spring 2011 NYSAA Science test scored as follows: 1 ELLs Level 3 (0.9%), and 10 ELL Level 4 (90.9%). NYSAA scores of ELLs have improved considerably from last year, however data still does not show any significant difference between the test scores of ELLs and non-ELLs on the NYSAA. ESL

Teachers will continue to support Alternative Assessment ELLs to perform well on the NYSAA, and will help them to prepare especially for the ELA portion of the test.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 75x186 School Name: The Damrosch Day Treatment School

Cluster: District 75 Network: 751

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.

Based on family input, data from the Home Language Survey (HLS), Report of Preferred Language (RAPL) from ATS, and the school's intake process, the school is able to determine the parents'/guardians' specific language needs in order to provide and include them in all facets of their child's academic/ behavioral progress and school celebrations/trainings.

When a parent and child arrive at P186X, we create a rapport with the family in order to establish a positive working relationship with them. During the intake process, individual interviews are conducted by bilingual counselors and monolingual counselors with the help of the parent coordinator and ESL teachers to discuss and obtain information from the family by:

- Completing a Home Language Survey
- Reviewing IEP information and conducting interviews to assess the primary language needs of the family and the child.
- Completing a Parent's needs assessment/survey form
- Where applicable translators assist monolingual clinicians in the intake process.
- Where applicable an Alternate Placement Paraprofessional is assigned to the student in order to translate instruction from English to the child's Native Language and is introduced to the parent to increase the comfort level.
- P186X parent coordinator completed training and is a certified Spanish to English, English to Spanish interpreter/translator

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

The students and their families come from diverse backgrounds. During intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, the Global 1 Communication System, ARIS Parentlink, and attending celebrations.

P186X has 136 (29%) families whose primary language is not English. The primary language of 92% of these families (125) is Spanish. The school's needs assessment survey found that 60% (79) of the non-English speaking families need language assistance services. In case of Spanish translation and interpretation are done immediately at the school, in the case of other languages (Mandinka, Afrikaans, French, Twi, Bengali, Wolof, and Soninke) the school requests the services of the Central Office of Interpretation and Translation, and bilingual paraprofessionals also assist the families.

P186X determines within 30 days of a student enrollment the primary language of each parent and whether they require language assistance services. The school maintains records of the primary language of each parent in ATS and on the student's emergency card. Home Languages are also recorded on each student's IEP. These records are available to school personnel who are involved in the education of the child. School personnel and parents also receive notifications about the availability of translation and interpretation services. Teachers and counselors are notified about the languages represented in our school.

Invitations are sent out in the families' Native Language informing them of the specific workshop/training. The Parent Coordinator and clinicians also notify families, via phone calls and newsletter, to inform them of the workshops/trainings.

During parent workshops, the parent coordinator or Bilingual clinicians translate the information into Spanish as the English speaker makes his/her presentation. The school request the services of the Central Office of Interpretation and Translation in the case of other languages.

All memos/letters sent home in English are immediately transcribed into the family's Native Language and sent home simultaneously

A Parent Newsletter is sent home in languages compatible to our school community.

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.

The students and their families come from diverse backgrounds. During P186x's intake process, families inform us of their language needs. Their needs are also identified through the above noted data systems. Families receive information through Parent Newsletters, Monthly Parent Meetings, flyers, the Global 1 Communication System, ARIS Parentlink, and attending celebrations.

As stated above Native Language Translation of newsletters or any other communications are sent home simultaneously with letters printed in English. P186X will explore allocating money/budgeting hours to be used by staff to translate documents or trainings into our families' native languages.

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.

Oral interpretation is provided by the P186x staff (parent teacher coordinator, bilingual counsellors, teachers and paraprofessionals); however, if needed the school requests the translation services from the NYCDOE Translation and Intrepretation Unit/over the phone services for Parent-Teacher conferences, trainings or clinical-parental interventions. A teacher provides American Sign Language, to convey information, to a hearing impaired parent. P186x has not used an outside vendor to assist in this area.

Interpretation needs will be addressed by in house staff; parent coordinator; Bilingual Clinicians or Alternate Placement Paraprofessionals. Presently during parent workshops or meetings the staff member sits with a small group of parents while they interpret the information being presented into the appropriate language of that grouping of parents. P186X informs the parents of their rights to bring their own interpreters.

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>.

Written notification to parents/guardians, when not available on the NYCDOE website, will be translated in the families native language by the Parent Coordinator or Translation and Interpretation Unit. On site and over the phone interpretation services are made available to parents/guardians during school hours. Language signs and posters are posted near the main office and the school's entranceway that indicates the availability of specific language services.

Notice for parents regarding language assistance services will be given out to parents in English and in the parents' primary language every September and it is included in the intake packet of every new admit. P186X provides each parent whose primary language is a covered language by Translation and Interpretation Unit and who require language assistance services with a copy of the Bill of Parent Rights and Responsibilities which includes their rights regarding translation and interpretation services. P186X posts on the Parent Bulletin Board in front of the main office a sign in the most prominent of the covered languages (Spanish), English

and the 2 other languages covered by the Translation and Interpretation Unit (Bengali and French) indicating the availability of translation and interpretation services.

The school's safety plan procedures ensure that every parent who needs language access services understands their rights to translation and interpretation and how to access such services and will not be prevented from reaching the school's administrative offices solely due to language barriers.