



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE SCHOOL FOR HUMAN RIGHTS

DBN (DISTRICT/ BOROUGH/ NUMBER 17K 531)

PRINCIPAL: MICHAEL A. ALEXANDER EMAIL: MALEXAN@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](#).

Directions:

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

Name	Position and Constituent Group Represented	Signature
Michael A. Alexander	*Principal or Designee	
Andrew Legori	*UFT Chapter Leader or Designee	
Darien mason	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Dalmar Nation Natalia Joseph	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Primrose Demetrius	Member/Parent	
Averil Mason-Scantelburry	Member/Parent	
Carmen King	Member/Parent	
Dawn Martin	Member/Parent	
Gail Murray	Teacher	
Deslie Alexander	Teacher	
Jacqueline Dufont	Teacher	
Hazel Henry	Teacher	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative 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 Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *Improvement in performance in NYS ELA Assessments of our Middle School students by 10% by June 2012.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- *Based on the NYS ELA results June 2011, 84% of our students scored levels 1 and 2. (all students)*
- *According to NYS Report Card, our school did not make AUP in ELA 2010-2011.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *Initial assessment using Instructional Targeted Assessment based on findings, teachers will target student's need e.g., vocabulary, context clues, making inference by use of software programs; (MY ACCESS) as well as direct teacher instruction, teacher will continually analyze students' work based on instructional strategies every six weeks and make the necessary adjustments.*
- *Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, and P.M. school (three times per week).*
- *Teacher teams will meet regularly (through the designated Common Planning Time) once weekly to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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.;

- *Strengthen parent knowledge of the education process at The School for Human Rights*
- *Provide parents opportunities to engage in reviewing the sampling work of their children.*
- *Parents are able to support students with homework projects and College & Career readiness.*
- *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;*
- *Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.*
- *The school will offer monthly workshops in support of the above topics noted in Goal 1.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
- *Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*

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.*
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day.*
- *SINI funds will be used to support our Saturday Academy which will focus on building literacy skills with intention of improving performance on the State ELA results in 2012.*

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.*
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorial (three days a week) for four teachers.*
- *P.M. School utilizing the funds from contracts for excellence (three days per week) for four teachers.*
- *SINI funds will be used to fund our Saturday Academy and other after school programs (Assistant Principal and four teachers).*
- *Per Session funds will be used for High Qualified teachers from multiple sources to support this goal including Tax Levy and Title 1*
- *Title 1 funds will be used for reduced class sizes and after school program three times a week.*

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012 – Improvement in performance in our 10th grade students in Math (Geometry) unit course exams by 5%.

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.
- *According to our STARS, June 2011 report, 75% of our 10th grade students passed Geometry; therefore we would like to raise the passing rate to 85%.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *High need students will have the opportunity to participate in A.M. school, (three times a week), Lunch Time Tutorials, and P.M. school (three times a week).*
- *A.M. and P.M. school will be offered utilizing the funds from contracts for excellence.*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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;*

- *Strengthen parent knowledge of the education process at The School for Human Rights*
- *Provide parents opportunities to engage in reviewing the sampling work of their children.*
- *Parents are able to support students with homework projects and College & Career readiness.*
- *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;*
- *Parents will be trained on how to use ARIS parent link to access and monitor their children's academic progress.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *The school will offer monthly workshops in support of the above topics noted in Goal (2), aligning technology (Apex VS) with math and applying geometric application to real life situations.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development at the school level and also one to one support at the CFN 611 monthly for teachers to become highly qualified.*

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.
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day. Title one funds will also be used to fund P.M. school where the Geometry teacher will work with students to improve the skills in the subject area.*

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.
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to Support this goal.*
- *P.M. school utilizing the funds from contracts for excellence.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *SINI funds will be used to fund our Saturday Academy and other after school programs.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012 – Improvement in the performance in US History Regents of our High School students passing rate by 5% June 2012.

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.
- *According to the New York City Regents report summary, 74% of our students passed the US History Regents in June 2012. The goal is to increase by 11% to 85%*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *High need student will have the opportunity to participate in A.M. school, Lunch Time Tutorials, and P.M. school, from September 2011 – June 2012.*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios weekly throughout for the year.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor student progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs. (every six weeks)*
- *Regents review classes added to regular program (AIS classes). (Daily)*
- *Inquiry Teams will continually work to identify weak skill sets in US History through on-going targeted assessment.*
- *Infuse the use of technology in classes to all students to develop their understanding of DBQ's and essay writing skills.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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;*
- *Parent workshops will also focus on educating parents about the US History curriculum and therefore better prepare them to help their children with their home work assignments.*

Strategies for attracting Highly Qualified Teachers (HQT)

- *Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.*
- *Initial assessment using IT assessment.*
- *Based on findings, teacher will target student's need e.g., vocabulary, context clues, making inference. (MY ACCESS) as well as direct teacher instruction, teacher will continually analyze students' work based on instructional strategies every six weeks and make the necessary adjustments.*
- *Students at risk and also of high academic needs will have the opportunity to participate in A.M. school (three times per week), Lunch Time Tutorials, and P.M. school (three times per week).*
- *Teacher teams will meet regularly (through the designated Common Planning Time) to engage in Inquiry Work and analyze Student Portfolios.*
- *Pedagogues will create teacher made rubrics/benchmarks within the curriculum to monitor students' progress. This will be used along with the NYC Interim Assessments to group students appropriately and adapt curriculum to meet student needs.*

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.*
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *As part of the Title 1 program, all students are entitled to receive free breakfast daily. This allows them to be well nourished and thus prepared to study for the school day. SINI funds will also be used for Saturday school and P.M. school to students DBQ's and essay writing skills.*

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.*
- *P.M. school utilizing the funds from contracts for excellence.*
- *Tax Levy and Title one funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to support this goal.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *SINI funds will be used to fund our Saturday Academy and other after school programs.*
- *Regents review classes added.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *100% of teachers will receive Professional Development to develop curriculum maps that will be aligned to the Common Core Curriculum State Standards by March 2012.*

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.
- *Due to the implementation of the new Core Curriculum Learning Standards, plus a review of 2010-2011 Inquiry work found gaps in current curriculum maps as required by Common Core Learning Standards. It is therefore imperative that all teachers develop curriculum maps that are aligned to the Common Core State Standards.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- *By October 2011 a Teacher Team will be constituted to start the process of writing curriculum maps for all core subject in the 6th and 9th grades*
- *By March 2012 Teachers will produce drafts curriculum maps for every Core subject area in the 6th and 9th grades. All curriculum maps must be aligned with the Common Core Curriculum State Standards.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *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 parent access through ARIS to educate parents about the Common Core Learning Standards.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *The school will offer monthly workshops in support of the above topics noted in Goal 1.*
- *Department and grade team meetings will be held monthly in support of this goal.*
- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
- *Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*

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.
- *Title 1 funds are set-aside in OTPS to purchase supplies for students in Temporary Housing to allow them to come prepared for school.*
- *All students are entitled to receive free breakfast daily. This allows them to a well nourished and thus prepared to study for the school day.*

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.
- *Tax Levy and Title1 funds will be used to fund P.M. school tutorials. SINI funds will be used to fund Saturday Academy to support this goal.*
- *Team teaching for the purpose of achieving class size reduction and to provide services to special needs students to pass Regents.*
- *SINI funds will be used to fund our Saturday Academy and other after school programs.*
- *Regents review classes added.*
- *Title 1 funds will be used for reduced class sizes, and after school program.*

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

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.

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.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	28	49	7	5	12		6	
7	23	20	7	6	7		11	
8	33	20	10	10	10		18	
9	31	27	11	32	10		20	
10	36	18	10	32	11		12	
11	32	25	30	63	10		16	
12	6	8	4	15	12		4	

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<ul style="list-style-type: none"> • Extended/Additional class periods to allow for instruction and AIS within workshop model format • Daily independent reading time with the expectation that each child reads at least 25 books all year • Zero Period decoding classes for students requiring additional resources • Push-in SETSS provider • After school homework help; Push-in tutoring provided by Brooklyn College, and FYI for youth initiative (SBO) • Collaborative Team Teaching in inclusion classrooms.
Mathematics	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Science	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
Social Studies	<ul style="list-style-type: none"> • Zero period Math enrichment class – 3 times per week • One hour after school Math enrichment class with Impact Math Coaching – 4 times per week • Extended class periods to all for instruction and AIS within workshop model format • P.M. school four (4) times per week Regents Preparation
At-risk Services provided by the Guidance Counselor	<ul style="list-style-type: none"> • Pupil Personnel Team, provide individual and group counseling with school social worker and Guidance Counselors • Individual/family counseling • Weekly peer mentoring program • Conflict resolution and peer mediation training • CSE referrals • Employment counseling • School attendance/dropout prevention

At-risk Services provided by the School Psychologist	<ul style="list-style-type: none"> • Not available because there is no permanently assigned Psychologist at the Campus.
At-risk Services provided by the Social Worker	<ul style="list-style-type: none"> • Social Worker and Guidance Counselors conduct one to one counseling and also group counseling on topics such as – relationships abuse, academic counseling, STD's, gang violence, conflict resolution, anger management, school attendance/dropout prevention
At-risk Health-related Services	<ul style="list-style-type: none"> • Teenage sexual harassment • Teenage relationship abuse counseling' • Counseling on STD • Workshops on bullying

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.

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

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 with 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 promptly 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 17K 531

School Name: The School for Human Rights

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
 - *Poor literacy skills.*
 - *Many students enter The School for Human Rights at levels 1 and 2, and those students who came in with levels 3 were found to be performing at levels 1 and 2 after school based diagnostic tests are administered. they were found to be performing at levels 1 and 2.*
 - *Design a cohesive approach to developing curriculum ensuring that all teachers utilize key State standards.*
 - *Create opportunities for teacher teams to utilize periodic assessment data with student subgroups to develop lessons that address the needs of student specific subgroups.*
 - *Improve the use of data informed processes to develop differentiated learning goals for student subgroups.*
 - *Inquiry Teams – ongoing study of school data and implementation of teaching strategies to improve literacy.*
 - *Teacher teams have been established to revise and develop curriculum maps.*

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
 - *Acuity exams and analysis, ITA's and analysis*
 - *AM tutorials, PM school and Saturday Academy*
 - *Double periods of ELA*
 - *Two teachers in the classroom*

Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
 - *Pay for Assistant Principal to conduct Professional Development*
 - *Pay teacher per session to attend Professional Development and to conduct PM school tutorials*
 - *Have extra support in the classroom – Paraprofessional and /or Teacher*

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - *The school will offer monthly workshops in support of teacher development and curriculum writing.*
 - *Department and grade team meetings will be held monthly.*

- *Department AP's and Lead Teachers will offer teachers additional support as needed throughout the school year. Professional Development in the form of one on one support from CFN 611 with frequent feedback aimed at the development of requisite skills.*
 - *Professional Development at the school level and also at the CFN monthly conferences for teachers to become highly qualified. (Monthly)*
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
- *Mail NCLB Parent notification letter home in English Language, Haitian Creole and Spanish*

**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 Jose Ruiz CFN 611	District 17	Borough Brooklyn	School Number 531
School Name The School for Human Rights			

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

Principal Michael A. Alexander	Assistant Principal Denise Jennings
Coach	Coach
ESL Teacher Philip Naraine	Guidance Counselor Tiffany Rios
Teacher/Subject Area Patricia Cummings (English)	Parent type here
Teacher/Subject Area Hazel Henry	Parent Coordinator Janice Goodman-Cummings
Related Service Provider Peter Becker (Sp. Services)	Other Guylande Narcisse (Paraprofes)
Network Leader Roberto Hernandez	Other Johanny de la Cruz (Paraprofe)

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

D. School Demographics

Total number of students in school	396	Total Number of ELLs	22	ELLs as share of total student population (%)	5.56%
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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. 

Paste response to questions 1-6 here

As part of the admission process, all parents or guardians complete a Home Language Identification Survey (HLIF). There is also an informal oral interview with the parents to clarify points on the survey. For a parent who speaks little or no English, this interview is done by a teacher or para-professional who speaks the parent's native language (French, Haitian Creole or Spanish). If the HLIS indicates that the student speaks little or no English and that the student's native language is used for communication in the home setting, the LAB-R is administered as early as possible, but no later than 10 days after admission, and the student is programmed in an ESL class. A letter is sent to the parent informing of the child's ESL identification and enrolment in the relevant program. For Spanish-speaking students who do not test out on the LAB-R, a Spanish LAB test is then administered to verify the student's proficiency in his/her native language.

The Pupil Accounting Secretary, under the supervision of the ESL teacher, is responsible for the administration of the Home Language Identification Survey. To ensure the information is as accurate as possible, the parent/guardian is given a HLIS form that is in their native language. Help is given in cases where parents find it difficult to understand the form, (as with Haitian Creole which many parents do not read). When there is an indication that a student uses a native language other than English for communication at home and in the community, an informal interview with the parent and student is conducted to begin the process of deciding on a appropriate program for the ELL. This interview is mainly concerned about when and how the native language is used and if the child has any knowledge of English.

In order for parents to make informed decisions on the best program for their children, they are shown the orientation DVD in their native language on the services that may be provided to their children (Transitional Bilingual Education, Dual Language, and Free Standing ESL). The parents are also provided with the information brochure "Guide for Parents of English Language Learners", which was produced by the Office of English Language Learners of the DOE. This brochure is available in nine native languages. The difference among the three options open to parents (Native Language Arts, Transitional Bilingual and Free Standing ESL) is carefully explained, through an interpreter is necessary. Also, explained is the fact that this school only provides ESL classes, so parents have the option of choosing a school that could provide what they feel may be more appropriate services or to have the children admitted here. These choices are also discussed with the parents, in their native language, where possible.

We cannot describe trends in program choices requested by parents as we only offer one program (ESL) although most parents are satisfied with what the school offers. If, as determined by the HLIS and the LAB-R results, the ELL will be better served by another program, a suggestion is made that it may be best that parents try to find a school with an appropriate program through the placement office.

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	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained							0							0
Push-In							3	2	4	3	6	2	1	21
Total	0	0	0	0	0	0	3	2	4	3	6	2	1	21

B. ELL Years of Service and Programs

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

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. [?](#)

	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	17	1	0	6	0	2	4	0	1	27
Total	17	1	0	6	0	2	4	0	1	27

ELLs by Subgroups										
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	Total	
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

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

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

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							3	1	5	2	1			12
Chinese														0
Russian														0
Bengali														0
Urdu											1	1		2
Arabic								1				1		2
Haitian								1		4	3		2	10
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	3	5	6	6	2	2	27

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. The School for Human Rights is a 6 – 12 school that currently provide instruction for a total just under 400 students. The school is located in the Crown Heights section of Brooklyn and we share a building with three other schools in what was formerly the George Wyngate High School. On campus, we share the cafeteria, gymnasiums and library with the other schools. Most of our students are from a low socio-economic background and so are eligible for free or low-cost lunches. We have capped class size at around 30 students and in some cases, have reduced this number even further. Currently three of our staff are fluent in Spanish, while four are fluent in Haitian Creole and French. These staff members provide support for our ELL population and allow for better modified instruction within regular education classrooms as well as to better support and communicate with families of these students.

The number of ELL students is relatively small (27 students ranging from Grade 6 to Grade 12). We have adopted the Inclusion model with collaborative team teaching and/or push-in of ESL and SETSS teachers in the majority of our classrooms. Students with the greatest language needs, e.g. our new students, are regularly pulled-out for individual and small group attention.

2. The ESL class is done using a Push-in/Pull-out model, along with an ungraded zero period of all ESL students from Monday to Friday. The ELLs are also programmed in CTT classes where they are offered extra help. Content area teachers (Social Studies, the Sciences, Mathematics and ELA) are thus supported in the instruction of our ELLs. Bilingual para-professionals are also on hand to offer individual help in the classroom. This is the best organization we can offer as we have a heterogeneous group of 27 students with 5 different native languages and ranging from Grade 6 (3), Grade 7 (3), Grade 8 (5), Grade 9 (6), Grade 10 (6), Grade 11 (2) and Grade 12 (2). Lunch-time tutoring and well as after-school classes are also offered, especially in reading. Help with homework is done during the after-school classes.

There is no dedicated text book. Those used include: Beginning ESL: Survival at School; New York State Coach series in ELA and Math; New York State Progress Coach Series; Ladders to Success series; A Survival Vocabulary Series used especially with Grades 11 and 12 (Job Application Language, Supermarket Language, Computer Hardware Language, Drugstore Language, Banking Language, Medical Language); Reading in the Content Area; What a Life! Reader, (Beginning, High Beginning and Intermediate levels). These were chosen because of the comprehension exercises they offer along with grammar and spelling activities.

3. ELLs receive the mandated number of minutes as stated in the New York Chancellor's Regulations Part 154, in the following way:

A. Programming and Scheduling Information

- (a) Beginners: - zero period - 5 days x 45 minutes = 225 minutes
- lunch period tutoring - average of 4 days x 40 minutes = 160 minutes
- after-school tutoring - average of 4 days x 40 minutes = 160 minutes
: - additional minutes averaging 40 minutes per student in push-in/pull out activities.
TOTAL: average of 585 minutes
- (b) Intermediate: - zero period - 5 days x 45 minutes = 225 minutes
- lunch period & after-school tutoring - average of 3 days x 40 minutes = 120 minutes
- additional time averaging 40 minutes per student in push-in/pull-out activities.
TOTAL: average of 380 minutes
- (c) Advance: - ESL zero period - 4 days x 45 minutes = 180 minutes
- ELA classes - 5 days x 45 minutes - 225 minutes

Three of our ESL students receive special education services in accordance with the requirements of their IEPs. Content area teachers are also provided with copies of the IEPs so that they may become familiar with the special needs of those students who are programmed in their classrooms.

4. There is no Native Language Arts classes in this school because we do not have the capacity nor the amount of students to offer such classes. Therefore, ELLs are not evaluated in their native languages.

5. Differentiation of instruction for ELL subgroups.

a) There are no SIFE in this school, therefore there is not instructional plan for this group.

b) ELLs in US school under 3 years (Newcomers)

- Buddy system by which the newer students are paired with more proficient students to orient and offer assistance to the newcomer.
- Home-school communication (parents fill out the form on the language they would prefer oral and written communication between them and the school).
- Encouragement to attend tutoring sessions during the lunch period and after school.
- Small group academic intervention where needed, especially in the content areas.
- Programming into CTT content classes where they could receive better attention, including help from bilingual paraprofessionals.

c) ELLs receiving services 4 - 6 years and Long Term ELLs (over 6 years)

- Rigorous program of instruction and tutoring in the content areas.
- Regular tutoring programs for those taking Regents examinations.
- Emphasis in improving the reading and writing modalities through academic activities in these areas.
- Close monitoring of results and reports in ACUITY assessments (Math and ELA) to identify areas of weakness in order to differentiate instruction where needed.

d) Special Needs ELLs

- Ensure that content area teachers are familiar with the particulars of each student's IEP.
- Close collaboration between the ESL teacher and the special needs coordinator on accommodations for the students with individual attention and support.
- Monitoring students with IEP to follow their progress at ACUITY Predictive and ITA assessments and to identify their areas of weakness.
- Tutoring services after school and during the lunch period.
- Pull-out program with individual help from ESL teacher and bilingual paraprofessional.
- Peer tutoring, especially in Math and Reading comprehension.

Generally, instruction is delivered to the ELLs in English. There is no transitional bilingual or native language arts program offered in this school. Use of the students' native languages is limited to orientation and content area classroom help by teachers and paraprofessionals who speak the student's language and as part of the assistance offered in the buddy system. There is also an after-school tutoring program

A. Programming and Scheduling Information

in which there is some instruction in the students' native language, especially in Haitian Creole, for the new ELLs in our school.

6. There are only 3 ELL-SWD in our school (1 in Grade 6, 1 in Grade 8 and 1 in Grade 10). The special education/resource room teacher collaborate in servicing these ELLs. From the NYSESLAT results, we note their proficiency levels in the various modalities (which

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%	7. The needs of our 3 ELL-SWDs are met mainly through push-in by the ELL teacher so that the students can be helped in their content area lessons. Also, a paraprofessional is regularly			
75%				
50%				
25%				
	Dual Language			
100%				
75%				
50%				
25%				
	Freestanding ESL			
100%				
75%				
50%				
25%				
TIME	BEGINNERS	INTERMEDIATE	ADVANCED	

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. All content area teachers are properly licensed and are able to adequately deliver the necessary instruction. For those ELLs whose English is limited and for whom instruction in English may be difficult to understand, help is offered through a bilingual paraprofessional in the classroom. However, there is no bilingual personnel for the 2 students whose native language is Urdu. They are somewhat proficient in English as it is part of the curriculum in their native country. Separate one-on-one tutoring time during the lunch period, zero period and after school is scheduled for them. The content-area teachers offer help in areas as requested by the students.

Also, data derived from ACUITY in ELA and Math form the basis for targeting ELLs weak areas for special emphasis in tutoring. When possible, teachers are encouraged to participate in professional development that focus on instructional strategies for ELLs. Special attention will be paid to helping the ELLs to acquire and negotiate mathematics academic language to help make understanding and solving word problems easier. This will involve math vocabulary exercises through the use of word walls, and the compilation of glossaries and

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9. We continue to offer accommodations for all exams, whether state, Acuity or in class, to those ELLs who have reached proficiency on the NYSESLAT. Accommodations include separate location, extended time (up to time and a half), and use of bilingual dictionaries. These accommodations will be offered for up to 2 years after the transition to regular classes.

10. Except for services to the students who have transitioned out of the ESL program through achieving proficiency at the NYSESLAT, No program/services is being discontinued this year.

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12. All ELLs receive content area instruction according to the New York State promotion and graduation requirements. Supplemental support services are offered during PM School (Tuesday-Thursday) and Saturday Academy. Notices have been sent to parents about the availability of Supplemental Education Services and are encouraged to enrol their children in these programs. ELL students also participate in regularly scheduled computer classes which are designed to assist students with academic language development. They also have access to computers for research, on-line tutoring and preparation of assignments. The ESL teacher also collaborate closely with the content area teachers on vocabulary review.

13. According to the proficiency level of the students, the following text books are used: Beginning ESL: Survival at School; New York State Coach series in ELA and Math; New York State Progress Coach Series; Ladders to Success series; A Survival Vocabulary Series (Job Application Language, Supermarket Language, Computer Hardware Language, Drugstore Language, Banking Language, Medical Language); Reading in the Content Area; What a Life! Reader, (Beginning, High Beginning and Intermediate levels). There is also "Getting Ready for the NYSESLAT" and accompanying CDs with listening activities which provide an awareness of the exam format and

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

Beginning

Intermediate

Advanced

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)?

Paste response to questions 1-5 here

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

At the School for Human Rights, professional development for teachers is provided by the administrative staff as well as personnel from the Office of English Language Learners (OELL).

Within the school, professional development concentrates on:

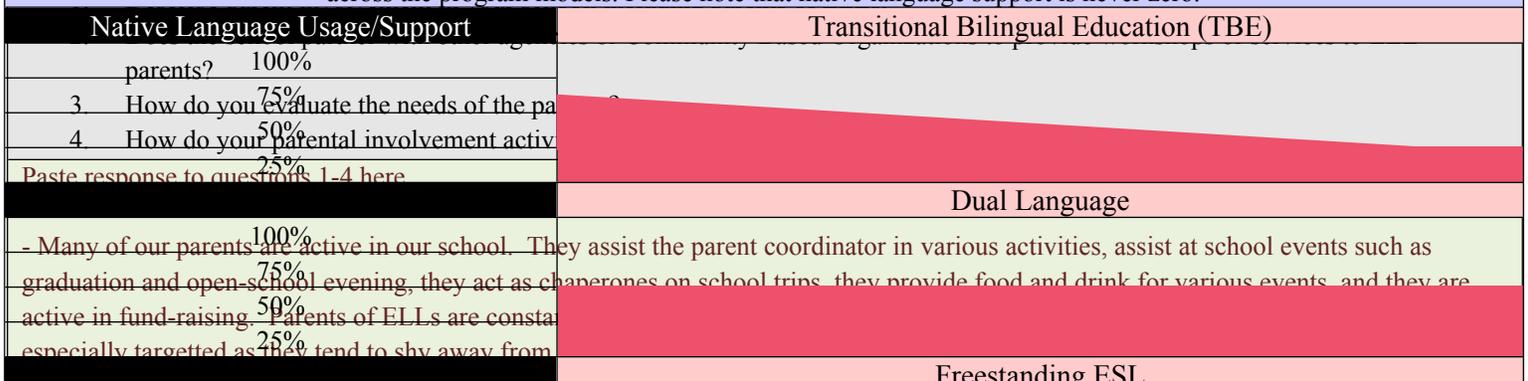
- The literacy needs of the ESL students through vocabulary development, use of context clues to help derive meaning,
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs at different levels of proficiency.
- Using ARIS and ACUITY Periodic Assessment data to identify students' strengths and weaknesses and so inform instruction strategies.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.
- Zero period conversation among teachers on Thursday morning on the overall progress of ELLs, problems encountered in content areas and possible solutions, and the support needs for ELLs.
- Monthly professional development for teachers focusing on the examination and use of data for differentiated instruction, literacy across the curriculum, vocabulary development for all students, use of ARIS and ACUITY to derive data that will inform instruction.

Workshops off-site include:

- Professional development for teachers of ELLs as offered by the Office of English Language Learners. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)
- NYSESLAT administration training.
- Build a Base Workshop I - scaffolding instruction in content areas for English Language Learners.

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.



3. How do you evaluate the needs of the parents?
 4. How do your parental involvement activities...
- Paste response to questions 1-4 here

- Many of our parents are active in our school. They assist the parent coordinator in various activities, assist at school events such as graduation and open school evening, they act as chaperones on school trips, they provide food and drink for various events, and they are active in fund-raising. Parents of ELLs are constantly active in our school. Parents of ELLs are constantly active in our school, especially targetted as they tend to shy away from...

E. Parental Involvement

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

Paste response to questions 1-4 here

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- To ensure that new ELLs and their parents are made to feel welcomed in our school, we take them around the school by the parent coordinator and the ESL teacher. As far as possible we make sure there is always someone available who can speak their language. Parents meet their children's teachers as well as the paraprofessional who will be helping their children. Parents also visit the cafeteria and the gymnasium as well as the labs and science rooms.
- Parents of ELLs complete the Preferred Language Form in which they answer the questions: "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?"
- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.
- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.
- Parents are encouraged by letter and phone call to enroll their children in after-school tutoring offered by the Liberty Learning Center. Most ELL's attend these tutoring sessions in ELA.

B. Programming and Scheduling Information--Continued

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9. We continue to offer accommodations for all exams, whether state, Acuity or in class, to those ELLs who have reached proficiency on the NYSESLAT. Accommodations include separate location, extended time (up to time and a half), and use of bilingual dictionaries. These accommodations will be offered for up to 2 years after the transition to regular classes.

10. Except for services to the students who have transitioned out of the ESL program through achieving proficiency at the NYSESLAT, No program/services is being discontinued this year.

11. No program/service is being discontinued this year.

12. All ELLs receive content area instruction according to the New York State promotion and graduation requirements. Supplemental support services are offered during PM School (Tuesday-Thursday) and Saturday Academy. Notices have been sent to parents about the availability of Supplemental Education Services and are encouraged to enrol their children in these programs. ELL students also participate in regularly scheduled computer classes which are designed to assist students with academic language development. They also have access to computers for research, on-line tutoring and preparation of assignments. The ESL teacher also collaborate closely with the content area teachers on vocabulary review.

13. According to the proficiency level of the students, the following text books are used: Beginning ESL: Survival at School; New York State Coach series in ELA and Math; New York State Progress Coach Series; Ladders to Success series; A Survival Vocabulary Series (Job Application Language, Supermarket Language, Computer Hardware Language, Drugstore Language, Banking Language, Medical Language); Reading in the Content Area; What a Life! Reader, (Beginning, High Beginning and Intermediate levels). There is also "Getting Ready for the NYSESLAT" and accompanying CDs with listening activities which provide an awareness of the exam format and practice exercises.

Additional Information

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

Paste additional information here

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)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

At the School for Human Rights, professional development for teachers is provided by the administrative staff as well as personnel from the Office of English Language Learners (OELL).

Within the school, professional development concentrates on:

- The literacy needs of the ESL students through vocabulary development, use of context clues to help derive meaning,
- Scaffolding instruction in Math and Science through experiments and the use of manipulatives.
- Sessions on sharing of online resources that can make instruction more effective.
- Differentiation of instruction as a general rule but more especially with ELLs at different levels of proficiency.
- Using ARIS and ACUITY Periodic Assessment data to identify students' strengths and weaknesses and so inform instruction strategies.
- Item analysis and use of data gained from ARIS and ACUITY to inform instruction.
- Zero period conversation among teachers on Thursday morning on the overall progress of ELLs, problems encountered in content areas and possible solutions, and the support needs for ELLs.
- Monthly professional development for teachers focusing on the examination and use of data for differentiated instruction, literacy across the curriculum, vocabulary development for all students, use of ARIS and ACUITY to derive data that will inform instruction.

Workshops off-site include:

- Professional development for teachers of ELLs as offered by the Office of English Language Learners. (This series seeks to address various elements of the educational program for ELLs, such as assessment, planning, strategies, instruction and best practices.)
- NYSESLAT administration training.

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- NYSESLAT administration training.
- Build a Base Workshop I - scaffolding instruction in content areas for English Language Learners.

E. Parental Involvement

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

Paste response to questions 1-4 here

- Many of our parents are active in our school. They assist the parent coordinator in various activities, assist at school events such as graduation and open-school evening, they act as chaperones on school trips, they provide food and drink for various events, and they are active in fund-raising. Parents of ELLs are constantly invited to take part in activities. Those parents with limited English proficiency are especially targetted as they tend to shy away from contact with the school. For this reason, a teacher or paraprofessional who speaks their language makes regular phone contact with them to keep them up-to-date with their children's progress and what they can do to help.

- To ensure that new ELLs and their parents are made to feel welcomed in our school, we take them around the school by the parent coordinator and the ESL teacher. As far as possible we make sure there is always someone available who can speak their language. Parents meet their children's teachers as well as the paraprofessional who will be helping their children. Parents also visit the cafeteria and the gymnasium as well as the labs and science rooms.

- Parents of ELLs complete the Preferred Language Form in which they answer the questions: "In what language would you like to receive written information from the school?" and "In what language would you prefer to communicate orally with school staff?"

- Parental involvement workshops held 4 times a year with discussions around transcript review, promotion and graduation requirements, etc. These workshops include parents of ELLs.

- PTA meetings once a month with outreach to parents of ELLs.

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- PTA meetings once a month with outreach to parents of ELLs.
- Parent volunteers are encouraged to spend time and assist in school.
- Parents are encouraged by letter and phone call to enroll their children in after-school tutoring offered by the Liberty Learning Center. Most ELL's attend these tutoring sessions in ELA.

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	1	1	5	1	0	0	8
Intermediate(I)							3	0	2	1	1	0	1	8
Advanced (A)							0	2	2	0	4	2	1	11
Total	0	0	0	0	0	0	3	3	5	6	6	2	2	27

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	1	5	1	0	0	
	I							0	0	0	0	1	0	0
	A							1	1	3	1	2	1	2
	P							1	1	1	0	2	1	0
READING/ WRITING	B							0	1	1	5	1	0	0
	I							2	0	2	1	1	0	1
	A							0	2	2	0	4	1	1
	P							0	0	0	0	0	1	0

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	1	1		3
7	1	1			2
8	4				4
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	1		1				1		3
7	1		1						2
8	1		3						4
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	1								1
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
Comprehensive English	2		0	
Integrated Algebra	8		4	
Geometry	2		2	
Algebra 2/Trigonometry	1		1	
Math				
Biology				
Chemistry	1		1	
Earth Science	4		1	
Living Environment	2		2	
Physics				
Global History and Geography	2		2	
US History and Government	2		0	
Foreign Language	2		2	
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.

Paste response to questions 1-6 here

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: The School for Human Rights

School DBN: 17K531

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael A. Alexander	Principal		
Denise Jennings	Assistant Principal		
Janice Goodman-Cummings	Parent Coordinator		
Philip P. Naraine	ESL Teacher		
Darien Mason	Parent		
Patricia Cummings, (ELA)	Teacher/Subject Area		
Hazel Henry, (Math)	Teacher/Subject Area		
Peter Becker, Special Ed.	Coach		
	Coach		
Tiffany Rios	Guidance Counselor		
Roberto Hernandez	Network Leader		
Johanny DeLaCruz	Other <u>Paraprofessional</u>		
Guylande Narcisse	Other <u>Paraprofessional</u>		

School Name: The School for Human Rights

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 17K531 **School Name:** The School for Human Rights

Cluster: 06 **Network:** CFN 611

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.

When a potential ELL is admitted to the school, the parent express their language preference for the Home Language Identification Survey form. We have currently used this form in six languages. Parents are also asked to complete the form that says what language they would like to receive written information and the language they would prefer to communicate orally with the school. This information is useful when we need to communicate with parents of ELLs about aspects of their children education. If the parent has minimal or no knowledge of English, we suggest that a trusted member of the family translate for them or to have the school provide a translator. In most cases, a member of staff act as an oral interpreter, which is acceptable with parents. Parents are also given the brochure "Guide for Parents of English Language Learners" in an appropriate language.

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

The information on the completed forms mentioned above provide data on the ELLs parent population who will need translation and interpretation services. This information is reported to the school community (general office staff, parent coordinator and teachers) by the principal and ESL teacher.

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.

Documents in the parents' languages are taken from the NYC Department of Education website under the English Language Learners link where there is a wealth of relevant translated documents (Parent's Preferred Language Form, HLIS forms in 12 languages, ELL Parent Brochure in 10 languages, Parent Survey & Program Selection Form, Entitlement, Non-Entitlement and Continued Entitlement letters, and so on. These documents serve our translation needs.

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 currently use in-house interpretation services with members of staff who are proficient in the languages of our ELL population (Haitian Creole, French and Spanish). English-speaking members of the family provide interpretation services for our Arabic and Urdu speaking parents.

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>.

Members of staff provide oral interpretation services for parents when teachers met with, or call home, to discuss anything any aspect of their children's academic progress and social needs. In addition, the parent coordinator is aware of language access requirements so as the ensure that parents are provided with the services that fulfil Section VII of Chancellor's Regulations A-663.

