



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** WILLIAMSBURG PREPARATORY HIGH SCHOOL

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 14k561

**PRINCIPAL:** MICHAEL SHADRICK  
**EMAIL:** MSHADRI@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.

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Michael Shadrick	*Principal or Designee	
Adam Kuthe	*UFT Chapter Leader or Designee	
Eric Alvarez	*PA/PTA President or Designated Co-President	
Kelly Witkowski	DC 37 Representative, if applicable	
Ricardo Alvarez	Student Representative	
Samantha Kandybowitz	Student Representative	
Carol Robinson	Member/Parent	
Lillian Alvarez	Member/Parent	
Khalilah Thomas	Member/Parent	
Greg Dutton	Member/A.P.	

## **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

### **Annual Goal #1**

By June 2012, 100% of teachers in core subject areas will collaborate and create quarterly assessments which are aligned to the Common Core Standards. In addition, all students will be assessed in one literacy and one math task aligned to the centrally selected standards.

### **Comprehensive needs assessment**

In order to meet the challenges of implementing curriculum and assessments aligned with the Common Core Standards and to fulfill the Citywide Instructional Objectives, our school SLT conducted a review of current results from the Annual Learning Environment Survey and the 2009 and 2010 Progress Reports. In addition, we reviewed our curriculum maps and pacing guides. With assistance provided by members of our CFN, we completed a Peer Review in June 2011 and a mock Quality Review in November 2011.

While the results from the Progress Reports and the Learning Environment survey are promising (Top 2% of high Schools 3 years in a row, students and parents highly satisfied) we did uncover important gaps related to College Readiness. In addition, with the new expectations and a coming shift away from Regents exam towards PBAT's, it was clear that this was an area that our school should embrace to take our practice and our results to the next level.

### **Instructional strategies/activities**

- Department leaders will submit draft samples of quarterly assessments to school administrators for feedback and, when necessary revision.
- In teacher teams, teachers will meet to look closely at student work and make necessary adjustments to curriculum sequence/unit plans
- In teacher teams, teachers will examine and analyze sample PBATs and then collaborate to create PBATs that are aligned to Common Core Standards
- Minutes of Department meetings and draft samples of exams will be kept on file.
- All departments will submit written record of takeaways/adjustments after each administration of the quarterly assessments
- Portfolio of student work will be maintained by each department

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

- All current teachers are highly qualified and our hiring and PD Committee will work to support that all staff remain up to date and implement effective strategies to assist all of our students. These strategies include: Creating scenarios for group interviews to identify highly qualified candidates whose experience, knowledge and values match those held by our community, evaluating each candidate's technique (through demo-lessons) writing (through written essays) and communication skills (through role-playing scenarios involving students and/or parents).

### **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**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional materials to supplement instruction (classroom libraries, consumable review books and lab materials)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

## **ANNUAL GOAL #2 AND ACTION PLAN**

### **Annual Goal #2**

By June 2012, the school administrative team will conduct a minimum of 6 observations per teacher using selected components of the Kim Marshall rubric to provide meaningful and timely feedback to teachers.

### **Comprehensive needs assessment**

In order to meet the challenges of implementing curriculum and assessments aligned with the Common Core Standards and to fulfill the Citywide Instructional Objectives, our school SLT conducted a review of current results from the Annual Learning Environment Survey and the 2009 and 2010 Progress Reports. In addition, we reviewed our curriculum maps and pacing guides. With assistance provided by members of our CFN, we completed a Peer Review in June 2011 and a mock Quality Review in November 2011.

We did observe that several of our teachers 5 years or less of teaching experience and that, as such, our teaching corps was positioned to make tremendous growth and improved results with the appropriate coaching and timely feedback.

### **Instructional strategies/activities**

- School administration will select key components of Kim Marshall rubric and share with teacher teams
- School Administration will create an instructional vision document to share with faculty to clarify school expectations and key look-for's
- Teachers will self assess and choose one key component from rubric to guide their development throughout the year
- PD will be developed and implemented throughout the academic year to foster a community definition of Best Practice and Instructional Excellence
- School leaders will observe and debrief with all teachers throughout the year in a cycle which facilitates teacher development

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

- 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;

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

All current teachers are highly qualified and our hiring and PD Committee will work to support that all staff remain up to date and implement effective strategies to assist all of our students. These strategies include: Creating scenarios for group interviews to identify highly qualified candidates whose experience, knowledge and values match those held by our community, evaluating each candidate's technique (through demo-lessons) writing (through written essays) and communication skills (through role-playing scenarios involving students and/or parents).

### **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**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional materials to supplement instruction (classroom libraries, consumable review books and lab materials)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

### ANNUAL GOAL #3 AND ACTION PLAN

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

By June 2012, increase engagement and academic rigor in 75% of ELA and Social Studies classrooms as evidenced by a close analysis of student work and classroom observation reports using the lens of the Kim Marshall teaching framework—especially questioning (Questions are uniformly high quality, focused on the key ideas of the lesson and consistently elicit student discussion.) and Engagement (Gets all students highly involved in focused work in which they are active learners and problem-solvers.)

#### **Comprehensive needs assessment**

In order to meet the challenges of implementing curriculum and assessments aligned with the Common Core Standards and to fulfill the Citywide Instructional Objectives, our school SLT conducted a review of current results from the Annual Learning Environment Survey and the 2009 and 2010 Progress Reports. In addition, we reviewed our curriculum maps and pacing guides. With assistance provided by members of our CFN, we completed a Peer Review in June 2011 and a mock Quality Review in November 2011

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

The timeline for implementation is the following:

1. Norming of Marshall elements mentioned above to occur in September and October;
2. Intervisitation and peer feedback to occur in November and December;
  - a. Network coaches helping teacher teams will use protocols for looking at student work in December;
  - b. Classroom observations focusing on rigorous questions and engagement from October through June.
  - c. Department teacher teams will use protocols for lesson study from December through June.

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

- 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;

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

- All current teachers are highly qualified and our hiring and PD Committee will work to support that all staff remain up to date and implement effective strategies to assist all of our students. These strategies include: Creating scenarios for group interviews to identify highly qualified candidates whose experience, knowledge and values match those held by our community, evaluating each candidate's technique (through demo-lessons) writing (through written essays) and communication skills (through role-playing scenarios involving students and/or parents).

#### **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**

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- Additional materials to supplement instruction (classroom libraries, consumable review books and lab materials)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

### 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>1</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>3</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>4</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>5</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>9</b>	79	63	N/A	N/A	20	N/A	7	N/A
<b>10</b>	N/A	42	42	N/A	23	N/A	12	N/A
<b>11</b>	N/A	14	31	37	16	N/A	5	N/A
<b>12</b>	12	9	8	33	12	N/A	7	N/A

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	<b>Double Period ELA Classes in grades 9 and 10</b> <b>Small group tutoring</b> <b>Saturday School and after-school tutoring</b> <b>On-line Learning</b>
Mathematics	<b>Small group tutoring</b> <b>Saturday School and after-school tutoring</b> <b>On-line Learning</b>
Science	<b>Small group tutoring</b> <b>Saturday School and after-school tutoring</b> <b>On-line Learning</b>
Social Studies	<b>Small group tutoring</b> <b>Saturday School and after-school tutoring</b> <b>On-line Learning</b>
At-risk Services provided by the Guidance Counselor	<b>Mandated Counseling</b>
At-risk Services provided by the School Psychologist	<b>N/A</b>
At-risk Services provided by the Social Worker	<b>Anger Management Counseling w/ Camelot Spark Counselor</b>

<b>At-risk Health-related Services</b>	<b>N/A</b>
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**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

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

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

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

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

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

### ***SCHOOL-PARENT COMPACT***

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

### **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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

## Part I: School ELL Profile

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

Cluster Leader/Network Leader <b>Chris Groll/Gillian Smith</b>	District <b>14</b>	Borough <b>Brooklyn</b>	School Number <b>561</b>
School Name <b>Williamsburg Preparatory HS</b>			

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

Principal <b>Michael Shadrick</b>	Assistant Principal <b>Greg Dutton</b>
Coach	Coach
ESL Teacher <b>Lauren Giunta</b>	Guidance Counselor <b>Eileen Bell</b>
Teacher/Subject Area <b>Jason Raymond</b>	Parent <b>Erik Alvarez</b>
Teacher/Subject Area <b>Samantha Schmoeger</b>	Parent Coordinator <b>Lisa Staszewski</b>
Related Service Provider	Other <b>John Losasso</b>
Network Leader <b>Gillian Smith</b>	Other <b>Michael Wilder</b>

### C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	<b>2</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>2</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>574</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>3.48%</b>
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## Part II: ELL Identification Process

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

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

ur school follows an initial identification process to conclude which students may be ELLs. The first step is the Home Language Survey (HLIS) form for all new students to the NYC Board of Education. These HLIS forms are available in the language of the family's choice or preference. After the HLIS is filled out, the parent is interviewed by a pedagogue for more clarification if a language other than English is spoken at home. At our school, the ESL teacher, Lauren Giunta conducts interviews with new enrollees. This informal interview is conducted in the native language of the parent in which they feel comfortable. A translator is provided if needed. She will decide the formal initial assessment and determine if the student should be given the LAB-R if necessary. If the student is eligible for the LAB-R it will be administered and hand scored within the first ten days of enrollment.

To ensure that parents understand all three program choices available (transitional Bilingual, Dual Language and Freestanding ESL), a parent orientation is created. The parents invited have students who are eligible for each program and are encouraged to make a selection within ten days. The EPIC DVD is shown and the research about each program is explained to assist with their choice. A parent selection is made before what is offered at the school is explained. Freestanding ESL is the only program available at our school, and if parents would like Transitional Bilingual or Dual Language, our guidance counselor, Michael Wilder and our parent coordinator, Chris Brimer assist with information about schools that can better suit their choice. Handouts of available programs at schools around the city are made from the ELL website. Going forward, our staff is maintaining documents and files to monitor trends of parental selection of Transitional Bilingual and Dual Language programs. This data will be kept on file. These trends will be monitored in the case that we can tally twenty parents; we can contact them and offer this program. If parents do not select a program within ten days, a transitional bilingual program is chosen by default. They parents will be informed of schools with those options. An outreach is made by our parent coordinator to explain this choice and prepare them for their new school.

ESL entitlement letters are printed out in the native language of the parents from the DOE website and given to the parents in person or mailed home. Many students also take the letters home and bring them back to school. Parents either return the letter that day by filling it out in the office, or send it back with the student to school. If an entitlement letter is not returned for a new student, a transitional bilingual program is chosen by default.

One hundred percent of the parents that we have interviewed selected a Free Standing ESL model. Our ELL program model is aligned with parental request. Although parents have consistently selected Free Standing ESL, our school is developing a system to track request for Transitional Bilingual and Dual Language classes. We currently have two foreign language teachers who are willing to pursue Native Language Arts and Bilingual Education. Once we have the appropriate student numbers (20 or more) our staff will realign our curriculum and programs to meet the demand. Outreach will be made through our community coordinator, Kelly Witowski.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 18  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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	0
<b>Dual Language</b> (50%:50%)										0	0	0	0	0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>										0	0	0	0	0
<b>Push-In</b>										3	7	5	1	16
<b>Total</b>	0	0	0	0	0	0	0	0	0	3	7	5	1	16

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	16	Newcomers (ELLs receiving service 0-3 years)	3	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	9

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	3		0	4		0	9		4	16
<b>Total</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>4</b>	<b>16</b>

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

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education	
Number of ELLs by Grade in Each Language Group	

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

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
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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	6	4	1	14
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish												1		1
Albanian														0
Other											1			1
<b>TOTAL</b>	<b>0</b>	<b>3</b>	<b>7</b>	<b>5</b>	<b>1</b>	<b>16</b>								

## Part IV: ELL Programming

### A. Programming and Scheduling Information

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

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### Instructional Delivery

#### Organizational Models:

Williamsburg Preparatory High School implements a Freestanding English as a Second Language (ESL) Program to students who require support services in second language acquisition. The school provides ESL services via the push-in and pull-out models with an ESL certified teacher to support students in specific content areas. The primary goal of both programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate.
- To incorporate recognized and researched based ESL instructional strategies across content subject areas.
- To give students the skills to perform at city and state grade level in all subject areas.

#### Freestanding English as a Second Language Program

In the Freestanding ESL component we have students, from grades 9-12. They range from Beginner, Intermediate, and Advanced Proficiency levels. Depending on their proficiency level, they receive from 180 minutes to 540 minutes a week of ESL Push in and pull out support. All ESL students participate in a push-in ESL model for their ELA classes to ensure continuity of rigorous instruction. They all attend 360 minutes of ELA a week and participate in instructional activity aligned with ESL/ELA content learning standards and core curriculum. All teachers in the ESL program are fully certified.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. Both the ELA and ESL teachers that work with our ELL in the ESL program are fully certified. In order to help students to progress, we utilize the following practices:

- Collaborative planning between ESL and ELA teachers for each unit.
- Scaffolding is an essential part of the instructional delivery, such as Modeling, Bridging, Schema Building, Contextualization, Text Representation and alternative assessment.
- Assisting students during work periods, conferencing with students in and out of class, informal assessments, and running records.
- Additional small group AIS sessions for each grade prior to all state assessments, to focus on literacy and academic language.
- ESL students are grouped according to grade and clustered together for content area classes when possible. ELLs are almost always together for their ELA course to ensure that the ESL teacher can meet the needs of the targeted group during push in classes.
- Within the push in model, as well as all freestanding content area classes, ELLs are grouped heterogeneously with other ELLs and general education students.
- The pull out model is used mostly with newcomers and beginners for social and language enrichment. Pull out ESL classes are created and implemented to support academic as well as social language acquisition. These classes are scheduled during lunch, physical education or electives. The school is careful never to pull students out of classes more than twice a week from the same course. It is important that newcomers as well as all ELLs are acclimated to our school culture and that means being inclusive and remaining in classes with their peers.
- At times, the ESL teacher may pull out students during content area classes, but this is still within a heterogeneous group of general education as well as ELLs, this small group instruction

Beyond explicit ESL, collaboration between teachers means that there is a consideration for the language needs of ELLs. Some aspects of

## A. Programming and Scheduling Information

this policy include:

- Content area teachers monitor the understanding of linguistically challenging material and use a variety of phrasings and synonyms to clarify meaning.
- 100% English and content area instruction with Native Language support via Native Language dictionaries, glossaries, and assessments.
- Multiple modalities for all students.
- Differentiated instruction for all students based on the results of formative and summative assessments.
- We cycle the pull-out groups according to student needs.
- We use buddy systems within the content area for an exchange of ideas and skills in Native Language and English.
- Math teachers devote extra class time to untangling difficult word problems, and require students to make verbal explanations of the problems they work on.
- Social Studies teachers scaffold their instruction with visual aids such as maps, atlases, and illustrations to increase comprehension.

ELL students are given ESL instruction in accordance with the mandated number of minutes for ELL students. Beginning students receive 540 minutes per week, Intermediate students receive 360 minutes per week, and Advanced students receive 180 minutes per week.

Subgroups: Differentiate Instruction

Within the ELL population, there are sub-populations that require differentiated instructional approaches to make content comprehensible and enrich language development. These sub-populations include, SIFE, Newcomers, Long-Term ELLs, ELLs receiving 4-6 years of service and ELLs with Special Needs. At our school, we have instructional models targeted to serve each sub-groups' needs. The plan is as follows:

a. SIFE:

Since SIFE students can have intermittent educational backgrounds, it is important to discover their strengths. They must be assessed in literacy as well as content area skills. SIFEs are to be continually assessed in literacy and math levels in their native language and English. Whenever possible, content area instruction in the students' native language should be administered. Once assessed, an intensive math and literacy program that addresses the basics of each skill is created to maintain progress. Many of our SIFEs have experienced traumas or inconsistency in their young lives, so it is important to form a comfortable environment that new social norms and language can flourish. One way to achieve this is to involve parents in home reading and math instruction. Literacy at home is paramount to progress at school, and native language reading is encouraged in the home.

Intervention services are created not only to address academic norms but social norms and practices of the school. Many SIFES are not conditioned to classroom procedures or time constraints, therefore these needs to be taught like any other academic skill or strategy. An individualized action plan to properly differentiate each program for each student is the most effective way to instruct students. At the school, we target a pedagogue to create a supportive environment utilizing counseling services, literacy and math coaches. It's important to introduce students to empathetic and friendly students to be ambassadors for that student. SIFE's emotional as well as academic progress should be monitored continually by working with the guidance counselors, parents, and pedagogues. To accelerate learning in SIFES, teachers can use multiple modalities, such as art, kinesthetic activities, and technology. The enrichment programs at the school, such as after school excursions and overnight trips to facilitate enjoyment as well as rigor in education. We realize the importance of consistency of teachers to SIFES. Therefore, we will attempt to maintain same teachers whenever possible throughout schedule changes by monitoring programming of the SIFE.

b. NEWCOMERS:

Our school first determines students who are 0-3 years in the school system and their identification (SIFE, Special Ed., and Gifted Etc) and create a program accordingly. Depending on how students score on assessment in their native language, an ESL pedagogue will collaborate with the Assistant Principal to create an education program accordingly. Assessment must be executed for all content area to determine levels. A student is assigned as a buddy to foster social and academic development. We attempt to coordinate buddies who share

### 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)	Dual Language
100%		
75%		
50%		
25%		
100%	Page 23	
75%		
50%		
25%		

## A. Programming and Scheduling Information

the needs for the student during with after school instruction, Saturday schools, and additional courses during the day. It's important to create continuity within their program (i.e. maintain same teachers, settings that that create zone of proximal development) An educational

## 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?

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods. In addition, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science co-teachers who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods. Both of these in-class tutors have extensive backgrounds in science. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science teachers, as well as volunteer students proficient in science. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Saturdays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us with significant deficits in reading/writing, we provide double period ELA classes in a ICT setting for all 9<sup>th</sup> and 10<sup>th</sup> grade ELL students. In addition, After-school and lunch tutoring is provided to assist students with basic skills and to provide additional time and/or remediation. Finally, all students are encouraged to participate in Saturday School activities in the weeks immediately preceding the January and June Regents exams.

### Supplementary Programs

In order to support learning and foster community involvement, we use a portion of our funding to create supplementary programs for ELLs and their families. These include:

## 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

staff and parents.

- Summer Bridge: Our summer bridge program is designed to help all students make a successful transition into our school culture.

## 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.

### Professional Development and Support for School Staff

Our ESL teacher/coordinator, school administrators and our teaching staff receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

- Professional development curriculum in 2011-12 is focused on professional learning communities using the strategies outlined in the books, *The Habits of Highly Effective Readers*, and *When Kids Can't Read* by Kyleene Beers. These books provide teachers with materials and resources about a particular skill, such as inferencing and synthesizing, and assist with the development of lessons promoting the use of the technique of the month and then share their results.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Marisol Bradbury's Children First Network.
- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.
- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.
- Our ESL teacher and Assistant Principal have received LAP, EPIC training.

We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program
- Advisory with their ESL teachers

To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.

## 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?

### Parent Involvement

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups 2 times a year (September and February) with translation services in Spanish.
- Parent Surveys are provided in the native language of the student's families.
- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.
- School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls which can be translated into Spanish, French, and Polish. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in to contact parents when students are absent or late. An average of 30-60 phone calls is made daily.
- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized JupiterGrades tutoring is offered at every Parent Teacher Night and major school gatherings as well as 2 times a year at PTA Meetings.

Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group, El Puente and the Greenpoint YMCA. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher is also continually

## E. Parental Involvement

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The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher is also continually reaches out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

### Courses Taught in Languages Other than English ⓘ

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

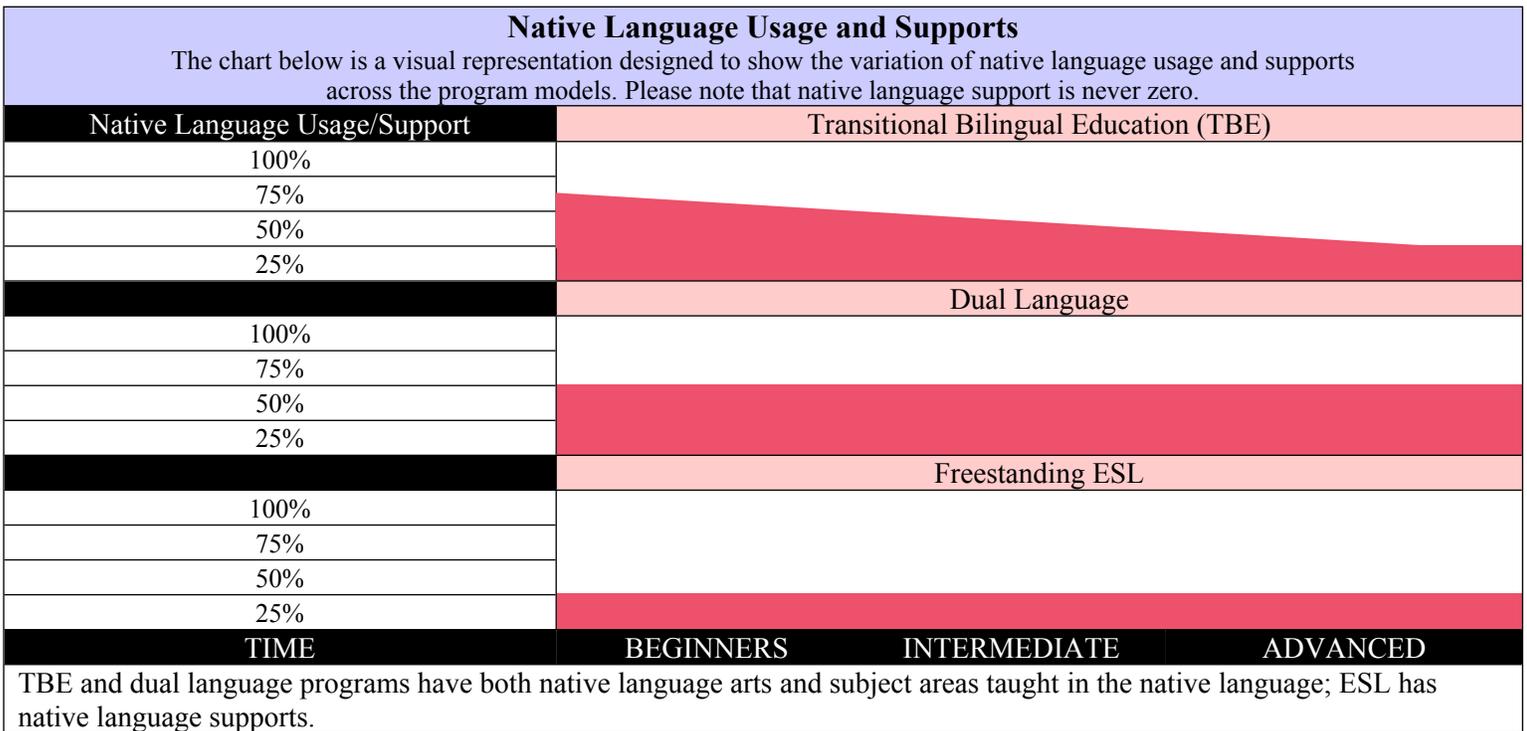
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		



NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

## 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.
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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?

We currently employ a number of strategies to provide targeted intervention for our ELL math students. These include the use of in-class math tutors who, in concert with the individual math teacher, target specific ELL students during regularly scheduled Regents math class periods. In addition, ELL math students are encouraged by their math teacher to attend specially programmed math Regents review classes, taught by math teachers, scheduled on Fridays leading up to the Math Regents exams in January and June.

A variety of strategies have been implemented to provide targeted intervention for our ELL science students. There are currently two in-class science co-teachers who, in concert with individual science teachers, target specific ELL students during regularly scheduled Regents science class periods. Both of these in-class tutors have extensive backgrounds in science. Another form of science intervention available to ELL students outside of regularly scheduled science classes is individual and small group science tutoring. Individual and small group science tutoring is conducted by both the in-class science teachers, as well as volunteer students proficient in science. Finally, ELL science students are encouraged by their science teacher to attend specially programmed science Regents review classes, taught by science teachers, scheduled on Saturdays leading up to the science Regents exams in January and June.

Because most of our ELL's come to us with significant deficits in reading/writing, we provide double period ELA classes in a ICT setting for all 9<sup>th</sup> and 10<sup>th</sup> grade ELL students. In addition, After-school and lunch tutoring is provided to assist students with basic skills and to provide additional time and/or remediation. Finally, all students are encouraged to participate in Saturday School activities in the weeks immediately preceding the January and June Regents exams.

## 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

- c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment Data

## 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

## 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.

### Professional Development and Support for School Staff

Our ESL teacher/coordinator, school administrators and our teaching staff receives ongoing professional development via programs such as the Office of English Language Learners, Children's First Network and Integrated Support Services to maintain consistency in ESL education as well as up to date compliance procedures. Often the ESL teacher will conduct mini workshops for the staff based off the information learned at the aforementioned workshops. Some additional professional development activity in our school is as follows:

- Professional development curriculum in 2011-12 is focused on professional learning communities using the strategies outlined in the books, *The Habits of Highly Effective Readers*, and *When Kids Can't Read* by Kyleene Beers. These books provide teachers with materials and resources about a particular skill, such as inferencing and synthesizing, and assist with the development of lessons promoting the use of the technique of the month and then share their results.
- All teachers are responsible for language acquisition, therefore support for all staff and for individual teachers is provided by Marisol Bradbury's Children First Network.
- The staff has attended professional development activities created by our ESL teacher about such themes as: increasing awareness about the native countries and cultures of our newcomers, ESL methodologies in the content areas.
- Our ESL teacher and content area teachers attend many varied conferences and trainings throughout the year.
- Our ESL teacher and Assistant Principal have received LAP, EPIC training.

We create the following programs in an effort to assist our ELL students as they transition from middle to high school.

- Summer Bridge Program
- Advisory with their ESL teachers

To provide the 7.5 hours for all staff our ESL teacher provides professional development. She conducts workshops with the following themes: ESL methodologies, as well as, the social, cultural, and educational backgrounds of the native countries of newcomers.

## 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?

### Parent Involvement

Our school has the same expectations for all families; including the parents of ELLs. The activities that we conduct to increase parent involvement are as follows:

- Parent Focus Groups 2 times a year (September and February) with translation services in Spanish.
- Parent Surveys are provided in the native language of the student's families.
- Parents are provided with up-to-the-minute access to their child's grades through the school-wide program Snapgrades. All teachers post their students' grades and missing assignments are clearly described. The program allows reports to be generated four times per year, allowing parents to have more frequent updates. A training can be provided by a bilingual translator if needed. If the parent speaks a language that is not available in our school, we hire a translator to provide this service.

• School distributes monthly newsletters and calendars notifying parents of opportunities, developments and upcoming events. Materials are provided in English, Spanish, Arabic and Polish. The staff makes daily phone master calls which can be translated into Spanish, French, and Polish. Content not only includes important notices, but also daily attendance. Teachers and main office staff pitch in

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- Parent educational events are held regularly. Annual events include senior college night, junior college night, freshmen orientation, Freshmen Bridge, to help integrate families into school culture. Personalized JupiterGrades tutoring is offered at every Parent Teacher Night and major school gatherings as well as 2 times a year at PTA Meetings.

Our school does partner up with Community Based Organizations, such as the Arab-American Family Service Group, El Puente and the Greenpoint YMCA. These organizations provide the family with additional services regarding educational and familial planning as well as information about culturally-based activities for the families. Many organizations can be reached via the Office of English Language Learners website. Our guidance office has access to additional Community Based Organizations to provide counseling, family planning and therapy.

The needs of the parents are evaluated the parental focus groups, surveys and parent teacher meetings and phone calls. An 'open line' of communication between pedagogical staff and families through our advisory program is encouraged. The ESL teacher is also continually reaches out to parents to bridge the information gap for parents of ELLs and their content area teachers. She is present at meetings with parents of ELLs and the content area teacher to provide a scaffold for information and objectives for all parties involved.

## 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	2	0	0	2
Intermediate(I)										7	2	1	1	11
Advanced (A)										1	1	0	3	5
Total	0	0	0	0	0	0	0	0	0	8	5	1	4	18

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	1	0	0	0
Integrated Algebra	10	0	7	0
Geometry	2	0	1	0
Algebra 2/Trigonometry	0	0	0	0
Math	0	0	0	0
Biology	0	0	0	0
Chemistry	0	0	0	0
Earth Science	5	0	1	0
Living Environment	6	0	1	5
Physics	0	0	0	0
Global History and Geography	5	0	3	0
US History and Government	1	0	0	0
Foreign Language	7	0	7	0
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

**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.

Assessment Data

## 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:** Williamsburg Preparatory HS

**School DBN:** 14k561

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michael Shadrick	Principal		12/19/11
Greg Dutton	Assistant Principal		12/19/11
Lisa Staszewski	Parent Coordinator		12/19/11
Lauren Giunta	ESL Teacher		12/19/11
Eric Alvarez	Parent		12/19/11
Jason Raymond	Teacher/Subject Area		12/19/11
Ken Feldman	Teacher/Subject Area		12/19/11
	Coach		12/19/11
	Coach		1/1/01
Eileen Bell	Guidance Counselor		12/19/11
Gillian Smith	Network Leader		12/19/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 14k561      **School Name:** Williamsburg Preparatory HS

**Cluster:** 4      **Network:** Smith CFN 403

**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**

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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.

Williamsburg Prep assesses the school written and oral interpretation policy by surveying parents and students to confirm that the relevant materials are received by and communicated to families on an ongoing basis. Our language assessment begins with a comprehensive intake process that includes:

- Student information session
- Parent and Student survey
- Initial interview with student, parent/guardian and advocate counselor
- Intake examination that assesses student levels and needs in reading, writing and mathematics
- Family interview with student, parent and Social Worker

Other ways in which are identified:

- Home Language Identification Survey
- District level identification
- Staff recommendation
- ATS Reports

Each student at WP is assigned an Advisor who is in regular contact with the students and Parents/Guardians of his/her caseload. The advisor is also aware of the language spoken at home by the parent/guardian, when contacting the parents via phone or sending information home. NYCDOE Translation Services are also available to the Advocate Counselors.

Throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. Several of our staff members are bilingual and will help translate all critical school documents, including the school's identification for school improvement to Spanish, while also providing interpretation to Spanish speakers during meetings and events. In addition, the school will contact the Department of Education's translation services at [translations@schools.nyc.gov](mailto:translations@schools.nyc.gov), to translate the notification for parents and families whose home languages include: Arabic, Bengali, Chinese, French, Haitian Creole, Korean, Russian, Spanish and Urdu. An external contract will be sought out for languages other than what the translation services provide.

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.

During the Intake Process there are questions asked of all new students to determine their home language. The student's biographical is also run on ATS to determine the student's reported home language and ELL status. The majority our ELL population are Spanish-Speaking , and a small percentage of our ELL and former ELL students' families speak Polish. The Home Language Report is also run in ATS to determine the written translation and oral interpretation needs of all students. Throughout the school year we will share information with parents about school and parent related programs in a format, and in languages that parents can understand. The majority of our families who are non-English speakers are Spanish speaker. We currently have five full time staff members who are fluent in Spanish and will assist Spanish speaking families with translations, oral and written, accordingly. The school community will be informed during staff meetings and via email.

## **Part B: Strategies and Activities**

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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.

As noted above, we will utilize the NYCDOE Translation Services. Many of the mandated notifications are readily available on the Department of education's website. For in-house school notifications we will utilize the web based Google Translation Services, which translates documents from English to any language immediately. Any notifications for parents will also be sent out for translation services if necessary. .

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.

The majority of our non-English speakers are Spanish speakers. We currently have five full time staff members who are fluent in Spanish and will assist Spanish speaking families with oral translations. In addition to Spanish speakers, we also have staff who speak Polish, Italian and French.

For all other oral translation needs we will utilize the DOE's Translation and Interpretation Unit. Phone translation can be used to call a student's home and/or translate over speakerphone. Translation services are available in many languages including, but not limited to, Spanish, Chinese (Mandarin and Cantonese), Arabic, Haitian Creole, Korean, Russian, Turkish, and Urdu. For American Sign Language services we will contact the Office of Sign Language Interpreting Services.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

To fulfill Section VII of Chancellor's Regulation 663, we will provide each parent with a Bill of Parent's rights. These rights will be distributed at parent meetings, mailed, and backpacked with students. We will post a sign which indicates our interpretation services available near the main office, as well as in the guidance counseling suites. Parents will reach out to advocate counselors in times of crisis. Advocate counselors, who know the languages of the parents on their caseload, will utilize translation services to communicate when needed.