



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE LIBERTY SCHOOL

DBN (i.e. 01M001): 02M089

Principal: VERONICA NAJJAR

Principal Email: VNAJJAR@SCHOOLS.NYC.GOV

Superintendent: MARIANO GUZMAN

Network Leader: YUET CHU

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
VERONICA NAJJAR	*Principal or Designee	
KAITLYN MCLOUGHLIN	*UFT Chapter Leader or Designee	
SONIA CARTY	*PA/PTA President or Designated Co-President	
CONNIE SCHRAFT	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
ANDREA HERWRITT	Member/ TEACHER	
ALLISON HOLLAND	Member/ TEACHER	
FRANCESCA BATTISTA	Member/ TEACHER	
JOHN CRAVEN	Member/ PARENT	
STEPHEN CRAWFORD	Member/ PARENT	
BREE ALTMAN	Member/ PARENT	
DENISE JOHNSON	Member/ PARENT	
ELLEN JALKUT	Member/ PARENT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
N/A	Title I Plan (Only for schools receiving Title I funding)
N/A	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

80% of the special needs students with reading goals on their IEPs will increase their F&P reading scores by one level for each assessment period.

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.

The higher the student's F&P reading level is, the more successful the student will be on the NYS English Language Arts test. We hope to increase, specifically, the reading levels of special needs students—who tend to have lower F&P scores and therefore perform worse on the NYS ELA exam.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The AIS, SETSS, and ICT special education teachers will review all IEPs to determine who has reading goals as part of their plans. These teams will also analyze and track these students' *Fountas & Pinnell Assessment* data, classroom work, and previous state test scores. The AIS and SETSS teachers will look for commonalities in skills and goals among students in the same grade (or one grade above or below), so that they can create appropriate student groupings to best meet the reading needs of these students. For students in the same classroom, the SETSS teacher can provide push in support for mandated periods as well as pull out service, whenever necessary.
2. Classroom teachers of students receiving SETSS will meet with the SETSS teacher periodically to discuss student goals, foster continuity in approach, and to plan for support and differentiated materials. Classroom teachers and the SETSS teacher will work with targeted students in the classroom, in small groups, and/or the Extended Day program to build reading skills and stamina.
3. During the Extended Day program, the school will offer test preparation sessions prior to the ELA test for targeted students in grades 3-5 to further support reading progress. The focus will be on understanding testing formats and test strategies, while incorporating decoding and comprehension practices.
4. The school utilizes a literacy coach to work with teachers in whole group, grade teams, and classrooms. The coach work will include: developing Tier 1-3 language, aligning the ELA curriculum to the Common Core, supporting Guided Reading in the classroom
5. The school continues to invest time and money to build up the Guided Reading library for teachers to access materials and lesson plans. The school continues to look for texts in the lowest reading levels as well as high interest/low level books. Whenever possible and necessary, the school will purchase books for classroom leveled and guided reading libraries.

B. Key personnel and other resources used to implement each strategy/activity

1. AIS and special education teachers
2. Classroom and SETSS teachers
3. Teachers in Grades 3-5, SETSS teacher
4. Literacy coach and all pedagogues
5. Administration, NYSTL and PTA funding

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Increases in Running Record and F&P levels
2. Increases in Running Record and F&P levels
3. Increase in student performance on practice state exams, using a pre- and post-assessment
4. Updated ELA curriculum
5. Increase in the number of Guided Reading books in the school-wide library as well as classrooms, if needed

D. Timeline for implementation and completion including start and end dates

1. Teachers will assess students using the *F&P Benchmark Assessment System* in September, January, and May—in order to track student progress in reading. Running records will take place in the interim time between assessment periods. IEP review will take place in September and at the IEP conference date, which is generally in January and February. The AIS and SETSS groups will be re-evaluated every two months and fluidly organized, if needed, according to changes to students' reading levels over the course of the school year.

2. Monthly meetings
3. January to May. Extended Day enrollment will be similarly fluid based on changes to students' reading levels over the course of the school year.
4. September to May
5. Book orders will take place throughout the school.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher prep periods, Extended Day, coverage by Enrichment teachers for F&P testing
2. Teacher prep periods
3. Extended Day
4. Teacher Team time, grade team meetings, teacher prep periods, whole school staff meetings, Election Day PD; PTA funding for a literacy coach
5. NYSTL and PTA funding for the purchase of Guided Reading books

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).

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—families will have a better understanding of literacy concepts and their child's performance in reading in order to support their child at home.
- During some Family Friday events, families will have an opportunity to engage in literacy work with their child in the classroom.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

PTA funding

Goal and Action Plan #2

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

Annual Goal #2

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

100% of the school's ELA curriculum will be aligned to the Common Core Standards.

Comprehensive Needs Assessment

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

With the alignment of the NYS ELA exam with the NYS Common Core Learning Standards, the school wanted to ensure that the current ELA curriculum was completely aligned. In order to prepare students to be college and career ready, the school saw a need to integrate new content as well as eliminate obsolete units of study.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Teachers in grades K-5 will work with the literacy coach to identify any remaining gaps in the ELA curriculum, with respect to the NYS Common Core Learning Standards. The coach will help each grade team develop units and related teaching points for any content area that is currently missing from the school's curriculum. Furthermore, the literacy coach will work to ensure that the curriculum is vertically aligned, so that each grade's rigor is appropriate and skills/concepts are not unnecessarily duplicated year-to-year. School administration has purchased new materials (e.g. teaching manuals, trade books, etc.) in the past and will make any future purchases as needed.
2. The school has revisited the school-wide writing prompts, which will now be administered at the beginning and end of the school year. The questions on the prompts will be same, acting as a pre- and post-assessment of student writing. The prompts will also be the same across grades, with some adjustments to be more developmentally appropriate for each grade in terms of language and rigor. Using a Common Core-aligned rubric, teachers use these prompts to assess student writing skills and track student progress over time. Teachers will meet during grade team meetings and Teacher Team time to look at student work and identify student strengths in writing and develop goals as a focus for classroom instruction, individual writing conferences, and Extended Day instruction. The findings from

the looking-at-student work sessions will help drive the development of the writing units.

B. Key personnel and other resources used to implement each strategy/activity

1. All pedagogues, the literacy coach, and administration
2. All pedagogues and administration

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Increase in the quantity and quality of the ELA curriculum over the course of the school year. Monthly check in with each grade regarding the ELA curriculum by the literacy coach, administration, and AIS teacher
2. Increase in student writing skills over the course of the school year with regards to contents, mechanics, and style. September and May administration and scoring of the writing prompts, monthly assessment of student work relating to the current unit of study

D. Timeline for implementation and completion including start and end dates

1. Planning time during literacy coach days throughout the school year. All day planning with the literacy coach, provided by sub coverage in May
2. Writing prompt administration and scoring in September and May. Grade team meetings twice a month.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teacher prep periods, common planning and Teacher Team time, per diem coverage for planning. PTA funding for a literacy coach and instructional materials, if needed. Per session funding for revisions made to the curricula.
2. Teacher prep periods, common planning and Teacher Team time. Per session funding for revisions made to the curricula.

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).

- Through curriculum meetings, parent workshops, classroom correspondences, and parent-teacher conferences—parents will have a better understanding of literacy concepts and their child's performance in reading and writing in order to support their child at home.
- During some Family Friday events, parents will have an opportunity to engage in literacy work with their child in the classroom.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

PTA funding

Goal and Action Plan #3

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

Annual Goal #3

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

As a result of frequent observations and timely feedback, 75% of teachers will be rated "Effective" using the Danielson Framework in Domain 1e: *Designing Coherent Instruction* and 3c: *Engaging Students in Learning*.

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.

Teacher feedback on prior Learning Environment Surveys highlighted that administration did not provide enough explicit feedback on their classroom instruction.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. The school administrators will base their observations around their work with the Talent Management Pilot as well as recent trainings regarding the 22 components of the Danielson Framework. Administrators will work with the Talent Coach will help norm the ratings of classroom observations.
2. Feedback to teachers will be in the form of either meetings or email messages. Teachers can opt to meet with an administrator if given feedback via email. All

teachers will have written documentation regarding their observations. The feedback will be based on low-inference data—which will act as evidence for teacher commendations and recommendations.

- School administration will create ways in which to provide teachers with professional development around the Danielson Framework as well as teachers' specific areas of need. PD could include: grade-team meetings, staff meetings, out-of-school workshops and trainings, intervisitations, demonstrations lessons, and work with a literacy coach.

B. Key personnel and other resources used to implement each strategy/activity

- Administration, Talent Coach
- Pedagogues and administration
- Pedagogues, administration, literacy coach, outside consultants or organizations

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- Ratings between administrators will be normed over the school year, in order to promote consistency across the school
- All informal and formal observations will begin at the end of October/beginning of November, and culminate by the end of April. Observations will be inputted into the Advance computer system and given to the teachers within 90 days of the observation.
- Increase in teacher understanding of the 22 components of the Danielson Framework. Increase in the quality of teacher practice as a result of administrative feedback and professional development.

D. Timeline for implementation and completion including start and end dates

- Summer training, and ongoing support days with the Talent Coach over the school year
- For teachers choosing Option #1, observations will take place every two months; for Option #2 teachers, once a month. Observations will fall between October/November to April. Observations will be inputted into the Advance computer on either a monthly or bi-monthly basis.
- PD days in September, November, and June. Staff meeting and Teacher Team time once a month, grade team meetings bi-weekly. Workshops and trainings as needed and based on availability and funding.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

- Talent Coach days
- Meetings with teachers during their preps, email
- PD days, Teacher Team time, grade team and staff meetings. PTA funding for the literacy coach and out-of-school workshops and trainings. Per diem funding for workshops.

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).

N/A

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

PTA funding

Goal and Action Plan #4

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.					

Goal and Action Plan #5

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 school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	AIS teachers implement a variety of reading programs and strategies such as <i>Wilson, Recipe for Reading, Preventing Academic Failure (PAF), Words Their Way</i> , pre-teaching, modified class work, graphic organizers, <i>Fountas & Pinnell</i> word study/spelling	1:1 Small group	Extended Day During the school day
Mathematics	AIS teachers implement 1:1 or small group lessons during the school day. Instruction is based on the concepts and skills from the Common Core Standards and the <i>Investigations</i> program. Students are provided with structured, systematic instruction with opportunities to practice concepts, share ideas and ask questions in a smaller group. Modified materials, graphic organizers and manipulatives are used, if necessary. Additional practice for the student to complete in class and/or home is provided, as needed.	Small group	Extended Day During the school day
Science	Pre-teaching, vocabulary instruction	Small group	Extended day
Social Studies	N/A	N/A	N/A
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Instruction is based around building student confidence and self-esteem and diminishing anxiety around academic performance. Strategies address student difficulty self-regulating their classroom behavior and address poor peer relationships—all of which further	1:1 Small group	During the school day

	impact academic struggles. Guidance counselors collaborate with teachers to develop and assess strategies to improve student emotional and social development.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	x Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 2	Borough Manhattan	School Number 089
School Name THE LIBERTY SCHOOL		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal VERONICA NAJJAR	Assistant Principal THAO VO
Coach	Coach
ESL Teacher BETSY CHAIRMAN	Guidance Counselor
Teacher/Subject Area MIN CHUNG	Parent
Teacher/Subject Area	Parent Coordinator CONNIE SCHRAFT
Related Service Provider	Other Sileni Nazario/ELL Support
Network Leader(Only if working with the LAP team)	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	435	Total number of ELLs	14	ELLs as share of total student population (%)	3.22%
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Part II: 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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	1	2	2	1		1								7
Push-In														0
Total	1	2	2	1	0	1	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	14									14
Total	14	0	0	0	0	0	0	0	0	14

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1												2
Chinese														0
Russian	1													1
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	3	2	2		1								10
TOTAL	5	4	2	2	0	1	0	0	0	0	0	0	0	14

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1		1										3

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4				1	1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4							1		1
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4							1		1
8									0
NYSAA Bilingual (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Fountas & Pinnell. Our primary grade ELL students are reading within the appropriate range for their respective grade levels. Our ELLs in the elementary grade ELLs are reading slightly below grade level. Our AIS teachers are supporting students in the elementary grades either through push-in or pull-out small group instruction in reading. ELL students in all grades are provided with books on cd, listening centers, access to computer programs and language learning websites (in class and at home) to further support literacy development.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Our ELL population is small and very diverse, in terms of languages spoken, at what age students enter an English speaking school, and L1 literacy level. This year we have 14 students ranging from Kindergarten to 5th grade. Of those 14, 8 languages/dialects are spoken. We have students who are illiterate in their L1 and students who are highly literate. We aim to assess our students through multiple means (standardized testing, in-class, teacher made tests, and portfolios), so we can reach each child where (s)he is, and offer appropriate supports and challenges. On the LAB-R or NYSESLAT (whichever was taken most recently), we have 3 students testing as Beginners (1 in K, 1 in 1st grade and 1 in 3rd grade), 5 students testing as Intermediates (2 in K, 2 in 1st grade, 1 in 2nd grade) and 6 Advanced learners (2 in K, 1 in 1st grade, 1 in 2nd grade, 1 in 3rd grade, 1 in 5th grade).
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Of 20 students who took the NYSESLAT in the spring of 2013, 7 tested out of the program with a score of Proficient, 2 received a score of Beginner, 3 were designated Intermediate and 8 were designated Advanced. 4 of those students (2 Proficient, 1 Advanced and 1 Intermediate) have since graduated. 4 others moved (1 Proficient, 2 Advanced, 1 Beginner) from the area and are no longer in our school. The mixed-grade students we have left vary in their strengths and weaknesses across modalities. Our ELL classes are planned and facilitated to address the specific needs of each student. We use a balanced literacy approach in our teaching from the onset to support Reading, Writing, Listening and Speaking. Some of the main tools we use to support students are keeping dialogue journals in grades 2-5, regardless of language acquisition level, book groups to share opinions on literature (K-5), interactive writing in group meetings (K-5), and regular conferencing and assessment to monitor growth and needs in each modality (in the gen ed classrooms as well as the ELL classroom)
4. For each program, answer the following:
 - a. 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?We currently have 1 ELL student who took NYS assessments last year. This 5th grade student achieved a Level 4 on the Math and Science tests (she was exempt from the ELA). This student had a translator available for both tests. The school does not participate in the ELL Periodic Assessments.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
The school uses classroom assessments as well as school-wide assessments (math and reading) to gauge whether students will need intervention services. ELL students who need additional intervention services are seen by the school's AIS and SETSS teachers for ELA and math as needed. All of these services are taught in English. Intervention services for ELA can include but are not limited to: modified and levelled text, explicit phonics instruction (phonemic and phonological awareness), graphic organizers, small group instruction, guided & interactive reading, interactive & gruided writing, reading comprehension activities with specific emphasis on inferring. For math: reading and solving word problems for meaning; work around computational strategies, the base 10 system, and number theory.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The ELL teacher works with the teachers on how to support second language development in the general education classroom. Tools and strategies such as class and personal word lists, labelling, picture dictionaries, and computer software are utilized in order to build up proficiency in the English language. Teachers incorporate visuals to illustrate and reinforce concepts. PD around Tier 1-3 vocabulary stands to support teachers on how to integrate the acquisition of language.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We use a variety of methods to measure the success of our ELL program. We analyze NYSESLAT data at the beginning of every year to make sure that our ELLs are making consistent growth, but the ELL teacher and classroom teachers also regularly monitor literacy development through teacher-student conferences, portfolio assessment, and regularly kept dialogue journals (ELL class). Social English growth is monitored through individual student observation. Aside from monitoring NYSESLAT results, we also look at how our ELLs are faring in Science, Math and ultimately the ELA state tests.

In the spring of 2013, 6 of the children we had who were administered the NYSESLAT, had taken it before (spring 2012). Of those students, 5 tested out of the program (P) and 1 scored an A (Advanced). Of the 5 that tested out of ELL, 4 had tested at an Intermediate level in the spring of 2012, 1 had tested at an Advanced level. The 1 child that tested as an Advanced ELL in 2013, tested as an Intermediate in 2012. This data shows that without exception our ELLs have been showing improvement on standardized language acquisition tests.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).) Students who may possibly be ELLs are screened by the Pupil Accounting Secretary, the Parent Coordinator, and an Administrator (acting as the pedagogue) at registration, where the families fill out the HLIS. If a parent cannot speak English, the school has on-site staff who speak a variety of languages or the Parent Coordinator will call Translation Services. Typically, guardians who do not speak English bring a friend who can translate for them. The Pupil Accounting Secretary contacts the ELL teacher whenever the HLIS form says that the child speaks another language at home. At the start of the school year, the ELL teacher runs the RLER ATS report to find LAB-R eligible students. Within 10 days, the ELL teacher administers the LAB-R to the student. In the spring, the ELL teacher uses the LAT ATS report to determine the NYSESLAT-eligible students. From this list as well as the new list of ELLs based on the LAB-R results, the ELL teacher administers the NYSESLAT to these students. The school rarely receives students who require the Spanish LAB-R, but future Spanish-speaking ELLs will take the Spanish LAB-R with a pedagogue and translator.
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. Once all students are tested and scheduled for classes, parents are invited to school within 10 days of their children's admittance to learn about the three options available to their English language learning children. We offer a Model D (in the EPIC Facilitators Guide/Appendix J) Parent Orientation. They are sent an official New York City entitlement letter as well as a personal letter from the school/ELL teacher. Two formal meetings (at which parental options are described and our specific curriculum is described) are offered and a follow-up letter is sent to parents to invite them to schedule their own appointment if they are unavailable on the days of the two group meetings. The meetings are generally held in the third and fourth weeks of school. Official DOE materials are given to parents and translated documents are available. In person translation or phone translation (through the DOE) is available at individually scheduled meetings.

Parents fill out Parent Survey and Program Selection forms at the Parent Meeting. If they do not attend and choose not to have an individual meeting (after repeated reminders are sent home and phone calls made), the forms are sent home with the child.

Children are placed in our ELL program (parents are offered assistance in finding a different school if they wish to move their child to a Dual Language or Transitional Bilingual program, neither of which our school has the numbers to offer) according to level of English language acquisition and grade. Groups are sometimes mixed-grade but generally students are with others who are within a two-grade range.

Every parent who has an ELL this year and who had one last year, chose to keep his/her child at P.S. 89 in our ESL pull-out model. We do not have a big enough population of students who speak any one language to offer a bilingual program and since P.S. 89 is an extremely sought after school, our LEP parents have unanimously decided to keep their children in our ELL program.

Because our school is in an extremely ethnically diverse area, parents understand why we offer ELL as opposed to the other two English acquisition program models and thus far have chosen without exception to opt into our language program. Our program is completely aligned with parental choice.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

Our ELL teacher sends home Entitlement letters in children's homework folders and follows up when scheduling orientation meetings for parents. She keeps folders of submitted Parent-Survey and Selection forms on file in the ELL classroom. Administrators have full access to these.

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.

As previously stated (see #2, above), program options and our specific curriculum is explained to parents/guardians at orientation meetings. We have a small ELL population and are able to have very small group or individualized meetings with parents. They have time and services (translation) available so they can ask questions and voice their opinions about their children's needs. This helps drive our grouping of new students.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

Every year when the NYSESLAT schedule comes out, we schedule time for all of our ELLs to be tested, according to the days mandated in the state schedule. As stated previously, we have a relatively small population and so the ELL teacher is able to administer the test to all students in the allotted time frame.

6. 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.) 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. 

Every parent who has an ELL this year and who had one last year, chose to keep his/her child at P.S. 89 in our ESL pull-out model. We do not have a big enough population of students who speak any one language to offer a bilingual program and since P.S. 89 is an extremely sought after school, our LEP parents have unanimously decided to keep their children in our ELL program.

Because our school is in an extremely ethnically diverse area, parents understand why we offer ELL as opposed to the other two English acquisition program models and thus far have chosen without exception to opt into our language program. Our program is completely aligned with parental choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

All English language instruction for English Language Learners (ELLs) at P.S. 89 is delivered through a pull-out model, though the ELL teacher collaborates with classroom teachers to ensure that she is helping students build strategies for making classwork accessible to them. This collaboration entails some push-in work. Classes are organized by grade with additional ELL instruction scheduled for our Beginner and Intermediate students. This year we have three single grade groups and one mixed 2nd and 3rd grade group.

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)?

The ELL teacher provides 950 minutes of ELL instruction each week to 4 different student groups, which have been organized by skill level and grade. The ESL teacher allocates more time in her schedule to meet the greater mandated minutes of the intermediate and beginner students. Some ESL students attend Extended Day program to receive extra support services. The school's AIS teacher, who is certified in ESL, provides an additional 540 minutes through reading groups with ELL students in grades 1-2.

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 foster language development and meet the demands of the Common Core Learning Standards.

In ELL class, we address a variety of content areas—Language Arts, Math, and Science. In addition, because a great deal of P.S. 89's curriculum is Theme/Social Studies based, during ELL class, Social Studies units are addressed. Students learn vocabulary and language structures that scaffold what they are doing in their mainstream classrooms. They also learn language acquisition strategies that help them across the content areas. For example, in the ELL classroom we use “word thermometers,” which provide students with a range of vocabulary options for a particular word/idea (ex. For temperature, we have words like boiling, burning up, scorching, hot, warm, room temperature, etc.). The words are related to a variety of topics we cover in class, including content area lessons. Students are then responsible for creating their own word thermometers for their mainstream classroom and they keep these in their folders/notebooks to support independent work. The multi-faceted approach we use with our ELLs facilitates their access to classroom learning.

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

For standardized tests, children in grades 3-5 are provided with a copy of the test in their native language (with the exception of the ELA) when the test is available in that language. When it is not, we provide dual language dictionaries when appropriate and

translators when necessary. Translation funds are available to hire interpreters or stipend volunteers for all other assessments, whenever necessary.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Students are regularly evaluated in the general education classroom in reading, writing, speaking, and listening through school-wide assessments, classroom assignments, interdisciplinary projects, discussions, and individual conferences.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers).
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6a. Currently we have no SIFE students but if any enroll in our school, they will be invited to attend small group instruction through the Extended Day program. In addition, they will, if assessment suggests they need it, receive support from our AIS teacher.

6b. ELLs who have been in the U.S. for less than three years are monitored by their classroom teachers and the ELL teacher to assess specific language and cultural understanding barriers. The teachers regularly discuss their findings in order to develop tools to meet individual needs. The needs are addressed through a variety of language learning methods used in the mainstream and ELL classrooms as well as but not limited to lessons about American customs and cultural norms, to help students become comfortable around new traditions. Students' backgrounds and cultures are celebrated and they are often asked to be "experts," teaching about their specific countries and traditions. Because NCLB now requires ELA testing for ELLs after one year, ELLs are given test prep classes in addition to English language instruction.

6c. ELLs receiving services for 4-6 years, as all ELLs, have their NYSESLAT scores analyzed by members of the LAP team to determine in which modality(ies) they need additional support. Strategies for the ELL class and the mainstream classroom are put into place and detailed in the 5.A.3.

6d. Being a K-5 school, we have no LTEs.

6e. Students testing out of the ESL program are given additional support, if needed, by the ELL teacher. These students continue to receive testing modifications, if necessary.

7. 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?

ELLs identified as having special needs are serviced as per their IEPs. Related service providers regularly meet with the ELL teacher to discuss ways to interweave the strategies each student is being taught, in order to facilitate the student's access into the general school curriculum. Instructional materials/strategies include but are not limited to: modified text, levelled text, use of visuals and pictures, graphic organizers, pre-teaching, kinesthetic learning, role play, small group instruction, and instructional technology.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

The school uses an interdisciplinary approach to learning where our ELL-SWD can make connections between the major content areas using high interest topics. Teachers use a combination of whole/small group instruction and 1-on-1 conferencing in order to differentiate to student needs. Students are given accommodations whenever possible and modifications to tasks whenever necessary. The ESL teacher has time scheduled where she can push into the classroom in order to promote consistency in learning in the least restrictive environment.

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
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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

Native Language Arts:				
Social Studies:				
Math:				
Science:				

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

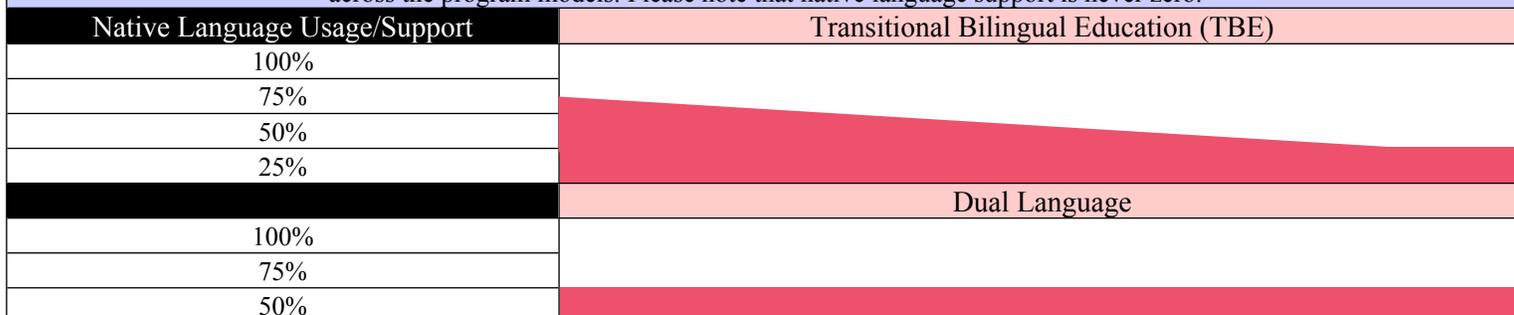
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

9. 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.
- ELL students who need additional intervention services are seen by the school's AIS and SETSS teachers for ELA and Math as needed. All of these services are taught in English. Intervention services for ELA can include but are not limited to: modified and levelled text, explicit phonics instruction (phonemic and phonological awareness), graphic organizers, small group instruction, guided & interactive reading, interactive & guided writing, reading comprehension activities with specific emphasis on inferring. For math: reading and solving word problems for meaning; work around computational strategies, the base 10 system, and number theory.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- ELL students are increasing their NYSESLAT scores by at least one level, and for some two levels in one given school year. ELL students score similar to their non-ELL peers on the NYS ELA test; and for many students, at or above proficiency on the NYS Math exam.
11. What new programs or improvements will be considered for the upcoming school year?
- The school has no new programs planned. New professional development around developing Tier 1-3 language will improve instruction in all grade levels.
12. What programs/services for ELLs will be discontinued and why?
- One year, the school was able to offer a Language Enrichment club after school for ELL students. Given decreases in the school's Title III funding and the increase need to use available funding for translation services, the school was not able to continue this program.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students can and do participate in a variety of school programs such as chorus, instrumentals, ballroom dancing, and before school enrichment clubs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- We use an assortment of instructional methods to support ELLs. In addition, students are provided with other support services (Speech, AIS Reading) when appropriate. Students have access to both classroom and school libraries, as well as leveled and non-leveled (grouped by subject) books in the ELL classroom. The libraries consist of both fiction and nonfiction texts that range in reading levels.
- We use technology throughout the school, in the form of Smart Boards, iPads, computer class. Ways in which we incorporate technology specifically for our ELLs are: books on cd (cds are sent home with some students), listening centers, access to computer programs and language learning websites (in class and at home; the ELL teacher informs parents about helpful websites during her meetings with them.).
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- As previously noted, we have 15 ELL students who speak 8 languages. We do not deliver native language support. However, we do have students act as "experts" on their languages and cultures. They are our international liaisons and help us promote and celebrate cultural diversity in the school. In addition, we recommend parents bolster literacy in their L1 at home.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- Required services (academic intervention and at-risk) and resources (supplemental and/or modified instructional materials) correspond to ELLs' ages and grade levels by aligning with the Common Core Standards. The ELL teacher regularly has PD sessions with teachers of all grades to ensure that the ELL work being done is supporting what is going on in the general education classrooms.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- The parent coordinator corresponds with the family to learn more about the student's English proficiency and prior schooling. The parent coordinator communicates this information with the ELL teacher. Families are informed that translation services on site and via phone service are available, whenever needed.
18. What language electives are offered to ELLs?
- N/A

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

Our ELL teacher attends monthly PD with the Network ELL Achievement Coach. In addition, she has attended out of network ELL PD at Teachers College. At monthly Network PDs, information regarding supporting ELLs as they engage in the Common Core Learning Standards is given and discussed at length. In school PD during Teacher Team time focuses around reaching the CCLS for all learners, also addresses the needs of ELLs. Topics have included how students respond to literature to show their comprehension, developing Tier 1-3 language in the classroom, and crafting questions and prompts to promote high level discussions.

Our middle school liaison, the Parent Coordinator, meets with each family individually to walk them through the middle school process and to discuss the range of programs offered in District 2. In addition, the Parent Coordinator works with each fifth grade teacher when completing applications for middle schools and meets with every class to go over the school choices they have.

Our teachers receive PD in several different ways: work with the ELL teacher before school, throughout the year in grade-level meetings, and on PD days in November or June. The ELL teacher also meets with individual teachers, when needed. Teachers attend ELL PD offered by different consulting organizations.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. Parents can be active participants in classroom instruction by attending Family Friday events, which take place on the first Friday of every month. Parents can also volunteer in school committees or in the classroom (aids, field trip chaperones, special projects) or library. For social studies culminations, families attend events to learn about and see student projects to celebrate the hard work in the unit of study.

During the school year, the part-time ELL teacher attends one of the two rounds of parent-teacher conferences. However, on-going meetings and telephone calls on an as-needed or as-requested basis encourage and support parent/guardian involvement with ELLs.

Approximately twice a year, parents are invited into our ELL classroom for a celebration of the culmination of one of our themes or for a publishing party. This allows parents to gain comfort/confidence in the school community by having them see that there are other parents who don't speak English and by seeing that their children are respected and honored for the work they do (though that is also apparent in the regular classes).

Parents are encouraged to use their native language and to build L1 literacy at home and in extracurricular settings. The native traditions and cultures of our students are shared and celebrated.

Every year, the school hosts a multicultural potluck which celebrates the diversity of the school community. Families share food from their culture as a community-building event for the school.

Last year, the parent coordinator organized an International Family group where parents of children who are not native English speakers, regardless of ELL status, can come to discuss topics of interest. The Parent Coordinator surveyed parents on what they would like discuss at the monthly meetings, and she brought in guest speakers to present and lead discussions with the family.

2. The school does not partner with outside organizations. The parent coordinator and administrators, however, inform families about PD for parents whenever they are offered by the city, network, or outside organization.
3. We ask families about their needs (e.g. translated materials, interpreters, meetings, etc.) on an ongoing basis.
4. Parental involvement activities are similar to those offered to English speaking families. They inform parents about the school curricula, the activities and units that students are studying in school, and the progress that their children are making.

E. 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.

Part VI: LAP Assurances

School Name: **THE LIBERTY SCHOOL**

School DBN: **02M089**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
VERONICA NAJJAR	Principal		11/15/13
THAO VO	Assistant Principal		11/15/13
CONNIE SCHRAFT	Parent Coordinator		11/15/13
BETSY CHAIRMAN	ESL Teacher		11/15/13
	Parent		1/1/01
MIN CHUNG/AIS	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
SILENI NAZARIO	Other <u>NETWORK ELL SUPPORT</u>		11/15/13
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **02M089** School Name: **THE LIBERTY SCHOOL**

Cluster: **1** Network: **103**

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

Part A: Needs Assessment Findings

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.

At registration, the school looks at data generated from the Home Language Survey and Preferred Home Language form. School personnel also assesses translation needs based on personal interactions with the families.

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.

There are many families at P.S. 89 who speak a language other than English. However, the vast majority of these families indicated that they have at least one family member capable of translating and interpreting communication from school. About 1% of families at P.S. 89 require a translator or interpreter. From our findings, interpretation services for oral translation are required for the following languages: Japanese, Chinese, Bengali, and Spanish. These findings are shared with the classroom teachers, who then seeks the necessary resources (e.g. interpreters, translated materials). The parent coordinator and the ELL teacher inform the parents that there are translation services available to them whenever necessary, especially during high needs times throughout the year such as parent-teacher conferences. Furthermore, the school provides DOE materials in the major DOE languages. The translation poster provided from the DOE is displayed prominently in the main entrance of the school.

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.

When necessary, in-house staff (bilingual paraprofessionals, teachers, and the school secretary) translate important school correspondances in the appropriate languages. Whenever available, the school sends official translated NYCDOE letters and memos to the appropriate families. The school makes use of the BOE translation office, school staff, parents, and outside vendors (Legal Interpreting Services) to provide translation services and materials. Google Translate provides teachers a quick means to communicating with families regarding time-sensitive matters.

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 can be provided by in-house staff or parents. The school also uses Translation Unit's over-the-phone interpreters for all other situations.

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>.

The Safety Agent at the front entrance as well as the Parent Coordinator in the main office has access to NYCDOE translation kits where they can support families in identifying their translation needs. The school posted the NYCDOE poster next to the school elevator, that informs parents of the translation services available. A link to the Parent Bill of Rights is made available to families on the school's website, and a notice of this resource is emailed to parents via the school's family email list serve.

