

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: THE LOUIS DESARIO SCHOOL
DBN (*i.e.* 01M001): 31R056
Principal: DEAN SCALI
Principal Email: DSCALI@SCHOOLS.NYC.GOV
Superintendent: ANTHONY LODICO
Network Leader: GREG BOWEN

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
DEAN SCALI	*Principal or Designee	
NICOLE NETZEL	*UFT Chapter Leader or Designee	
MARISSA FRANCO	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
MONICA ARCURI	Member/ STAFF	
THERESA BRADLEY	Member/ STAFF	
ELIZABETH RUIZ-GOMEZ	Member/ STAFF	
BARBARA ANN AJAMI	Member/ PARENT	
TARA GOLDSTEIN	Member/ PARENT	
JAQUELINE SZE KRISTIN RUBEL	Member/ PARENTS	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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

	School Leadership Team Signature Page
X	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	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 2015, all student groups will demonstrate progress towards achieving state standards as measured by a 11% increase in the English Median Adjusted Growth Percentile on the NYS ELA assessment.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance data on state assessments, it was determined that students performing at levels 3 or 4 increased from the previous year, however our school's performance was lower when compared to our peer and citywide averages. In addition, we are extremely concerned with student progress in ELA as measured by the NYS common core-aligned assessment. Our school's English Median Adjusted Growth Percentile was 53.0 which was lower than both our peer group (63.9) and citywide average (63.7). As a result, we have made progress for all of our students a priority for the school year.

Additionally, our latest Quality Review revealed the following areas of focus: a culture of learning that communicates high expectations with supports; researched-based, effective instruction that yields high quality student work; and rigorous, engaging and coherent curricula aligned to the Common Core Learning 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. Teachers will administer baseline assessments to determine students' strengths and areas of need in Reading and Writing. Additionally they will administer pre/post writing tasks for each unit of study to monitor progress and inform instruction.
2. The P.S. 56 community will use the school's instructional focus: "Students who are exposed to and use academic language are more apt to have a deeper understanding of a topic and are better able to write their ideas and thoughts about that topic" to focus professional development for teachers. As a part of this professional development, teachers will engage in case studies.
3. Teachers will engage students in close reading and facilitate classroom discussions about topics and ideas. Teachers will support students' use of academic language and domain-specific vocabulary when speaking about topics and ideas.
4. Administrators will provide feedback to teachers which support them in implementing effective and highly effective practices. As a result, there will be a high level of student engagement during classroom activities.

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

1. All teachers and administrators, curriculum materials and assessments
2. All teachers, paraprofessionals, and administrators
3. All teachers
4. Administrators

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

1. Growth will be measured using indicators from baseline assessment and EOU assessments. Writing quality will be measured from pre-post writing samples in November, January, and March
2. Classroom observations will reveal more "effective" ratings for teachers in domain 3
3. Classroom observations will reveal more "effective" ratings for teachers in domain 3
4. Classroom observations will reveal more "effective" ratings for teachers in domain 3

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

1. September/October for baseline implementation and analysis. September-June EOU assessments 6xs for K-2, 4xs for 3-5, and 3xs for pre-post writing
2. September-June
3. September-June
4. September-June

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

1. Teacher salaries, administrator salaries, curriculum materials
2. Teacher salaries, administrator salaries, professional resources
3. Teacher salaries, administrator salaries, professional resources
4. Administrator salaries

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).

This year we will provide grade level parent workshops on Tuesday afternoons for parents to learn ways they can better support their child's learning at home.

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

N/A

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, 2015, all student groups will demonstrate progress towards achieving state standards as measured by a 20% increase in the Math Median Adjusted Growth Percentile on the NYS Math assessment.

Comprehensive Needs Assessment

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

After conducting an analysis of student performance data on state assessments, it was determined that students performing at levels 3 or 4 increased from the previous year, however our school's performance was lower when compared to our peer and citywide averages. In addition, we are extremely concerned with student progress in Math as measured by the NYS common core-aligned assessment. Our school's Math Median Adjusted Growth Percentile was 42.0 which was lower than both our peer group (62.2) and citywide average (61.7). As a result, we have made progress for all of our students a priority for the school year.

Additionally, our latest Quality Review revealed the following areas of focus: a culture of learning that communicates high expectations with supports; researched-based, effective instruction that yields high quality student work; and rigorous, engaging and coherent curricula aligned to the Common Core Learning 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. Teachers will administer baseline, mid-year, and EOY assessments to determine students' strengths and areas of need in Math and to monitor progress. Additionally they will administer End of Chapter assessments and performance tasks to monitor student progress and plan instruction.
2. The P.S. 56 community will use the school's instructional focus: "Students who are exposed to and use academic language are more apt to have a deeper understanding of a topic and are better able to write their ideas and thoughts about that topic" to focus professional development for teachers. As a part of this professional development, teachers will engage in professional learning communities to analyze students' proofs of mathematical problems and plan instructional supports. Teachers will use Think Central professional videos as a professional resource to deepen their understanding of effective math instruction.
3. Teachers will facilitate classroom discussions about mathematical ideas. Teachers will support students' use of academic language and domain-specific vocabulary when speaking about mathematical ideas.
4. Administrators will provide feedback to teachers which support them in implementing effective and highly effective practices. As a result, there will be a high level of student engagement during classroom activities

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

1. All teachers and administrators, curriculum materials and assessments
2. All teachers, paraprofessionals, and administrators
3. All teachers, curriculum materials
4. Administrators

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

1. Growth will be measured using baseline, mid-year, and EOY assessments and End of Chapter Assessments
2. Growth will be measured using baseline, mid-year, and EOY assessments and End of Chapter Assessments
3. Classroom observations will reveal more "effective" ratings for teachers in domain 3
4. Classroom observations will reveal more "effective" ratings for teachers in domain 3

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

1. September, January, June for benchmark assessments. September-June after each chapter in GoMath
2. September, January, June for benchmark assessments. September-June after each chapter in GoMath
3. September-June
4. September-June

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

1. .Teacher, administrator salaries and curriculum materials
2. .Teacher, administrator salaries and curriculum materials
3. .Teacher, administrator salaries and curriculum materials
4. Administrator salaries

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).

This year we will provide grade level parent workshops on Tuesday afternoons for parents to learn ways they can better support their child's learning at home.

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

PTA grants have been provided to offset the cost of covering teachers for PD

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 June 2015 to increase student attendance rate by 1.4% from 93.4% to 94.6%

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.
 After review of the 2013-2014 School Quality Guide, our student attendance rate was 93.4%, which was lower than our peer group's attendance rate of 94.8%. Raising our attendance rate by 1.4% will increase our chances of meeting our achievement goals in all areas.

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**
- Everyday attendance is monitored. Parents will continue to receive an automated message each day their child is absent. After two consecutive days of absence, the attendance team makes phone calls to each student's home to see how the child is feeling. Additionally patterns of absence and lateness are reviewed and follow-up action is taken. Follow-up includes, but is not limited to, phone calls to home, house visits, and agency assistance. Three times per year, students with less than 90 percent attendance receive a letter home explaining the importance of student attendance. For students showing exemplary attendance, incentives have been established to reward monthly perfect attendance. Students receive tickets to Wagner College Basketball games or gift certificates to restaurants. Classes with highest attendance and students with perfect attendance are posted on our attendance board.
- B. Key personnel and other resources used to implement each strategy/activity**
- All personnel including teachers, service providers, administration and counselors speak regularly of the importance of maintaining excellent attendance all year long.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- . After each month, school-wide attendance rates are reviewed for progress and compared to the same period last year. We are trying to maintain 95.0% attendance rate each month.
- D. Timeline for implementation and completion including start and end dates**
- Attendance rates are monitored from the start of school, every day, and week, monthly and at the completion of 50 days, 100 days and every 150 days thereafter.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Administrator, teachers, guidance counselor, school aides, and parent coordinator salaries

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).
 Each PTA meeting attendance rates for the month will be discussed. Parent phone calls, automated messages, individual letters sent home are some of the ways parents are involved in this effort. For parents who have particular difficulties with getting their children to school, administration will work with the family to accommodate as best we can. Often times we find that students are not in attendance because no-one can pick them up from school or the bus stop, so we enroll the child into our OST after-school program. This is on a case by case basis.

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	X	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.							
N/A							

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.
N/A.

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

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.
N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.
A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

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	Guided Reading, skill building activities.	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • Grouping for instruction • RTI built into curriculum OST for select students	Throughout the day
Mathematics	GoMath Tier I and Tier II math activities, math games	<ul style="list-style-type: none"> • Learning Leaders - one-to-one • In-class small group • OST for select students 	Throughout the day
Science	Reteach science concepts	<ul style="list-style-type: none"> • Small group work, one-to-one 	Throughout the day
Social Studies	Reteach Social Studies concepts	<ul style="list-style-type: none"> • small group, one-to- one 	Throughout the day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social, emotional and behavioral supports based on individual need	<ul style="list-style-type: none"> • Support is offered on a one-to-one basis or small group May also be offered after school through OST	Throughout 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	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 056
School Name The Louis DeSario School		

B. Language Allocation Policy Team Composition [i](#) 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 Dean Scali	Assistant Principal Dianna De Rose/ Joseph Bonomi
Coach	Coach
ESL Teacher Julie Maltese	Guidance Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Nancy Falcone
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	670	Total number of ELLs	2	ELLs as share of total student population (%)	0.30%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out	2					2								4
Push-In	1					2								3
Total	3	0	0	0	0	4	0	7						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2	0	1	0	0	0	0	0	0	2

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	1	0	0	0	0	0	0	2
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	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	
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														0
Chinese														0
Russian	1													1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
TOTAL	1	0	0	0	0	1	0	2						

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
Intermediate(I)						1								1
Advanced (A)	1													1
Total	1	0	0	0	0	1	0	2						

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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				0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)	1				1

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
 P.S. 56 uses blended assessment (TCRWP) to assess early literacy skills of our ELLs. The Data from the running records provides insight into ELLs reading levels. This data helps inform our school's instructional plan by determining if the students are on grade level or if they need remediation to reach grade level. If a student is below grade level on the TCRWP they will be a part of RTI, taught in

small groups with skill based lessons until they master the skills needed to reach grade level.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Due to the current low population of ELLs at P.S. 56 there are no significant data patterns across proficiency levels on the LAB-R and NYSESLAT. We have one 12:1:1 Special Education ELL, which is NYSSA and one kindergarten new comer. As enrollment increases patterns will be documented
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
Although the NYSESLAT modalities are not currently available in ATS, They usually do show patterns across NYSESLAT modalities that affect instructional decisions. The instruction incorporates student's deficiencies in each modality to ensure the students are exposed to the modalities they have not mastered. Data displays information about Annual Yearly Progress (AYP); it reveals if the student made gains in each modality, did not move, or decreased.
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?Currently, P.S. 56 has an English as a Second Language program (ESL).
 - a. a. Due to a low enrollment of ELLs at the present time there are not clear patterns across proficiencies and grades. Past data has revealed that there is a correlation that scores increase based on year in ESL; not grade level. Currently students have not chosen to take the State Tests in a language other than English; there scores are consistent with their English proficiency.
 - b. The data from the ELL periodic assessment will be shared with the classroom teachers. The results give teachers a more in depth look into what skills ELLs have mastered and what skills need to be reinforced with small group (RTI) in the classroom or during extended day.
 - c. The ELL periodic assessments were not administered last year. They were not administered because in grades 3-5 we only had one student whom was 12:1:1 Special Education ELL, which is NYSSA and one kindergarten new comer. The native language is not used on the assessment.
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](#).)
In the past P.S. 56 has used the Mondo program for Response to Intervention (RTI) for grades K-5. Currently the school is using the RTI from the new curriculum Ready Generation (Ready Gen.) in grades K-5. Ready Gen. has an RTI identification component built into the assessments. These assessments determine grouping. The groups are formed based on which students did not master the lesson and which students mastered the lesson. RTI strategies are used to provide the building blocks needed to master the lesson, as well as, enrichment to the students who have mastered the lesson.
6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is always considered in instructional decisions. Based on a student's ESL level (advanced, intermediate, or beginner) instruction will be altered to meet the needs of the student. Extra support is provided by the use of visual aids and collaboration between classroom teacher and ESL teacher. Vocabulary development will depend on a student's language development and will determine what tier words students are exposed to (Tier 1, 2, and 3 words). Different points of entry will also be used in instruction depending on the student's language development.
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?Due to low enrollment P.S. 56 does not have any dual language programs at this time.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
Success of programs for ELLs is evaluated by formal and informal assessment. Writing pieces and reading levels are used to informally assess student growth. The NYSESLAT modality breakdown is used to determine if a program is successful. If a student is lacking in a particular modality the program may need more instruction and practice in that area. This is when the teacher and ESL teacher use ESL teaching strategies and incorporate other instructional materials to aid in the students success

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](#).)
P.S. 56 is dedicated in properly identifying, testing, and serving its ELL population. The home language survey (HLIS) is administered when a new student enters the School system for the first time. An informal oral interview is conducted with the student and parent, as well as, filling out the formal initial HLIS form within 10 days of enrollment. The licensed English as a Second Language (ESL) teacher conducts the HLIS, interviews, and administers the LAB-R to determine English proficiency level. Students that Speak Spanish at home that do not score below proficiency on the LAB-R are administered the Spanish LAB-R to determine language dominance. Translations are available during the ELL identification process. P.S. 56 has pedagogues that are bilingual in Spanish and provides translation for any other languages needed during the ELL identification process.
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.
P.S. 56 ensures that parents understand all three program choices. Once a student is identified as eligible for services (scores below proficiency on the LAB-R), parents are notified by entitlement letter sent home in the student's homework folder (translated letter if needed), parent survey and program selection form, placement letter, and a letter informing them when to attend an ELL orientation. The orientation consists of the ESL teacher discussing the three program options listed on the parent selection form, English as a Second Language (ESL), Transitional Bilingual Education (TBE), and Dual Language (DL).
At the orientation parents view a video in the native language describing each of the three options. Parents complete the program selection and parent survey forms, to determine the program they prefer for their child. Program Selection and Parent Surveys are returned after orientation. All forms are filed and stored at P.S. 56 in a parent selection section in an ESL record keeping binder. Parent Program Selection is entered into ATS.
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 [\[see tool kit\]](#).)
Entitlement letters (native language and English) are sent home with the student in their homework folder. The homework folder is checked the next day to ensure the parent received the letter. If the letter is still in the homework folder, it is taken out and mailed to the residence. Parent Surveys and Program Selection forms are filled out at the orientation meetings and returned to the ESL teacher at the meeting. If the parent could not attend the meeting or a make up meeting, the forms are sent home with the student in their homework folder along with a link to the online parent orientation video at <http://schools.nyc.gov/Academics/ELL/FamilyResources/ellorientationvideo2010.htm>. If the form is not returned the forms are sent to the residence by mail, if they do not return the forms to the school up to three phone calls are issued to the parent to determine program choice. If the parent can not be reached the default of bilingual is selected for that student.
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.
Identified ELL students are placed in programs determined by parent choice. Once the parent has made their choice they are informed that P.S. 56 has a Free-standing ESL program at this time due to low enrollment. P.S. 56 does not have TBE or DL programs because they do not have adequate population of students speaking one specific language for the creation of a TBE or DL program. If P.S. 56 does acquire the amount of students speaking one specific language in one specific grade that program will be offered based on parent choice. If they selected TBE or DL; their name is placed on a list that is monitored in the ELPC screen in ATS within 20 days of enrollment. They are also informed they have the right to place their child in their chosen program. If parent choice indicates a program P.S. 56 does not offer, the ESL teacher (with a translator) informs the parents of schools that offer the program they requested. If they parent desires for their child to attend a program not offered, a transfer is put into place, providing there is space in the selected school with aligned program choice. If a student did not pass the NYSESLAT they will get a continued entitlement letter, that is sent home with the student in their homework folder. A copy is made and stored in the ESL teachers ESL record keeping Binder in her classroom.
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.
The ESL teacher also determines NYSESLAT eligibility by checking the RNMR, RLER, and RLAT reports in ATS. After determining

eligibility the ESL teacher makes a schedule with the test coordinator to ensure that all ELL take the four components of the NYSESLAT. All four parts of the NYSESLAT are administered in a separate location on different days within the testing window by grade. The NYSESLAT is administered to determine ELL proficiency or ESL level. All ELLs are tested in listening, speaking, reading, and writing sections of the NYSESLAT. If the ESL teacher should not be present when ELLs need to be identified, and tested, a trained pedagogue, such as the test coordinator and/or Assistant Principal are responsible for these duties.

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. 
- In reviewing Parent Surveys and Program Selection forms for the past few years ELL parents have requested ESL programs as their first choice. For example This school year our one new ELL parent selected ESL as their first choice. The parents choices are aligned to our schools ESL program.

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](#))
- What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - 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])?

ESL services are provided as a combination of push-in, pull-out. We use a push-in model for ELLs that can perform on grade level. In a push-in the ESL teacher collaborates with the classroom teacher using ESL methodologies in teaching to meet the needs of the ELL students. We use a pull-out model due to the fact that some ELL students need individualized instruction and differentiated lessons to meet their needs.

As discussed above, Push-in/pull out services are provided by certified English as a Second language teacher. This teacher is a certified trained teacher who provides instruction in English using ESL methodologies and scaffolding. In order to maximize English acquisition for the ELL's, the ESL teacher and classroom teacher coordinate their efforts during ELA blocks as often as possible.

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)?

P.S. 56 has an English as a Second Language (ESL) program. All staff, including administration, classroom teachers, and service providers are aware of their ELL's NYSESLAT and Lab-R scores that determine their proficiency level. All ESL student's that are at an advanced level receive 180 minutes of ESL service per week and all ESL students that are at a beginner and intermediate level receive 360 minutes of ESL per week. Administrators have a copy of the ESL teachers schedule ensuring they students are being serviced properly as per Chancellors Regulations Part 154.

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.

P.S. 56 currently has an ESL Program model, content area is delivered in English. ELLs are given bilingual glossaries to support content areas in their native language. Content areas such as social studies and science are incorporated into literacy, mathematics, technology, and art whenever possible. Teachers often collaborate to teach units to develop a cohesive learning environment for students and increase their depth of knowledge. The ESL teacher reinforces content with the students through the use of visual aids, vocabulary, manipulatives, and additional materials as needed.

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

ELLs are usually evaluated in English; However, ELLs are evaluated in their Native Language for the New York State Math assessment if they choose not to take the Assessment in English. In addition, Spanish speaking ELLs are evaluated using the Spanish Lab-R if they scores below the English Lab-R cut score.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are exposed to lessons that are comprised of all the four modalities of English acquisition: listen, speaking, reading, and writing. The new CCLS ensures that all modalities are met, as well as, the integrating language standards; which are very beneficial to ELLs. Assessments (informal and formal) incorporate the four modalities. Assessments build from listening and speaking to increase oral language to advance to reading and writing. The NYSESLAT rubrics are often used as a standard to ensure ELLs are advancing and a serve as a useful tool to monitor their progress.

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).

Differentiating instruction for ELL subgroups is vital in their learning.

a. SIFE students are closely assessed to identify where the gaps in there learning are. SIFE students are taught the CCLS according to their grade and English proficiency. Lessons are modified for them.

b. New comers that have been in a U.S. school less than three years are taught the CCLS and it is modified to their English proficiency. Oral language, phonics, and vocabulary are strongly enforced and for new comers and reinforced in the classrooms.

c. ELLs receiving service for 4-6 years need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. They should be assessed often to identify areas of growth and areas to be improved. Lessons aligned to the CCLS build from the information they have not mastered.

d. Long-term ELLs need to be monitored closely and may be candidates for mediation such as the Response to intervention (RTI) model. These students may be bilingually evaluated to determine if language or a disability is impeding their ability to reach English proficiency. If the student has an IEP, the differentiation is based on the student's goals. The student should be assessed often and lessons should build from the information they have not mastered aligned to the CCLS within their IEP goals. Lessons also scaffold to support students and maintain their language strategies for reading, writing, listening, and speaking. The lessons are modified for the student to better understand grade level and complex texts.

e. Former ELLs still receive ESL test modifications for up to two years after passing the NYSESLAT. They are also monitored closely by their classroom teacher, they ESL teacher is always available to offer extra support to former ELLs when needed. Former ELLs are often placed in a classroom with current ELLs, so the ESL teacher is easily accessible to them within the push-in model.

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?

The new Ready Gen curriculum provides ELL components for most lessons that teachers follow. Teachers of ELL –SWD's are aware they must repeat directions and instructions (up to three times) to ELLs and may have to phrase them in a different way for them to better understand what is expected of them. ELL's and ELL-SWD's have glossaries to accelerate English Language development for most academic content areas, visuals are used when available.

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?

Our school uses an RTI model to ensure that curricular, instructional, and scheduling flexibility enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the last restrictive environment. ELL-SWD's lessons are modified to achieve their IEP goals.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

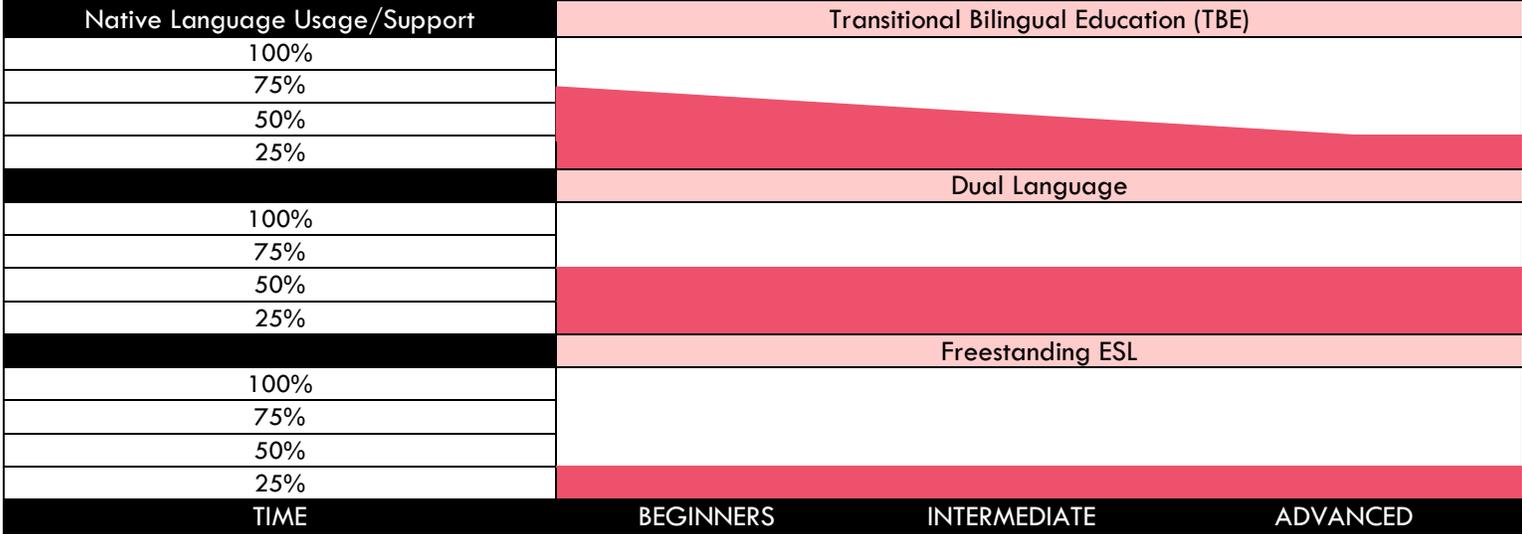
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	Beginning	Intermediate	Advanced
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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Our targeted intervention program is an RTI model. The new programs being used this year: Go math and Ready Gen have tier one, two, and three student intervention books to use with the students that did not master the skill in the lesson. Some students attend SETSS for intervention in ELA and Math in a small group to master the skills they need. The school also provides extra support in ELA and Math test preparation in an after school program; which ELLs in grades 3-5 are encouraged to attend. All intervention programs are offered in 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.
- At this time the effectiveness of our current program cannot be determined. Our school has adopted on a new curriculum for English Language Arts and Mathematics, Ready Generation and Go Math. Both programs are based on CCLS, RTI, incorporate tier 1-3 words to ensure language development and have an ELL component for lessons to better instruct ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- P.S. 56 is using new programs this school year. New programs include Ready Generation (Ready Gen.) and Go Math.
12. What programs/services for ELLs will be discontinued and why?
- Everyday Math and Mondo will be discontinued this school year. They will be discontinued because new programs have been purchased though New York City Core-Curriculum to better align to the CCLS and better utilize the RTI model.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- P.S. 56 has a United Activities Unlimited (UAU) Out of School (OST) after school program. All students are granted an equal opportunity to apply. Students are also invited to attend extended day for extra support.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Various instructional materials are used to support ELLs. ELLs are exposed to materials such as visual aids, glossaries, books aligned to their level. The new programs, Ready Gen and Go math have an ELL component built in for ELLs. Furthermore technology is used through Smart boards with computer based interactive lessons for literacy, math, science and social studies. In addition to the use of smart boards, computers are used by students when attending a technology cluster. E-chalk is always a viable resource for ELLs to access school information in their native language.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in out ESL program by the use of content area glossaries and bilingual dictionaries. In addition books are provided in the student's native language to support literacy at home.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- All service providers and classroom teachers collaborate to best support out ELLs. Often classroom teachers and service providers will share materials to reinforce a lesson through different points of entry. All teachers of ELLs are all aware of the age, grade level, and language proficiency, so they can best assist them in reaching language proficiency and IEP goals.
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.
- Newly enrolled ELL students meet with the ESL teacher at registration. An informal interview is conducted as well as assistance in filling out the home language survey. Parent of Lab-R eligible ELLs will be informed that their child will be tested for ESL and results will be sent home with their child within the first 10 days of school. At this time the parents are able to ask any questions they may have to the ESL teacher regarding their child.
18. What language electives are offered to ELLs?
- No language Electives are offered to ELLs at this time.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - What Dual Language model is used (side-by-side, self-contained, other)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
- P.S. 56 does not have a Dual language program.

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.

1. The ESL teacher attends the Division of School Support and Instruction professional development meetings provided by CFN 604 and meetings by the office of English Language Learners when applicable. The ESL teacher and the Assistant Principal attend professional development meetings and turn-key the information to classroom teachers. This school year the ESL teacher has attended the following PD's: Special Ed and ESL collaboration meeting on September 18th, 2013, LAP Technical session on September 16, 2013, and "Who you need to know to help your child with dyslexia and learning challenges on September 30, 2013. The classroom teachers will continue to attend all mandated ESL professional development hours as needed.

2. Teachers are informed when professional development is available for teachers of ELLs. They are invited to attend professional development regarding the new Common Core Learning Standards (CCLS) when needed. The teachers are all invited to attend continuing PD on Go math and ready Gen and familiarize themselves with the RTI model and ELL component within the new programs.

3. P.S. 56's Administration and Middle School Administrators set up a 5th grade visit to their feeder middle school, I.S. 34. Educators and Assistant Principals from I.S. 34 provide a 5th grade orientation to explain the articulation process, increase understanding of the expectations for the transition from elementary to middle school, and the gain knowledge of the instructional choices offered for all of our 5th graders as they enter middle school. The parent coordinator helped set-up P.S. 56 E-chalk website that is translated into the languages other than English that is spoken by PS 56 families, has a 5th grade page that lists helpful information for the students entering middle school, such as middle school fair dates and locations, that is available to students and their families in their native languages. Additional support may be offered by guidance counselor as needed. We will contact available support personnel at the middle school to assist and provide translations and translators as needed. Our guidance counselor attends all in-house academic professional development and participates in occasional off-site professional development as well.

4. All teachers are aware of the 7.5 hours of ESL training required. Special education teachers are aware of the 10 hours of ESL training required. Certificates of attendance and completion in workshop hours are copied and maintained in teacher records. Professional development opportunities are offered to all staff as they become available.

D. Parental Involvement

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

1. P.S. 56 provides a vast amount of opportunities for parents, including parents of ELLs. P.S. 56 offers various parents workshops, in many areas including, but not limited to, early reading intervention, ELA and Math Assessment, etc. Listed below are examples of opportunities for all parents, including ELL parents.

The school provides standard based ELA and New York State Mathematics testing preparation and informational workshops. Parents are offered a, "Help Your Child Learn to Write", workshops for Pre-K-1st grade. This workshop is designed to address the needs to how to teach your child letters, sounds, how to transition into spelling and the importance of word spacing.

P.S.56 also holds assessment workshops for grades 1-5. These workshops aid parents in understanding what types of assessment are being used by the city and state. The workshops provided parents with strategies to help with their children with their educational needs. PS 56 provides support and guidance on accessing on-line tools such as ARIS to monitor their child's scores for progress and identifies areas for improvement. Workshops are advertised in advance and parents are to respond if they plan on attending. Once parents that need translations services are confirmed to attend we obtain translators for the workshops.

Moreover, P.S. 56 is actively involved with "Learning Leaders". A representative from Learning Leaders comes to P.S. 56 for a parent support based workshop to implement training to parents in order to help their child and other children within the school with reading, writing, and math skills. Learning leaders are often assigned to students identified as at-risk.

2. P.S. 56 is committed to providing workshops to benefit the needs of all its parents, including parents of ELLs. P.S. 56 works with the translation and interpretation unit as needed to provide workshops to all parents, including parents of ELLs.

3. The parents are encouraged to write down workshops they would be interested in at PTA meetings. Attendance is monitored and the parent coordinator contacts parents that were not in attendance. The parent coordinator contacts parents by phone and letters(translated as needed) to determine workshop needs. P.S. 56 works to put all of the suggestions into action to best meet the parents' needs. P.S. 56 secures translators as needed.

4. Our parental involvement activities address the needs to our parents to stay informed on school-wide news. All parents including parents of ELLs are encouraged to visit our school's E-chalk website. The E-chalk website can be translated into 72 different languages. This website contains the P.S. 56 parent handbook, school applications, such as lunch forms, curriculum conference dates and dials a teacher to assist students with homework help. The website also has a fifth grade page that lists useful information fifth grades need with their transition to middle school such as information on middle school fairs. In addition P.S. 56 offers a school-messenger, which is a phone message service that delivers prerecorded school messages to telephones and cellphones. Moreover the PTA has an E-blast, which is a computer based e-mail that allows parents to be in constant contact with the school and receive current school information and important message.

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.

In addition to academics P.S. 56 is committed to providing a well-rounded educational experience to all students' including ELLs. Fundraising to give back to the community is the spirit the P.S. 56. Students use their literacy and math skills during the fundraising process for organizations such as, Penny Harvest, City Harvest, Ecology fair, Monthly Bread of life drives, and make donations to local animal shelters. Beyond being a good citizen this gives students the chance to learn a multitude of skills, such as writing announcement speeches given orally over the morning using the PA system, writing formal speeches for ceremonies, graphing and charting money raised, and learning about content such as social studies and science. These activities are especially beneficial to ELLs because it gives them a chance to be a part of a hands on approach to learning and reinforces language development. Such activities motivate students to exercise their language skills in a purposeful way and better prepares their development of the English language.

Part VI: LAP Assurances

School Name: P.S.56 Louis DeSario School

School DBN: R31056

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Dean Scali	Principal		11/12/13
Dianna De Rose/Joseph Bonomi	Assistant Principal		11/12/13
Nancy Falcone	Parent Coordinator		11/12/13
Julie Maltese	ESL Teacher		11/12/13
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R056** School Name: **The Louis DeSario School**

Cluster: **6** Network: **604**

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.

Throughout the school year parents of all new ELL students are surveyed at point of registration into the school to ascertain which language they would prefer to receive school communication in. 'Interpretation Services Available' signs are visible in the main office in several languages informing parents that translation is available if needed. In addition, administration, and parent coordinator reach out to the parents upon entry. Parent workshops are made available for all parents. Accommodations for the parents of ELLs are always provided and implemented.

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.

Appropriate language translation information is communicated to the school staff and our ESL teacher will have notices sent home translated by the translation unit as needed. Oral interpreters are secured prior to parent-school conferences, including American Sign Language when needed. School personnel are used for translation when appropriate.

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.

Based on as needed service, translation services will be outsourced if the regional translation unit cannot provide the necessary translation service. Funding in Galaxy will support our needs. Notices from the NYC DOE now come in a variety of translations and they are utilized as needed.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Interpretation for planned conferences and meetings are arranged prior to the meeting. In the event of an unplanned meeting or conference several staff members are used for translating Russian, Spanish, Arabic and American Sign Language. The Translation and Interpretation Unit will also be called for "over-the-phone" services.

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>.

As per Chancellor Regulation A-663, parents limited in English, will be provided with a meaningful opportunity to participate in and have access to all school programs and services conducted at school. P.S. 56 reaches out to families not fluent in English to see if they would be attending any event or meeting and when needed we secure a translator