



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: STEPHEN D. MCSWEENEY SCHOOL
DBN (i.e. 01M001): 75x721
Principal: FRANK J. DEGENNARO
Principal Email: FDEGENA@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: KETLER LOUISSAINT

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
Frank J. DeGennaro	*Principal or Designee	
Antonio Loubriel	*UFT Chapter Leader or Designee	
Pamela Pickett	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Destiny Bell	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lauren Muscianese	Member/ Co-Chair/UFT Teacher	
Nicholas Kinas	Member/ Co-Chair/UFT Teacher	
Frank Marchese	Member/ Parent	
Noemi Marchese	Member/ Parent	
Nancy Oliveras	Member/ Parent	
Diana Marchese	Member/ Student	
Ashley Robles	Member/ Student	
	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)
	▪ Annual Goal
X	▪ 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)
	Title I Plan (Only for schools receiving Title I funding)
X	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.

By June 2014, administrators, teachers and students will strengthen the use of assessment practices to include ongoing checks for understanding and make effective adjustments to improve instructional practices. This will be measured by evidence on an ongoing basis through Student Learning Portfolios, inquiry team findings and outcomes from our Data Assessment Committee.

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.

Based on our Developing Quality Review (DQR) from May of 2013, assessment practices were found to be inconsistent. Interim assessments to monitor student progress toward SANDI goals is limited, preventing teachers from making necessary adjustments to their pedagogy. While teaching practices across classrooms reflect conformity, there is not yet a forum that elicits teacher voice on a school wide level to deepen and strengthen instruction and assessment. It was also found that student input is limited and their ownership of their work is not evident. Students were unable to explain how to use rubrics to improve their work. Inconsistencies in teacher feedback hinder student's ability to self-assess and to monitor their own growth.

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. Common planning times will be structured as inquiry teams by January in order for teachers to analyze student work, identify trends, discuss next steps, develop lessons/units and create assessments
2. A member from each inquiry team will meet with school-based coach and the administrative staff on a monthly basis to share inquiry findings
3. Administration and school-based coach will debrief, develop next steps and provide feedback to the teams.
4. Student Council will meet with the principal in order to elicit student voice regarding instructional matters.
5. The School's Leadership Team will be informed on the progress made.

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

1. Scheduling, school-based coach, administration, teachers, Student Council, School Leadership Team members, Citywide Professional Development funding for after school and Saturday per session activities.

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

1. Inquiry teams will assess their progress on a weekly basis.
2. Inquiry teams will meet on the last week of each month with the school-based coach and the administrative staff.
3. The principal will meet with the Student Council on a monthly basis.

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

1. October of 2013-June of 2014

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

1. Scheduling to incorporate cohort meetings and inquiry team meetings
2. Power of Protocols book by Joseph P. McDonald- this book will be utilized to find appropriate protocols for looking at student work. Our coach and our lead teachers will introduce the protocols for use in the inquiry team meetings.
3. Understanding By Design by Grant Wiggins- This book will be utilized by the administrative team, the coach and the lead teachers in developing appropriate units and curriculum for our students.
4. How to Assess Authentic Learning by Kay Burke- Assessment is one of our areas of weakness based on observation of the Danielson rubric and looking at student work is going to lead us to a better understanding of how we need to do a better job with assessing our students.
5. Citywide Professional Development funding

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).

School's Leadership Team will be informed on the progress and will be involved in the decision making.

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
X						

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

Citywide Professional Development Funds

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.

By June of 2014, there will be an increase in teacher use of targeted instructional strategies aligned to the students IEP as evidenced by an increase in student mastery of individual goals as measured by low inference observation.

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.

Based on the results from the Student Annual Needs Determination Inventory (SANDI) Assessment, we determined the need to institute reading programs. The district literacy coach and the school-based coach have been working with teachers to research programs such as SMILE and Foundations to implement in the classroom in order to assist teachers in improving reading instruction with our non-readers.

In trying to align our instruction to the Common Core Learning Standards (CCLS) we found that Unique does not providing our teachers with concrete alignment to the CCLS. Unique materials are repetitive and only provide mastery of algebra skills. Teachers currently create activities based on student needs. Teachers have expressed concerns and challenges with math instruction and would like the school to institute a separate curriculum for mathematics that will enhance real world experiences and prepare our students for life after high school.

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. Identify students who would benefit from SMILE and Foundations instruction.
2. District math coach and school-based coach will look into Math in Focus, Equals and Go Math to determine which program would best serve our student population.
3. Findings on ELA and Math programs will be shared with the School Leadership Team, administration, teachers and students to obtain feedback.
4. Programs will be selected and piloted with groups of students.
5. Successes and challenges from piloted programs will be shared with colleagues, purchased and used schoolwide.

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

1. School-based coach, district math coach, district literacy coach

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

1. Monthly meetings with teachers of the classes that are piloting these programs.
2. District coaches and school-based coach will push in to monitor the implementation and the progress of the programs.

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

1. January 2014 to June 2014

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

1. NYSTL funding for Math and ELA programs.
2. Scheduling and programming

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).

Before purchasing these programs we will discuss the benefits of the programs with the School's Leadership Team. Teachers will have ongoing communicate with the parents regarding the progress students are making.

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.

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.

By the end of June 2014, students will increase their inclusion in work opportunity experiences as evidenced by an increase in student independent performances of work-related skills as measured by a 5% increase in employment opportunities for students transitioning from the program.

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.

Last year we had more success with our transition program than we had in the past. Four students were hired at our worksites and two were hired at businesses outside of the worksites. We hope to increase our hiring rate, particularly at businesses outside of our worksites. We are hoping to increase our percentage of students hired at competitive and supportive employment compares to past years.

We are looking critically at our worksites to see if we need to change one or more to gain a site that will offer more opportunities for our students. Many of our established worksites have no history of ever hiring our students while some of them have hired students but not for many years.

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. Worksite teachers will utilize a pacing calendar that was created by five transition teachers.
2. Increase our individual internships in the community
3. Develop a partnership with Project Search to obtain a new worksite, utilizing their internationally acclaimed work study curriculum
4. The Job Developer is responsible for canvassing potential work opportunities, meeting with supervisors at the sites, explaining our program to the sites, setting the parameters for what the students can and can't do and working with the teachers to determine the best candidates for the sites. Working in conjunction with the administrative staff, the Job Developer will have input into the status of our worksites should we decide to add a site with more hiring potential.

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

1. Worksite teachers and paraprofessionals, Job Developer, Transition Coordinator, counselors, FECS, Project Search personnel, community-based business owners

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

1. Monthly meetings with worksite teachers where the pacing calendar and student successes will be discussed and ideas will be shared. We will review the pacing calendar at year's end by surveying worksite staff through Survey Monkey.
2. Frequent visits to full and part time worksites as well as internships to determine the viability of vocational training success and student achievement.
3. Meeting with Project Search and FECS personnel to identify staff, students and community resources to start the international pilot program.
4. Utilize Project Search curriculum with assessment tools to measure student growth in vocational and academic achievement.

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

1. By December 13, the transition team with FECS and Project Search personnel will have a comprehensive plan on what steps to take to move forward with the Project Search program.
2. By June, 2014, we will have increased our number of individualized internships in the community.
3. By June, 2014, we will have increased our number of competitive and supportive employment opportunities.
4. By June, 2014, we will have implemented changes to the worksite pacing calendar based on the data that was collected throughout the 2013-14 school year as well as our findings from the survey.

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

1. Per session funds for teachers to continue developing the pacing calendar
2. Project Search curriculum and assessment tools
3. Survey from Surveymonkey.com
4. Current worksite pacing calendar

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).

Parents are invited to workshops throughout the school year which will educate families on the importance of work study and the improvement of their young adult's transition plan.

We will also hold several meetings with parents who have students involved in the Project Search pilot program.

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.

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.

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.

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	SMILE Reading Program Foundations Reading Program Thinking Maps Rewards Lehman Inclusion Program FEGS: computer program District-based ELL & Math Coach Scantron RCT and Regents Prep	Full class, small group or tutoring Full class, small group or tutoring Full class Full class Small group and tutoring Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day During the day After school During the day During the day During the day
Mathematics	Lehman Inclusion Program District-based Math Coach Scantron RCT and Regents Prep	Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day During the day
Science	Lehman Inclusion Program Scantron RCT and Regents Prep	Small group and tutoring Small group instruction Small group and tutoring	During the day During the day During the day
Social Studies	Lehman Inclusion Program FEGS: computer program Scantron RCT and Regents Prep	Small group and tutoring Small group and tutoring Small group instruction Small group and tutoring	During the day After school During the day During the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lehman Inclusion Program Behavior Intervention Plans and Functional Behavior Assessments Counseling services	Small group and tutoring Counselors write these to describe a way to intervene with a student's behavior 1:1 and group counseling	During the day During the day During the day

**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 *TAS 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	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 connect to the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing curricula and programs that are 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;
- 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;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- inviting parents to participate in our annual Title III Program;
- ensuring that the 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- 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);

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 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., 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 75	Borough Bronx	School Number 721
School Name The Stephen D McSweeney 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 Frank DeGennaro	Assistant Principal Cheryl Green-Foster
Coach type here	Coach type here
ESL Teacher Rafael Sepulchre	Guidance Counselor Justine DeJesus
Teacher/Subject Area Carmen Luciano/Bilingual	Parent Guillermina Paredes
Teacher/Subject Area Yvonne Encarnacion/Bilingual	Parent Coordinator Marilyn Alfano
Related Service Provider Altagracia Beltre/Speech	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program	4	Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	4

D. Student Demographics

Total number of students in school (Excluding Pre-K)	539	Total number of ELLs	177	ELLs as share of total student population (%)	32.84%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
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 (60%:40% → 50%:50% → 75%:25%)										2	4	8	25	39
Dual Language (50%:50%)														0
Freestanding ESL														
self-contained											3	1	6	10
Pull-out										11	5	14	10	40
Total	0	0	0	0	0	0	0	0	0	13	12	23	41	89

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	177	Newcomers (ELLs receiving service 0-3 years)	43	ELL Students with Disabilities	177
SIFE	15	ELLs receiving service 4-6 years	55	Long-Term (completed 6+ years)	64

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		5	12		1	12			15	0
Dual Language										0
ESL			12			8			30	0
Total	0	5	24	0	1	20	0	0	45	0

Number of ELLs who have an alternate placement paraprofessional: 12

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										2	4	8	25	39
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	2	4	8	25	39

*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										10	8	14	13	45
Chinese														0
Russian														0
Bengali													2	2
Urdu										1				1
Arabic												1		1
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other													1	1
TOTAL	0	0	0	0	0	0	0	0	0	11	8	15	16	50

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)														0

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)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)		2		19	21

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)	1		1		1		18		21

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)	1						18		19

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	1			
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science	1			
Living Environment	1			
Physics				
Global History and Geography	1			
US History and Government	1			
Foreign Language				
Other				
Other				
NYSAA ELA	21		20	
NYSAA Mathematics	21		19	
NYSAA Social Studies	21		19	
NYSAA Science	21		20	

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.

Our school uses a variety of assessment tools to assess the early literacy skills of our students including the SANDI Student Assessment Needs Determination Inventory and (SMILE) Structured Methods In Language Education. The assessments help to determine the placement of the students within the building and if they are ready to move to a worksite.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The NYSESLAT while a reliable tool it may be inappropriate to measure the progress of our students because it is a standardized assessment and our students are exempt for standardized assessment due to their severe cognitive delays. For this reason our students don't do well on the NYSESLAT but they do better on listening and speaking portions. We have students who function at full time worksites communicating every day in English but cannot score above the beginner level. In the past on the NYSAA over 90% of the ELLs who participated scored level 3 or 4. We are currently administering the baseline part of the new NYSAA. The final assessment of NYSAA will measure the student's growth on the extensions in ELA and Mathematics and the alternate grade level indicators in science and social studies.

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 [AMAQ tool](#))

Analysis of the students' performance across the modalities tested in NYSESLAT shows that our students score the best in speaking with listening following second. We therefore will focus our attention on building our students' reading and writing skills when providing NYSESLAT test preparation. There is no trend in scoring based on grade level but more on classification level with our students in the 12:1:1 and 8:1:1 population scoring the highest. Age/grade level will not play a role in our students advancing to the proficiency level of intermediate or advanced. Cognitive ability will play the largest role in students advancing in terms of proficiency.

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?

Since we are primarily an Alternate Assessment school our students do not take the ELL Periodic Assessments Twenty one of our ELLs participated in NYSAA last year and over ninety percent of them scored level 3 or 4.

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](#).)

Our school has only high school students.

6. How do you make sure that a child's second language development is considered in instructional decisions?

Most of our non ELL teachers have received Jose P training, other workshops on using ESL methodology, and are aware of the ELL students they have in their classroom. Each student has an annual review meeting each year to review their progress and current placement and second language development is taken into consideration.

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?

Paste response to questions here:

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

We use various tools to evaluate the success of programs for ELLs. We administered pre and post assessment surveys as part of our Title III program.

We also use teacher observations, student learning portfolios with student self reflection and functional based rubrics.

The goal of our program is to give our students the skills necessary to function independently in the community and the ultimate success for many of our ELLs is the transition to worksites and the community at large. Success for ELLs is also the mastery of IEP goals.

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](#).)
As a District 75 School our students are referred to us and placed by the Committee on Special Education. They usually have been in the New York City school system for many years since they are primarily high school age and come to us already designated as English Language Learners. The parents and guardians of all students that are new to our school must come in to complete an intake before the students can be admitted. This intake is completed by a team that includes the Parent Coordinator, School Nurse and a teacher. If the student/family speaks another language the teacher involved will be a qualified ELL/ESL Teacher who has been trained to administer the HLIS and the LAB-R.
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.
During the initial intake interview the parents are informed of the various programs we offer English Language Learners: Transitional Bilingual classes (Spanish), a Bilingual worksite (Spanish), a self contained ESL class and free standing ESL. Once the necessary paperwork is submitted and busing is put in place, a student can begin usually within a week. If we have a student who speaks a language other than Spanish we try to provide an alternate placement paraprofessional.
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](#)].)
In District 75 parents are not given entitlement letters and instead are told at the CSE level that their child is entitled to ELL Services. Similarly parents of ELLs are notified by CSE of their child's placement in a bilingual or ESL program. District 75 does not currently offer a Dual Language program. Although this decision is made with parent involvement and discussion of program options and availability, District 75 does not give parents surveys or program selection forms. The CSE provides parents with information in the language which they prefer to ensure that have a through understanding of the decisions being made.
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.
In District 75 Program Choice is determined at the CSE level based on students' cognitive and physical disabilities. During the initial intake process parents are advised of the stages their students will go through while attending the Stephen D. McSweeney 721X School. PTA meetings, Transition Meetings and IEP Conferences are also held during the school year to further explain the school's program options and to continually evaluate student progress. Parents have been choosing programs, such as work study, that enable their young adults to move into a least restrictive environment where they will be able to learn and use English in a community based setting. During the intake process at the school level, we administer an informal speech assessment in addition to the results we are given from CSE.
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.
Each Spring we administer the NYSESLAT (New York State English as a Second Language Achievement Test) to all eligible LEP students. We have eligible LEP students in various locations within our school organization which include, offsites and worksites. Trained pedagogues travel to all locations to administer the exam. The Assistant Principal who is also the ELL Compliance person attends district training and turn keys this training to all the pedagogues who will be administering the NYSESLAT. They are each given a timeline of when the test must be administered and a list of the students they are responsible

to assess.

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. ⓘ
Beginning approximately 6 years ago we began to receive students who required a 6:1:1 Bilingual Spanish class. As a response to this need and parental choice we opened a 6:1:1 bilingual class Y80 at our site at 368. This class is in constant demand and remains full.

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])?

Based on our school population P721X, during the year 2013-14, will have both Transitional Bilingual Education and Freestanding English As a Second Language programs. Instructional models used for our ELLs in the ESL instructional portion will be a self-contained class and the pull out model. Our four bilingual classes are all self contained. In the main building the two bilingual classes are mixed grades but grouped based on proficiency in reading. The goal of our transitional bilingual program is to insure that all our students can communicate effectively in English in both the school setting and at our work study sites. We have eighty nine ELLs who are X-Coded. We give these students a rich, functional academic program where we immerse them in the English language through a community based work experience.

ESL Program: Fifty students are served in the ESL program. ESL is provided by 2 certified ESL teachers through a self-contained model and a pull out model of instruction at the main site, P721X @368. P721X @Monroe and some worksites.

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)?

ESL Instruction: In order for our ELLs to be successful in meeting standards and passing the required state and local assessments, ESL instruction follows the NYS and NYC ESL Standards and incorporates ESL strategies such as Whole Language, graphic organizers and cooperative learning. As per CR Part 154 mandates, students receive ESL instructional minutes as follows: In grades K to 8 beginner and intermediate students receive 360 minutes per week and advanced receive 180 minutes of ESL 180 minutes of ELA per week: in high school, beginner level students will receive 540 minutes of ESL instruction per week.) Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week and 180 minutes of ESL. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource, each class has access to a level library that addresses the interests and needs of the students.

Content Area Instruction: For all students at the main site, all content subject areas are taught through ESL Methodologies in English by Special Education/ESL Certified teachers. ESL methodologies include Language Experience, Whole Language, the use of graphic organizers, multisensory approach and Mayer Johnson Symbols. These methodologies are also used in the other content areas including mathematics, social studies and science. The ELLs perform as well as others students in all content areas as indicated by NYSAA results and teacher observations. Students at work sites and in the main building who are in Alternate Placement receive additional support from paraprofessionals who speak their native language and English and receive mandated ESL instruction.

English Language Arts: Literacy instruction for all students follows the NYC Balanced Literacy Program. The literacy program for ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

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.

Content Area Instruction: For all students at the main site, all content subject areas are taught through ESL Methodologies in English by Special Education/ESL Certified teachers. ESL methodologies include Language Experience, Whole Language, the use of graphic organizers, multisensory approach and Mayer Johnson Symbols. These methodologies are also used in the other content areas including mathematics, social studies and science. The ELLs perform as well as others students in all content areas as indicated by NYSAA results and teacher observations. Students at work sites and in the main building who are in Alternate Placement receive additional support from paraprofessionals who speak their native language and English and receive mandated ESL instruction.

English Language Arts: Literacy instruction for all students follows the NYC Balanced Literacy Program. The literacy program for ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

All homeroom teachers use the Unique curriculum which is incorporates science and social studies and is aligned to the common core standards. Mathematics is taught through functional real life applications.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Over ninety percent of our ELL students have Spanish as the native language and we have Spanish speaking staff in almost every classroom to provide additional support. They all participate in functional based academic programs that afford them ample opportunity to build their English skills while through books, apps in their native language and Alternate placement paraprofessionals support the teacher to scaffold instruction and evaluate their progress in their native language.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Our students historically score highest in the speaking and listening modalities and these are the two modalities that we focus on most on our school giving our students the opportunity to communicate their basic wants and needs. The classroom teacher use informal assessments, observation, rubrics, SANDI, NYSAA ELA to determine the students ideal forms of communication. They also collaborate with the speech teachers to assess speech and language as part of the annual review process. Reading and

listening is accessed primarily through functional skills.

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).

Our Newcomers receive peer tutoring and a buddy system. Our plan for students receiving an extension of service and long term ELL students includes the following enrichment strategies: One to one tutoring, AIS, Instructional Technology, Augmentative Communication Devices, Picture Exchange Communication (PECS) and Arts Enrichment through various arts disciplines. Currently our SIFEs are provided support through the following: One to One tutoring, AIS, Instructional Technology and visual arts enrichment. Many of our long term ELLs are the students at worksites who are exposed to language enrichment through real life applications every day. Because of their cognitive delays few students ever test proficient but if they did we would monitor their progress for a minimum of one year.

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?

English Language Arts: ELA arts instruction follows the NYC Balanced Literacy Program. The literacy program for ELLs makes use of a variety of teacher adapted materials for the students with severe disabilities, technology, cultural trips and both classroom and school libraries. Commercial books used include: Real Life English and New Readers Press – The Working Experience –Level 1.

Content Area Instruction: For 9-12 students at beginning levels, content area is taught a minimum of one subject taught in English through ESL Methodologies incorporating ESL strategies such as Whole Language, graphic organizers and cooperative learning. Students are grouped for instruction according to age and level of performance. All instruction in the content areas is conducted in both Spanish and English, using a ratio of 60/40. The use of technology and where possible actual experience driven lessons are used in all aspects of instruction along with multisensory techniques. One subject area (content) is taught in NLA with a summary done in English.

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?

Transitional Bilingual Education: The program is composed of 2 bilingual Spanish high school classes located at the main site(12:1:1), A 6:1:1 bilingual Spanish class for student on the autism spectrum and 1 bilingual worksite. All four bilingual classes follow the Cr Part 154 mandated requirements for units/minutes of ESL and NLA instruction: in high school beginner level students will receive 540 minutes of ESL instruction per week. Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week. The eight week, after school Supplementary Education Program (Title III program) emphasizes a Parent Engagement Initiative, to include parents in their child's education to improve English language learning and to use computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence and daily living skills. The bilingual students who are ready for vocational training are able to visit our worksite with a bilingual teacher. All students are Alternate Assessment. The teachers assigned to these classes are NYS Certified/NYC licensed in Bilingual education and provide instruction in all subject areas.

English as a Second Language: ESL instruction follows the NYS and NYC ESL Standards and incorporates ESL strategies such as Whole Language, graphic organizers and cooperative learning. Students are grouped for instruction according to age and level of performance. The use of technology is used in all aspects of instruction along with multisensory techniques. In addition to the school library as a literacy resource each class has access to a level library that addresses the interests and needs of the students.

We have had many of our ELL students move from a self contained class to a worksite which is a least restrictive environment where they are required to work on their English proficiency everyday.

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

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

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

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

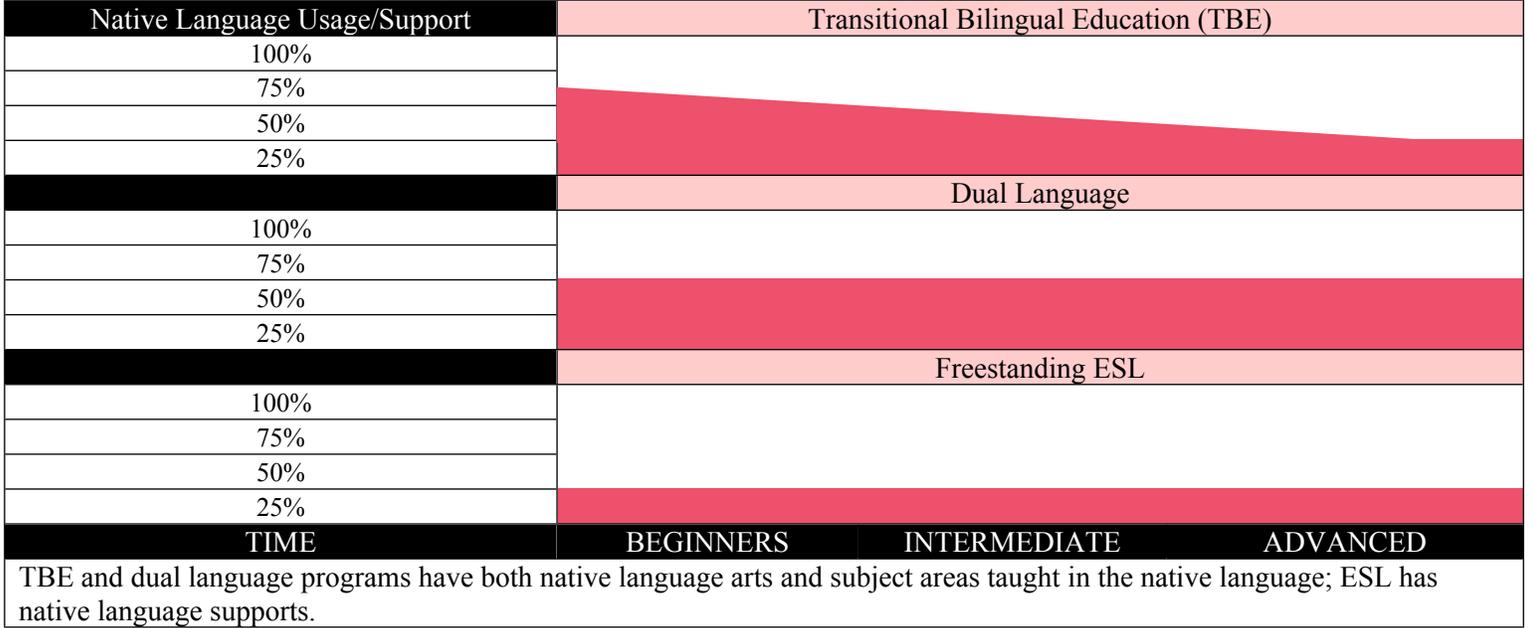
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.

The 721X Stephen D. McSweeney School is an Occupational Training Center for high school age special education students. The OTC is comprised of grades 9 to 12 in the main site, 721X @ 368, and 721X@ the Monroe Annex. The student body is comprised of five hundred and thirty-nine (539) students with one hundred and seventy seven English Language Learners, which equals 32% of the population. The one hundred and seventy seven English Language Learners students are NYSAA students and exempt from standardized testing except for four ESL Inclusion students at 721X@Lehman H.S. The goal and instructional focus of the 721X Stephen D. McSweeney School is for students to become independent young adults, knowledgeable about the world of work, able to explore career opportunities, and acquire self-determination skills. All ELL students are fully immersed in every aspect of the 721X School Comprehensive Educational Plan.

At the 721X main-site there are two bilingual classes, comprised of Spanish speaking students 12:1:1, an ESL self contained class and several ESL pull out groups. In the Work-study Community Based Organizations (CBO) there is Bilingual Certified teacher teaching a bilingual class of Spanish speaking students and one of the ESL teachers visit two other worksites. At 721X@368X and P721X@the Monroe Annex there are fourteen students receiving English As a Second Language in a pull-out program. There is also a 6:1:1 bilingual Spanish class. In all classes, both Transitional Bilingual Education students and ESL students are taught by licensed certified teachers in the language of instruction.

In all classes (12:1:1, 8:1:1, 6:1:1 and 12:1:4 are the student to staff ratios), the students are involved in work-study and community based instructional planning. All classes use the Common Core, the Alternate Assessment Curriculum frameworks and Unique. There is an assessment focus of student learning portfolios where every student is required to produce eight learning projects. The eight content area projects will reflect the students' level of academic skills and preferred learning style related to vocational studies and their experience in school and the community. Our measures of student learning (MOSL) is NYSAA. ELL teaching strategies encompass scaffolding and an English Language Learning Approach. The language of instruction is English.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

All ELL students, especially those with more than six years (long term ELLs) and those in Transitional Bilingual Education (TBE) will be placed in a Community Based Organization work-study program of their choice and ability, where possible. They will also receive support in the form of AIS and Title III. Students who receive extension of services are also provided with additional linguistic support, through AIS, Title III and the the Unique Transition Curriculum. The bilingual staff will provide work study training which will support their linguistic growth through intervention, counseling support services and job coaching. The instructional focus will address self- advocacy and career development. Monthly scheduled parent meetings are held to inform and support transition linkage to adult services prior to graduation.

The 721X Work-study CBO classes have a diversity of work learning experiences in that each work- site has its own unique type of community service and training. The types of community services are located in senior citizen centers, hospitals, nursing homes, nursery schools and State parks. ELL students are fully immersed in the Transitional process of work-study and vocational training. The school teaches "The WAVE" (Work, Achievement, Vocation and Employment") curriculum to prepare students for transitional services prior to transitioning to least restrictive environments and graduation. Content area instruction, ELA, math, science and social studies are provided through a functional and vocational learning approach using the Content Area Pacing Calendars.

The three bilingual classes follow the English Language mandated requirements as follows: in high school beginner level students will receive 540 minutes of ESL instruction per week. Intermediate students will receive 360 minutes of ESL instruction per week, and Advanced level students will receive 180 minutes of ESL instruction per week. The eight week after school Supplementary Education Program (Title III program) emphasizes a Parent Engagement Initiative, to include parents in their child's education to improve English language learning and using Computer technology as a learning tool. The Family Living and Consumer Science Curriculum is used to improve independence and daily living skills

11. What new programs or improvements will be considered for the upcoming school year?

We will continue to look at placing as many ELL students in the least restrictive environment (LRE) wherever possible including worksites.

12. What programs/services for ELLs will be discontinued and why?

We continually evaluate the programs for all our students and make modifications where appropriate. We do not currently have any programs/ services for ELL students that we plan to discontinue.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All ELL students are included in every aspect of the school's instructional program and extra-curricular activities. ELL students have classes in Theatre, Chorus, A-Team Industrial Arts, Fine Arts, Culinary, Retail, and Consumer Science. The Friday Student Club House is a student choice activity. It is the belief that all students should acquire the skills of English Language Learning and develop the attitudes and knowledge to survive in a multicultural society.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

All ELL students have access the the same techology as all the other students at our various locations. One bilingual class and the self contained ESL class have smartboards mounted in their rooms. The other classes can also access the portable smartboards. There are at least two computers in every classroom. There are iPads available for classroom use with apps appropriate for English Language learners. Some of our ELL students are non verbal and through the use of picture symbols and assistive technology we provide them with opportunity for communication.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native Language Arts: 95% of ELLs in our bilingual program are at the beginning level of English Language proficiency. NLA is taught for a minimum 180 minutes per week as per CR Part 154 mandates. NLA follows the guidelines of the Balanced Literacy program. The NLA instruction is provided by a bilingual teacher who adapts materials to meet the needs of cognitively delayed students who are following the alternate curriculum. The students' literacy skills in their Native Language vary based on abilities and cognitive delays, and the teachers use differentiated instruction to meet their students' individual needs. Adapted materials include books, student created projects, Mayer Johnson Symbols, workbooks, augmentative devices and communication boards. In addition, the commercial materials include: Santilana – Lectura y Comunicacion, Lenguaje y Comunicacion, Escritura y Comunicacion, Levels 1-3; Santilana – Ortografia Levels A-C; Real Life English; New Readers Press – The Working Experience –Level 1.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

All ELL students receive the services that are mandated on their Individualized Education Plan (IEP). These services could include speech, counseling, occupational and physical therapy.

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.

ELL students that are articulating to our school in September have the opportunity to participate in a six week summer program called Chapter 683. Here they receive all of the supports and services that they will receive in the upcoming school year.

18. What language electives are offered to ELLs?

Presently our school does not offer any language electives

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)?

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.

In the beginning of the year all ELL personnel attended in-house workshops on Advance, the Common Core, the new Alternate Assessment Curriculum Frameworks and NYSAA. All ELL staff participated in Chancellor's Conference Day on Tuesday, November 5, 2013. The workshops offered included Advance Examining the Domains, Instructional Expectations, Thinking Maps and Touch Math.

The Assistant Principal, who is the ELL Compliance person, attends all mandated district training. The ELL teachers can also attend other professional development workshops given by District 75. Our new bilingual teacher is attending the four Professional Development series for new teachers being offered by the district office of English Language Learners.. Our school staff have registered for over 110 professional development opportunities this year covering such topics as Using Data to drive Social Emotional Learning Supports, Questioning and Discussion within Literacy and CCLS Foundations. The ELL teachers all participate in weekly cohort meeting and do common planning with non ELL teachers. In the spring, the ELL staff will have the opportunity to participate in the Supplementary Instructional Program part of Title III. A component of this is the six hour professional development program that will address ELL Strategies, Data Collection, Using the Computer as an Instructional Tool for ELLs and Differentiation of Instruction for ELLs. We are a high school so our students transition from us to adult services. The transition coordinator, who is bilingual Spanish, conducts workshops for parents and staff to assist ELLs and their families in the transition from the DOE to adult services when they turn twenty-one. A record of teachers who have completed Jose P training is kept in the ELL Compliance Binder

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?

The parents of ELLs are very involved in all aspects of the school. They are officers in the Parent's Association and are on the School Leadership Team. Our Parent Coordinator is bilingual and available to translate at meetings.

The School works closely with many agencies including YAI, AHRC and VESID to insure a positive transition process for our students and hosts a yearly Transition Fair during open school night with representatives from over a dozen agencies in both English and Spanish. We also have other parent workshops, including guardianship where lawyers come to address the parents in English and Spanish. During open school we give the parents a survey to complete addressing their needs and use the results to plan future workshops. Since our ELL parents hold leadership positions they are comfortable approaching the administration, who have an open door policy with them to discuss their needs.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name:

School DBN:

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 75X721 School Name: Stephen D McSweeney

Cluster: 775 Network: 5

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.

• During the intake process the parents are interviewed by a bilingual teacher or bilingual guidance counselor to determine the parent's translation and interpretation needs. In addition, we use ATS, CAP and the student's IEP to determine the home language. Parents are provided with appropriate and timely translations using schools and district resources.

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.

• From our findings, the languages that primarily require written translation and interpretation are Spanish, Albanian and Bengali. We currently have, but could use more, translation and interpretation assistance for the 168 Spanish speaking ELL parents, 5 Albanian speaking ELL parent(s) and 3 Bengali speaking parent(s) and one Urdu. After the intake process and determination of a parent's translation and interpretation needs, the bilingual teacher or guidance counselor meets with other related services providers, teachers and staff and notifies them of the translation and interpretation needs of each ELL parent.

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.

• All school notices are sent home in English and Spanish. For parents of ELLs that require other languages, if a bilingual staff member who speaks and writes that language is available they will translate/ many DOE communications are available on line in many different languages that you can access. All Spanish translation is done by the Spanish Bilingual teachers, Bilingual Guidance Counselor or Bilingual Transition Coordinator. Staff language skills are utilized to translate all documents including notification letters of meetings, calendars, permission slips and general announcements, invitation to special events, posters and school mailings. For all other languages, the school informs parents on school activities with direct contact by telephone by the Alternate Placement Paraprofessional. Many times, school notices are lost or misplaced by students. To have parents directly involved with the school, direct communication by telephone and school meetings in the language of the home are the most effective. All written translations are provided by the bilingual staff: school pupil accounting secretary, parent coordinator, counselors, teachers and paraprofessionals.

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 services are provided by in-house school staff. The parent coordinator, bilingual teachers, bilingual paraprofessionals, and bilingual guidance counselors call parents of ELLs at home by providing bilingual interpretation support to relay school related activities, and information to parents. They are available during Job Development meetings to inform parents of work study placements and receive their approval allowing the student to work. They are also available during Parent Association meetings, after school and special school events.

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>.

- There is a parental bulletin board in the main hall of the school that provides bilingual notification of general school activities, events in the community and neighborhood resources. Timely notifications, translation, and interpretation services are available in health, safety, legal or disciplinary matters, entitlements, permission slips and consent forms. Interpretation notice signs offering language interpretation and translation are posted at the main entrance across from the security desk. Parent's Bill of Rights is made available to parents as needed in their language. If there is a parent who speaks a language that we are unable to accommodate, we contact the DOE's Translation and Interpretation Unit. School activities and District initiatives are offered to all students and their families with translation and interpretation services.