



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** URBAN ASSEMBLY SCHOOL FOR LAW AND JUSTICE

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 13K483

**PRINCIPAL:** SHANNON CURRAN      **EMAIL:** SCURRAN2@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** KAREN WATTS

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

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

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Shannon Curran	*Principal or Designee	
Julian Sciammarella	*UFT Chapter Leader or Designee	
Iris Dudley	*PA/PTA President or Designated Co-President	
Ialeana Bodden	Student Representative	
Challia Chestnut	Student Representative	
Lucretia Edwards	Member/Parent	
Jacqueline Klihance	Member/Parent	
Ewart Brown	Member/Parent	
Joshua Luper	Member/Teacher	
Judith Steinhart	Member/Teacher	

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

By June 2012, the PTA will have formed a Title I committee that will strategize how to use Title I funding to hold at least three events during the school year that will facilitate parent involvement and educate parents on issues related to a student's readiness for post-secondary education.

### **Comprehensive needs assessment**

- Based upon the evaluation of student performance in the lowest third in Math and ELA, the rating received on the College Readiness Index, and Regents Passing Rates, the school community has determined that students need to be more engaged in their learning and have greater ownership and awareness of their progress towards college readiness. The next step in development for the school is to increase parent involvement and parent awareness of college readiness in order to facilitate their ability to support students and the school in this effort.

### **Instructional strategies/activities**

The PTA will:

- schedule a Saturday Career Day for parents and students to include people from all fields of business and representatives from trade unions
- plan a Saturday brunch workshop to discuss issues like teen age depression, cyber bullying, etc..
- plan a day trip to foster camaraderie with other parents and discuss shared experiences and how to address them

### **Strategies to increase parental involvement**

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program
- conduct parent workshops
- provide opportunities for parents to help them understand the accountability system

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development through department team and grade team meetings.
- Teachers will attend professional development held by various educational organizations.
- ELA and Math coaches will support teachers' work aligning units to Core Curriculum standards

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- Local services, such as outside agencies that provide guest speakers from local colleges and career centers will participate in parent meetings and workshops.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- Title 1 parent involvement funding for OTPS; FSF for PS will be used to fund these activities

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2**

By June 2012, the PTA, with the support of the SLT, will align its planned events and community involvement to four of the six national standards that guide PTAs. The PTA will measure its progress through parent feedback and reflection to determine its progress towards meeting 100% of their alignment goals.

### **Comprehensive needs assessment**

- It has been determined that the involvement of the PTA within the school community is vital in addressing larger policy and environment issues that relate to student behavior and engagement. Based upon an evaluation of data representing attendance, lateness, detentions, and behavioral infractions, the involvement of parents in creating a stronger culture is necessary to improving the school environment as a whole.

### **Instructional strategies/activities**

- Liaise with Common Sense Media to give a presentation to parents about cyber responsibility etc.
- Scheduled representative from Black MBA Association to speak about current college prep programs
- Scheduled SLJ social workers and college prep team to speak at upcoming PTA meetings about various issues concerning our students and families

### **Strategies to increase parental involvement**

- conduct parent workshops
- hosting events to support men asserting leadership in education for their children
- developing and distributing a school newsletter

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- The parent coordinator will work with grade team leaders to distribute information to staff about parent events and facilitate further teacher participation at PTA meetings.
- Instructional coaches and grade team leaders will work with teachers to reflect upon practices relating to student engagement and parent outreach.
- Teachers will attend professional development held by various educational organizations.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- We will coordinate any programs through local service agencies.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
Title I parent involvement monies will be used to support OTPS; FSF will be used for teacher per session

### ANNUAL GOAL #3 AND ACTION PLAN

#### **Annual Goal #3**

- By June 2012, each core subject content area will have revised and executed a unit plan, task, and lessons that reflect the Common Core Learning Standards.

#### **Comprehensive needs assessment**

- Based upon student performance in three areas, students in the lowest third earning 10+ credit in a year, Regents passing rates, the College Readiness Index, it has been determined that students at SLJ need to improve their ability to be independent learners and achieve higher levels of academic success in order to be prepared for a successful transition to a post-secondary program. In addition, the school would like to track progress through the College Preparatory Course Index.

#### **Instructional strategies/activities**

- Through weekly department meetings, each teacher will revise a unit of study to reflect the CCLS.
- Department leaders will be charged with the practical roll out of this initiative. Direct study of the CCLS throughout the year will support this work. Summer planning and curriculum mapping will set the ground work to begin.
- Departments will engage in the revision process through a sequence of lesson study using student work, assessment data (interim assessments), and teacher created rubrics in order to fully align unit of study.
- Each department will create a master curriculum file on the school's server in order to collect all finalized documents.
- Self reflection on this process and the documents themselves will be a part of the teacher's portfolio.

#### **Strategies to increase parental involvement**

- providing written and verbal progress reports
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

#### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development through department team and grade team meetings.
- Teachers will attend professional development held by various educational organizations.
- ELA and Math coaches will support teachers' work aligning units to Core Curriculum standards

#### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
We will work with local Universities and professional agencies for additional staff development and training with teachers on the Common Core.

#### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
We will use Title I funding for professional development and FSF for personnel (per session).



## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June 2012, every teacher will have a professional teaching portfolio that reflects their work with two components of the Danielson Teaching Framework.

### **Comprehensive needs assessment**

- Based upon an assessment of student credit accumulation, four-year graduation rates, and the school environment survey it has been determined that the student population requires further support in engaging with the core curriculum and developing a critical understanding of the skills needed to necessitate a successful completion of post-secondary programs.

### **Instructional strategies/activities**

- The teacher leadership body of the school will meet in the summer to develop the goals and objectives with this initiative to define effective teaching at SLJ.
- Grade Team Leaders will meet weekly to share outcomes and to develop the agendas and roll out for each weekly team meeting. Meetings will include low inference observations of teaching videos modeling these practices, sharing of best practices within teams, and peer observations.
- Teacher Leaders will create their own teacher portfolios in order to model for the teams the examples of items to include
- November 8th will include time for grade teams to meet and begin working on the actual teaching portfolio.
- Teams will share their portfolios mid-year and end of year.
- Informal mini-observations and formal observations will be part of the process and feedback will be focused on these areas.
- Each teacher will self-evaluate in these areas and meet with the principal to goal set.

### **Strategies to increase parental involvement**

- providing written and verbal progress reports
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development and reflection of the Danielson Teaching Framework through department team and grade team meetings.
- Teachers will attend professional development held by various educational organizations.
- ELA and Math coaches will support teachers' work aligning units to the Danielson Teaching Framework.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

We will work with our network, the NYC DOE and outside agencies to support our efforts for enhancing professional practice.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

We will use Title I and FSF to fund our math and ELA coaches as well as any additional professional development including per session for teachers.

## ANNUAL GOAL #5 AND ACTION PLAN

### **Annual Goal #5**

By June 2012, SLJ will decrease the number students in the lowest third who fail to earn at least ten credits in their 1<sup>st</sup> and 2<sup>nd</sup> years by 50% by creating modified lessons and using best practices that are aligned with Common Core Learning Standards.

### **Comprehensive needs assessment**

- In considering Regents passing rates and credit accumulation of students in the lowest third, the school will reevaluate its support network for these students and develop strategies to implement during the school year that will improve engagement and academic performance.

### **Instructional strategies/activities**

- Teachers will discuss and share practices used to support students in the lowest third in grade team meetings.
- Teachers, by Department, will evaluate the needs of students in the lowest third that are content area specific and develop classroom strategies and interventions that will improve student performance.
- Staff as a whole, will reflect upon school-wide policies and how they affect students in the lowest thirds, utilizing full staff meetings to facilitate changes outside of classrooms that will support improvement in academic performance.

### **Strategies to increase parental involvement**

- engage parents in discussion and decisions regarding policies that affect students in the lowest third
- conduct parent workshops with topics that include academic and emotional supports that are needed to improve the performance of students in the lowest third
- encouraging more parents to become trained school volunteers

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- Teachers will participate in professional development and reflection upon student in the lowest third and their academic performance through department team and grade team meetings.
- Teachers will attend professional development held by various educational organizations.
- ELA and Math coaches will support teachers' work modifying units to meet the needs of students in the lowest third.

### **Service and program coordination**

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.  
We will work with outside agencies, such as Teachers College, as we look at best practices for supporting students in our lowest third.

### **Budget and resources alignment**

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.  
We will use both Title I and FSF to support our actions and strategies as described above including persession.

**ACADEMIC INTERVENTION SERVICES (AIS)**

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>			<b>N/A</b>	<b>N/A</b>				
<b>1</b>			<b>N/A</b>	<b>N/A</b>				
<b>2</b>			<b>N/A</b>	<b>N/A</b>				
<b>3</b>			<b>N/A</b>	<b>N/A</b>				
<b>4</b>								
<b>5</b>								
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>	17	20	15	16	NA	0	7	0
<b>10</b>	25	29	8	10	NA	1	5	0
<b>11</b>	19	22	3	4	NA	1	6	0
<b>12</b>	12	15	9	8	NA	0	7	0

<b>Name of Academic Intervention Services (AIS)</b>	<b>Description</b>
<b>ELA</b>	Students are supported by various instructional settings, implemented in a pull-out model, such as small group instruction and individual tutoring. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Thursday, Friday and/or Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to build the student's capacity to engage with the school's curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school's curriculum.
<b>Mathematics</b>	Students are supported by various instructional settings, implemented in a pull-out model, such as small group instruction and individual tutoring. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Thursday, Friday and/or Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to build the student's capacity to engage with the school's curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school's curriculum.
<b>Science</b>	Students are supported by various instructional settings, implemented in a pull-out model, such as small group instruction and individual tutoring. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Thursday, Friday and/or Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to build the student's capacity to engage with the school's curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school's curriculum.
<b>Social Studies</b>	Students are supported by various instructional settings, implemented in a pull-out model, such as small group instruction and individual tutoring. Students struggling academically at points in the year can be transferred into the CTT section in their grade to receive support from two teachers. We provide tutoring sessions for small groups and individuals before and after school hours, run by teachers and enhanced by peer tutoring volunteers. The school will also schedule Thursday,

	Friday and/or Saturday tutoring sessions for Regents preparation before the January and June testing weeks. All academic intervention services work to build the student's capacity to engage with the school's curriculum and complete given assignments. Alternative assessments and assignments will be created to help students who need additional scaffolding to work with the school's curriculum.
<b>At-risk Services provided by the Guidance Counselor</b>	NA
<b>At-risk Services provided by the School Psychologist</b>	The psychologist will advise staff members involved in academic intervention services of possible academic ability and cognitive issues that could be causing a student difficulties as well as give insight into the accompanying behaviors that are exhibited by students requiring intervention services.
<b>At-risk Services provided by the Social Worker</b>	The social worker provides general counseling, one-on-one meetings, weekly support groups, and facilitates parent involvement when a student is identified as at-risk. The social worker will also make referrals to outside resources. The service is provided during school hours and when scheduled, during after-school hours.
<b>At-risk Health-related Services</b>	NA

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. 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.

The PIP should describe how your school will plan and implement effective parent involvement activities 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.

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**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 1<sup>st</sup> 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***

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 1<sup>st</sup> 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  
2011-12**

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

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Anselmo/Green</b>	District <b>13</b>	Borough <b>Brooklyn</b>	School Number <b>483</b>
School Name <b>Urban Assembly School for Law &amp; Justice</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Shannon Curran</b>	Assistant Principal <b>N/A</b>
Coach <b>Suzette Dyer</b>	Coach <b>Josh Lupher</b>
ESL Teacher <b>S. Curran</b>	Guidance Counselor <b>Debby Wallace</b>
Teacher/Subject Area <b>Renee Hampton</b>	Parent <b>n/a</b>
Teacher/Subject Area <b>Merilee Valentino</b>	Parent Coordinator <b>Marvin Harris</b>
Related Service Provider <b>n/a</b>	Other <b>Adria Hasha, Teacher</b>
Network Leader <b>J. Green</b>	Other <b>n/a</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>1</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>6</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>453</b>	Total Number of ELLs	<b>4</b>	ELLs as share of total student population (%)	<b>0.88%</b>
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## Part II: ELL Identification Process

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

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

1. All new students receive the HLIS, informal interview in English and the initial formal assessment. The Principal completes this evaluation. Each year, we administer the NYSESLAT to all ELLs.
2. Every parent of an ELL receives a letter (in the home language) describing the programs that their son/daughter is eligible for. A meeting is scheduled at the beginning of the year for all ELL families. Each family receives an invitation to the meeting and a follow up phone call for an RSVP within the first month of school.
3. All forms are distributed and collected at the beginning of the year. Follow up is done for any outstanding forms.
4. Because our program is so small, all instructional program decisions are done in close consultation with teachers, parents and students (translation provided if necessary). Criteria used are the NYSESLAT scores, interim assessments, student work, grades, and a holistic review of all student data.
5. 100% of families choose freestanding ESL.
6. There is no discrepancy between our offerings and parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #

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

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	2

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	2	0	1	0	0	0	2	0	2	4
<b>Total</b>	<b>2</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>2</b>	<b>4</b>

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs)  
9-12**

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. We use a departmentalized, collaborative approach with some push in and some pull-out. Classes are heterogeneous.
2. For our ESL minutes per week, we structure this along with the English Language Arts curriculum (240 minutes per week) and an additional pullout class which meets for 240 minutes per week for all levels of students. This gives our ESL students 480 minutes a week.
3. We use the language experience approach along with the academic language development model in our classrooms. Literacy instruction is also infused across all content areas.
4. Our newcomer student (the first one in our school's history) receives additional instructional pull out time including software programs and language lab technology to assist him in building the language skills he needs. We incorporate leveled texts into his independent

## A. Programming and Scheduling Information

reading time and he works with a language specialist for pull out. He receives all testing accommodations that he is entitled to for ELA assessments. Our special needs students receive additional support in their CTT classes, literacy class, and resource room. Paste response to questions 1-7 here

### 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	0			
Social Studies:	0			
Math:	0			
Science:	0			

### 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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	Page 22
75%	
50%	
25%	

## B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. We have targeted intervention services through our SPED program and our Literacy program which provides AIS for SPED ELLs and ELLs. All services are provided in English.
9. We support our students through transitions in offering literacy support as long as students need it, tutoring, small group instruction and CTT classes.
10. We are establishing a language lab now that we have a new ELL in our school.
11. We are not discontinuing any services.
12. All students (SPED, ELLs) are included in all programs at our school and have equal access to services.
13. We provide leveled readers, adapted texts, ESL appropriate text books, teacher created modifications, and language software.
14. Native language support is provided through our language program.
15. Yes.
16. We have a summerbridge program for all incoming 9th graders.
17. We offer French. -17 here

## C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We send teachers to ELL workshops offered through the DOE and other vendors.
2. We have transition meeting with staff working with new to high school ELLs. We review records, test scores, etc. and make a plan for that student (s).
3. Through our monthly staff meetings and weekly department meetings, we concentrate on different aspects of language acquisition and development for all teachers.

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. We send teachers to ELL workshops offered through the DOE and other vendors.
2. We have transition meeting with staff working with new to high school ELLs. We review records, test scores, etc. and make a plan for that student (s).
3. Through our monthly staff meetings and weekly department meetings, we concentrate on different aspects of language acquisition and development for all teachers.

### E. Parental Involvement

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

1. All parents are invited to grade specific as well as school-wide events including monthly PTA meetings.
2. We do not partner specifically for ELL parents but we have many partnerships with CBOs that provide services around immigration issues, college process for undocumented students, and others.
3. We conduct various surveys in order to get feedback from parents.
4. We plan activities according to student needs. If there is something that we are not providing, we will provide it in the future. We are constantly reviewing our plans in accordance with parent needs.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

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

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

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

**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 Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

**New York State Regents Exam**

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

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

### B. 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 can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. We do not have ELLs of this type at our school. If we did, we would use our in-house literacy test as well as the QRI reading assessment.

2. ELLs without SPED seem to be able to increase their scores each year; SPED ELLs have a difficult time with the test.

3. We started a literacy course for the summer based in part on the NYSESLAT scores in addition to other assessments.

## 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.

N/A

## Part VI: LAP Assurances

School Name: <u>UA School for Law and Justice</u>		School DBN: <u>483</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Shannon Curran	Principal		12/1/10
N/A	Assistant Principal		1/1/01
Marvin Harris	Parent Coordinator		12/1/11
S. Curran	ESL Teacher		12/1/11
N/A	Parent		1/1/01
Merilee Valentino	Teacher/Subject Area		12/1/11
Renee Hampton	Teacher/Subject Area		12/1/11
Suzette Dyer	Coach		12/1/11
Josh Lupher	Coach		12/1/11
Debby Wallace	Guidance Counselor		12/1/11
Jon Green	Network Leader		12/1/11
Adria Hasha	Other <u>French Teacher</u>		12/1/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN: 483      School Name: UA School for Law and Justice**

**Cluster: CFN105      Network: UA**

**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.

**We gather this data at the beginning of each year based on surveys and new student data in ATS.**

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.

**We report the number of families with a language other than English informing all staff and the community.**

## Part B: Strategies and Activities

---

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We provide written translation of documents as provided through the DOE and then we also use in-house and parent volunteers.

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.

We have staff members available for translations and we also use the outside DOE contractors by phone when necessary.

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>.

We send home the documents at the beginning of the year and post the translation posters in the entry way and main office.