



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: GEORGE WESTINGHOUSE CAREER AND TECHNICAL EDUCATION HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 13K605

PRINCIPAL: JANINE L. KIERAN

EMAIL: JKIERAN1@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
Janine L. Kieran	*Principal or Designee	
Gimel Young	*UFT Chapter Leader or Designee	
Earline Mensah	*PA/PTA President or Designated Co-President	
Leroy Talbot	DC 37 Representative, if applicable	
Cesar Gomez Kimani Thompson	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Valerie Girard-Ward	Member/Chair	
Inna Huber	Member/Staff	
Robert Adams	Member/Staff	
Winnifred Grant	Member/Parent	
Dawna Regis	Member/Parent	
Valerie Murray	Member/Parent	
Rosemary Hackett	Member/Parent	
Joseph Adkins	Member/Parent	
Joslyn Weekes	Member/Parent	

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:

- To increase the number of 9th grade students who pass the Integrated Algebra Regents by 10% by August 2012. This will be measured by students in subgroups scoring at Levels 2 and 3 who demonstrate progress on the NYS Math assessment.

Comprehensive needs assessment

- This school is identified as an Advanced Restructuring School Math – Comprehensive, and as a result, this goal was selected to improve our data on the math Regents in an effort to improve this specific student outcome.
- Students in grade 9 had a 57% passing rate on the Integrated Algebra Regents last year. It is our belief that if we can raise students' passing rates on this exam in the 9th grade, we will have better success rates school wide.
- According to data from the Progress Report and our Annual School report card this is a specific need.
- Increased success in grade 9 will lead to overall improvement.

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:

Strategy #1 – All students in the 9th grade will be programmed for a double period of math. Students will be scheduled by performance levels to enable teachers to provide more targeted instruction.

Professional Development: PD will be given on the following topics: Curricula redesign, creation and use of formative assessments, use of rubrics with the common core standards, and use of data to inform instructional planning.

Target Population: Students performing at levels 2 and 3 as per their NYS 8th grade math assessment.

Responsible Staff Members: Assistant Principal, Math; 9th grade math teachers; data specialist, and Network Instructional Specialist

Implementation Timeline: September 2011 – June 2012

Activity #1 – Creation of a Data Room – A data room will be designated so that instructional leaders will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on students in the 9th grade and at risk.

Target Population: Teacher teams working with students in the 9th grade who are levels 2 and 3 in math

Responsible Staff Members: Principal, Assistant Principals of Organization and Math, Data Specialist, and Network Instructional Specialist

Implementation Timeline: November 2011 – December 2011

Steps for Including teachers in the decision-making process

- All math teachers will be scheduled for a common preparation period. They will identify one teacher leader who will work with the data specialist to ensure that they are using data appropriately to inform their instructional planning. Teachers will be provided with additional technological resources including Smart boards, projectors, individualized laptops and Barron’s books for use with students.
- Data Specialist meets with the math team leader to gather data and he attends the common preparation period twice per month.
- Consistent walkthroughs and feedback will take place to provide teachers with an opportunity to reflect upon their practice and give them guidance as to ways in which they can modify their instruction to meet the needs of students.
- Teachers will be asked to design academic assessments to evaluate the effectiveness of these strategies/activities.

Strategies to increase parental involvement

- At risk 9th grade parent meetings
- Ongoing individual parent meetings
- Access to student data as provided on Pupil Path through our online system, SKEDULA

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified math teachers as needed
- Hiring of a math coach to work with math teachers who are struggling
- Mentors are assigned to support struggling teachers

Service and program coordination

- Our extended library hours are supported by a math teacher to provide additional assistance to students.

Budget and resources alignment

- Contract for Excellence - after school 3 days per week teacher per session
- Title 1– teacher salary math AIS class grade 9
- Fair Student Funding
- Math teachers – meet three times per week to develop and revise curriculum based on student outcomes

- Assistant Principal, Math and Science
- CFN #112 – Instructional Specialist Math – conducts professional development twice per month
- Guidance Counselors – grade level meetings, parent meetings, and student advisement

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

- To increase by 5% the number of male students in grade 11 who receive an 85% or higher on the English Language Arts Regents by August 2012.

Comprehensive needs assessment

- As per the 2010 – 2011 NYS ELA Regents results, 15.6% of students tested received a score of 85% or higher. As a result, we have targeted our 11th grade male students in response to this information as well as the fact that our school is comprised of mostly male students and the ELA Regents is initially administered in the 11th grade.

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:

Strategy #1: The creation of a common preparation period for content area teachers.

Activity #1

Professional Development: PD will be given on the following topics: Curricula redesign, creation and use of formative assessments, use of rubrics with the common core standards, and use of data to inform instructional planning. Intensive review of the Framework for Teaching’s “Creating Coherent Instruction” is ongoing. The creation of rubrics for providing meaningful student feedback using Common Core language was presented during English teachers’ common preparation periods.

Target Population: Male students scheduled for English in the 11th grade.

Responsible Staff Members: Assistant Principal, English; 11th grade English teachers; data specialist, and Network Instructional Specialist

Implementation Timeline: September 2011 – June 2012

Strategy #2: Students are purposefully programmed to ensure that they receive appropriate instruction.

Professional Development: Further development of inquiry as teams of teachers use case studies and data to inform instruction. Specifically, writing, student engagement and assessing information literacy skills are areas of focus.

Target Population: Male students scheduled for English in the 11th grade.

Responsible Staff Members: Principal, Assistant Principal, English; 11th grade English teachers and data specialist

Implementation Timeline: September 2011 – June 2012

Activity #1 – Creation of a Data Room – A data room will be designated so that instructional leaders will have a designated location to be trained in the use of disaggregated student data. This will include the use of cross curriculum data, made accessible in the room, focusing on students in the 11th grade and at risk.

Target Population: Teacher teams working with students in the 11th grade.

Responsible Staff Members: Principal, Assistant Principals of Organization and English, Data Specialist, and Network Instructional Specialist

Implementation Timeline: November 2011 – December 2011

Steps for Including teachers in the decision-making process

- Data Specialist meets with the ELA team leader to gather data and he attends the common preparation period twice per month.
- Consistent walkthroughs and feedback will take place to provide teachers with an opportunity to reflect upon their practice and give them guidance as to ways in which they can modify their instruction to meet the needs of students. Teachers will be asked to design academic assessments to evaluate the effectiveness of these strategies/activities.
- An instructional specialist from CFN #112 is working with English teachers to provide professional development in developing performance based tasks
- All English teachers are scheduled for a common preparation period for increased communication and planning opportunities
- Teachers have been invited to participate in curriculum design, formative assessment and standards based grading professional development sessions

Strategies to increase parental involvement

- Grade level parent meetings
- Parent workshops on access to ARIS and Pupil Path
- Individualized parent conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified ELA teachers as needed
- Hiring of a literacy coach to work with ELA teachers who are struggling

- Mentors are assigned to support struggling and new teachers

Service and program coordination

- Our extended library hours support this work with a licensed English teacher to provide additional assistance to students.

Budget and resources alignment

- Contract for Excellence - after school extended library hours 3 days per week teacher per session.
- Title 1 – AP provides professional development at weekly common planning sessions.
- Fair Student Funding
- English teachers – common preparation periods 3 times per week to develop and revise curriculum based on student outcomes.
- Assistant Principal, Humanities
- CFN #112 Teacher Effectiveness Coach – conducts professional development 8 times per year
- Guidance Counselors - grade level meetings, parent meetings, and student advisement

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

To increase the number of students with disabilities who receive a local diploma by 5% by August 2012.

Comprehensive needs assessment

- A three year review of the Progress Report, under closing the achievement gap, has indicated that this is an area in need of improvement for this school. Students have not graduated with local diplomas that have been in self contained classes. Increasing this percentage will have an overall benefit to all students with disabilities, as the majority of teachers who work with this particular group also teach students in Integrated Team Teaching classes. This increased expectation should lead to an overall increase in our graduation rate.

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:

Strategy #1: Special education teachers have been scheduled to have common preparation periods with the content specific departments

Activity #1

Professional Development: PD will be given on the following topics: Curricula redesign, creation and use of formative assessments, use of rubrics with the common core standards, and use of data to inform instructional planning. Intensive review of the Framework for Teaching's "Creating Coherent Instruction" is ongoing.

Target Population: Students with disabilities scheduled for English and social studies in the 12th grade.

Responsible Staff Members: Assistant Principal, English; 12th grade English and social studies special education teachers; data specialist, and network instructional specialist

Implementation Timeline: September 2011 – June 2012

Strategy #2: Individualized parent meetings

Activity #2

Professional Development: PD will be given on the following topics: Interpretation of a student's permanent record, and transition options for students upon graduation.

Target Population: Students with disabilities scheduled for English and social studies in the 12th grade.

Responsible Staff Members: Assistant Principal, Student Support Services; 12th grade English and social studies special education teachers; data specialist, and

network instructional specialist

Implementation Timeline: September 2011 – June 2012

Steps for Including teachers in the decision-making process

- Data Specialist meets with the ELA team leader who is a special education teacher to gather data and he attends the common preparation period twice per month.
- Consistent walkthroughs and feedback will take place to provide teachers with an opportunity to reflect upon their practice and give them guidance as to ways in which they can modify their instruction to meet the needs of students. Teachers will be asked to design academic assessments to evaluate the effectiveness of these strategies/activities.
- An instructional specialist from CFN #112 is working with English and social studies special education teachers to provide professional development in developing performance based tasks
- All English and social studies special education teachers are scheduled for a common preparation period for increased communication and planning opportunities
- Teachers have been invited to participate in curriculum design, formative assessment and standards based grading professional development sessions
- Participation in Lab Site visits as offered by the CFN #112; a sharing of effective strategies in common preparation periods, and evaluation of said strategies by teachers takes place during weekly meetings.

Strategies to increase parental involvement

- Grade level parent meetings
- Parent workshops on access to ARIS and Pupil Path
- Individualized parent conferences

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff regularly attends hiring fairs to identify and recruit highly-qualified special education ELA teachers as needed
- Hiring of a literacy coach to work with special education ELA teachers who are struggling
- Mentors are assigned to support struggling and new teachers

Service and program coordination

- Our extended library hours support this work with a licensed English teacher to provide additional assistance to students.

Budget and resources alignment

- Contract for Excellence - after school extended library hours 3 days per week teacher per session.
- Title 1 – AP provides professional development at weekly common planning sessions.
- Fair Student Funding
- English and social studies special education teachers – common preparation periods 3 times per week to develop and revise curriculum based on student outcomes.
- Assistant Principals, Humanities and Student Support Services
- CFN #112 Teacher Effectiveness Coach – conducts professional development 8 times per year
- Guidance Counselors - grade level meetings, parent meetings, and student advisement

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

By June 2012, students in state approved Career and Technical Education programs will demonstrate progress in industry certification at the end of the 12th grade as measured by a 5% increase.

Comprehensive needs assessment

- According to our data from 2009/2010 and 2010/2011 school years, 52% of students in approved programs passed their respective industry certifications.
- As per directives given by the Career and Technical Education office at Tweed, all programs wishing to secure funding for the 2012-2013 school year and beyond must have their programs of study approved by the New York State Education Department in order to grant trade endorsements to students.

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:

Strategy 1: Creation of a common preparation period for content area teachers

Activity #1

Professional Development : PD will be given on the following topics: Curricula redesign to align Career and Technical courses with the Common Core State Standards and the use of data to inform instructional planning.

Target Audience: Students enrolled in their respective CTE course of study.

Responsible Staff Members: Assistant Principal CTE, CTE teachers

Implementation Timeline: September 2011 – June 2012

Strategy 2: Teachers will participate in a Common Core team to create “bundles” that are written in collaboration with CTE educators and academic content area instructors.

Activity #2

Professional Development: PD will be given on Curricula redesign and curriculum integration to align Career and Technical courses with appropriate academic courses aligned to the Common Core State Standards.

Target Audience: CTE teachers and appropriate academic staff.

Responsible Staff Members: Assistant Principal CTE, CTE teachers, academic staff members

Implementation Timeline: December 2011 – June 2012

Steps for Including teachers in the decision-making process

- The Assistant Principal CTE will meet with the CTE teachers twice a week period 1 to ensure curriculum alignment

- The CTE Advisory board meeting will allocate time to discuss trends in the CTE strands. We will look to align the Common Core State Standards with the objectives recommended by industry partners.
- Instructional specialists from the CTE office will work with a CTE teacher and an academic teacher to develop aligned curriculum. We have tentatively set monthly calendar dates beginning the month of December and ending in June.

Strategies to increase parental involvement

- Grade level parent meetings
- Specific Career and Technical Content area parental meetings

Strategies for attracting Highly Qualified Teachers (HQT)

- Consultation with the CTE office
- Recommendations from the Success Via Apprenticeship program
- Mentors are assigned to support struggling and/or new teachers

Service and program coordination

- Support from the CTE office as well as content specific advisory board members to serve as consultants in the industry certification process.

Budget and resources alignment

- Carl Perkins grant (VTEA), 50 per session hours will be allocated for CTE teachers to work on curriculum, an additional 60 per session hours will be allocated for the CTE teacher as well as the academic teacher to create an integrated curriculum.
- Title I funds will be allocated for professional development services as well as teacher enrichment in curriculum integration.
- CTE teachers – common preparation period 9 twice a week to develop and align curriculum with their academic partner
- Assistant Principal, CTE will meet with the curriculum integration team period 9
- Common Core Team – will visit the school five times from December 2011 until June 2012

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	N/A	N/A	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	165	184	0	0	192	N/A	34	16
10	33	25	20	96	34	N/A	52	29
11	6	2	15	40	47	N/A	52	24
12	50	59	47	50	70	N/A	41	12

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	All ninth grade students receive two periods of English per day. The second period is a non-credit bearing Writing Workshop course designed to provide students with additional instruction in reading informational text and writing persuasively. Students in self contained 9 th grade classes and ICT classes are given a non-credit bearing course entitled "English Enrichment." Certain 10 th grade are also given a non-credit bearing course English AIS course designed to strengthen the skills required to pass the English Regents. In addition, teachers are providing small group instruction to student as part of their Circular 6 assignment. In addition, the school has implemented extended library hours for students on Tuesdays, Wednesdays and Thursdays. On each of these days an English teacher is present to assist students with assignments, essays, studying, etc.
Mathematics	All ninth grade students receive two periods of mathematics per day. The second period is a non-credit bearing math enrichment course designed to strengthen and reinforce the skills necessary to be successful on the integrated algebra Regents, as well as the higher level mathematics courses they will encounter in the future (geometry, algebra 2). Those 12 th grade students who have not yet passed the Algebra Regents are also given a non-credit bearing course entitled "Mathematics Enrichment" designed to strengthen the skills required to pass the integrated algebra Regents. These classes contain fewer than twenty students. In addition, the school has implemented extended library hours for students on Tuesdays, Wednesdays and Thursdays. On each of these days a Math teacher is present to assist students with assignments, projects, studying, etc.
Science	Those 12 th grade students who have not yet passed the living environment Regents are given a non-credit bearing course entitled "Science AIS" designed to strengthen the skills required to pass the science Regents. In addition, teachers are providing small group instruction to student as part of their Circular 6 assignment.
Social Studies	Certain 10 th grade students are programmed for a non-credit bearing course entitled "Global AIS." This course is designed to strengthen the skills required to pass the global studies Regents. In addition, a Saturday class referred to as the global history Regents "boot camp," has been implemented for those 11 th and 12 th grade students who have not yet passed the global history Regents. The course will prepare students for the exam.

<p>At-risk Services provided by the Guidance Counselor</p>	<p>Guidance counselors run small groups on different themes that meet weekly. For example, one small group is for 11th grade students struggling academically who need additional supports and strategies to be successful.</p> <p>Our community based organization, Counseling in Schools, provides group and individual counseling for students who have poor attendance and may be at risk of dropping out.</p> <p>The school also has a SPARK counselor. The SPARK counselor provides classroom presentations in all 9th grade classes and all health classes. The SPARK counselor provides individual and group counseling for students with alcohol and/or substance abuse issues, gang involvement, and or academic issues. He also provides before and after school positive alternative activities (currently a chess program and a script writing contest)</p>
<p>At-risk Services provided by the School Psychologist</p>	<p>Currently, the school psychologist primarily works with those students requiring three year reviews, but there have been several re-evaluations and initial evaluations performed this year for those students identified by parents or staff as being in an inadequate placement.</p>
<p>At-risk Services provided by the Social Worker</p>	<p>The related services social worker provides counseling for those students whose IEPs indicate mandated counseling. In addition, our community based organization, Counseling in Schools, works with students who have poor attendance and may be at risk of dropping out (attendance improvement/dropout prevention program)</p>
<p>At-risk Health-related Services</p>	<p>The school nurse sees students with a range of medical conditions including asthma, diabetes, allergies, anaphylactic, illeostomy care, migraines, heart murmurs and sickle cell anemia. In addition the nurse runs a Healthy Options Program (HOP) for those students who are obese.</p>

**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.

Title I Parent Involvement Policy

1. George Westinghouse High School will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
 - ❖ School Leadership Team will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the develop discussion of Title 1 parent involvement policy and will be an active participant in the development of such policy.
 - ❖ Parent Association meetings will include discussion of Title 1, Part A parent involvement policy and will be an active participant in the development of such policy.

2. George Westinghouse High School will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - ❖ School Leadership Team will conduct a PASS review, in an instructionally useful manner, to help all students in Title 1, Part A programs to meet the challenging State student academic achievement standards.

3. George Westinghouse High School will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs:
 - ❖ Title 1 Parent Awareness Day
 - ❖ Parent Conference Day
 - ❖ Pupil Personnel Team meetings;
 - ❖ At Risk 9th Grade meeting;
 - ❖ Grade Level/Academy Level Parent Conferences;
 - ❖ On-going individual parent meetings

4. George Westinghouse High School will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of

any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- ❖ Title 1 Parent Awareness Day
- ❖ Parent Conference Day
- ❖ Pupil Personnel Team meetings;
- ❖ At Risk 9th Grade meeting;
- ❖ Grade Level/Academy Level Parent Conferences;
- ❖ On-going individual parent meetings

5. George Westinghouse High School will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:

- ❖ Saturday Parent Conferences and/or workshops
- ❖ Evening Parent Support Groups

a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –

- i. The State's academic content standards;
- ii. The State's student academic achievement standards;
- iii. The State and local academic assessments including alternate assessments;
- iv. The requirements of Title I, Part A;
- v. How to monitor their child's progress; and
- vi. How to work with educators.

- ❖ Parent Conferences will be held whereby the school will provide materials to parents that will cover the areas listed above. Active discussions will cover any questions parents have with regard to the State's academic standards for achievement as well as the ways in which a parent can monitor his/her child's success. Strategies for communicating with educators and how to make the most of conferences will also be covered.

b. George Westinghouse High School will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- ❖ The school will provide materials and training to help parents work with their children to improve academic achievement in the areas of literacy, technology, math in a variety of settings. SAT review books, Barron's Review books, binders with loose leaf will be provided to parents. Also included are Saturday parent conferences, the use of the parent coordinator's office, guidance offices and departmental offices. The school will foster a warm and supportive atmosphere.

- c. George Westinghouse High School will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
 - ❖ The school will provide professional development opportunities for staff to improve communication techniques when dealing with parents and community for the purpose of enhancing students' chances for success. Parents will be offered opportunities to evaluate individual and group conferences in a continuing effort to make improvements. An ongoing dialogue with the PTA committee and other pertinent personnel will take place as well.

- d. George Westinghouse High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:
 - ❖ Guidance personnel will monitor the students in their caseloads who are on homebound or hospital bound instruction. They will communicate with parents on a regular basis, and they will do the necessary paperwork to update students' records. This also includes any student who is a part of a school for pregnant teens as well.

- e. George Westinghouse High School will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
 - ❖ Parents are afforded the opportunity to participate in conferences with an interpreter should they require one. Several forms are available in Spanish which is the major alternate language of the students in our school.

Adoption

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the attendance sheets at PTA meetings and PAC meetings.

This policy will be adopted by George Westinghouse High School at the October PTA meeting and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I Part A children on or before **October 4, 5, 11, and 12, 2011**.

Principal's Signature: Janine L. Kieran
Date: September 26, 2011

School Parent Compact September 27, 2011

School Responsibilities

George Westinghouse High School will:

Provide high quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:

All students will receive a rigorous academic and technical program. Academic interventions will be integrated into the student's school day as well as in our after school program. Students' progress will be monitored by guidance staff, teachers and all those who interact with them on a daily basis. They will be encouraged to meet or exceed expectations. Parents will be welcomed into our school, and there will be ongoing communication in an effort to provide support, encouragement and a celebration of success.

Hold parent-teacher conferences during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:

October 27th & 28th, 2011 (Fall Semester)
March 29th & 30th 2012 (Spring Semester)

In addition to the two parent/teacher conference dates that are scheduled as indicated above, Saturday and/or evening parent conferences will be held each term to provide parents with an additional opportunity to meet with guidance staff, school administrators, social workers and teachers. A special meeting for our At Risk 9th grade students will be held prior to the end of the fall term in order to develop strategies for success. Progress reports will be used as an additional communication tool prior to the 1st marking period grades.

Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

School Report cards, student report cards, SKEDULA, ARIS Parent Link; in house progress cards are available for parents throughout the term. In addition, our school messenger system is utilized to send out daily messages to parents of absentee students and messages about special meetings. Mailings with regard to Promotion in Doubt are mailed out as well. Parent Association meetings which are held once per month are also attended by various staff members who provide meaningful information to the parents who attend.

Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

Communication is on-going at George Westinghouse High School. Parents are contacted by phone and mailings by teachers and support staff throughout the school year. Messages about their child's progress as well as the emotional and social development are addressed by these various forms of communication. Individual conferences are an option throughout the school year whereby teachers and support staff are available by appointment.

Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents are encouraged to participate in their child's education by attending Report Card Conferences four times per year to review students' report card grades. They are always welcome to volunteer in our school library as well. They are also invited to attend school wide events that are designed to either address concerns or celebrate success. Parent volunteers are welcomed through our Parent Coordinator's office as well as through the individual contacts that are made by teachers and support staff.

Parent Responsibilities

We as parents will support our children's learning in the following ways:

- ❖ supporting my child's learning by making education a priority in our home by:
 - making sure my child is on time and prepared everyday for school;
 - monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for study;
 - making sure that home is completed;
 - monitoring the amount of television my children watch;
- ❖ participating, as appropriate, in decisions relating to my children's education;
- ❖ participating in school activities on a regular basis;
- ❖ staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding as appropriate;
- ❖ reading together with my child every day;
- ❖ providing my child with a library card;
- ❖ communicating positive values and character traits, such as respect, hard work and responsibility;
- ❖ respecting the cultural differences of others;
- ❖ helping my child accept consequences for negative behavior;
- ❖ being aware of and following the rules and regulations of the school and district;
- ❖ supporting the school's discipline policy;
- ❖ expressing high expectation and offer praise and encouragement for achievement.)

PART II – OPTIONAL ADDITIONAL PROVISIONS

Student Responsibilities:

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards.

Specifically, we will:

- ❖ come to school every day and be ready to do our best and be the best;
- ❖ come to school with all the necessary tools of learning – pens, pencils, books, a book bag, etc.
- ❖ listen and follow directions;
- ❖ participate in class discussions and activities;
- ❖ be honest and respect the rights of others;

- ❖ follow the school's/class' rules of conduct;
- ❖ ask for help when we don't understand;
- ❖ complete all assignments on time;
- ❖ study for exams;
- ❖ read at least 40 minutes every day outside of school;
- ❖ get adequate rest, eat well and exercise give to our parents/guardians, all notices and information we receive at school every day.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 13K605 **School Name:** George Westinghouse High School

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.

English Language Arts – The pace of the lessons were slow; teachers did not sufficiently provide instructive feedback on student work to guide their next steps; available technology, such as SMART Boards and laptop carts, was not effectively used; materials and instructional methodologies used in academic intervention services (AIS) are not differentiated sufficiently enough to meet the individual needs of students; there is scant evidence of effective differentiated instruction based on the diagnosed learning needs of students, and there is not sufficient content area expertise to lead curricular implementation and give support to teachers in ELA teachers among school leaders.

Math – The pace of the lessons were slow; math teachers do not use a wide variety of instructional strategies or resources; in math co-teaching classes the general education teachers conducted the lesson while the special education teachers provided some assistance where needed; in mathematics classes, engagement was generally low, and there was minimal student-to-student interaction; there was limited evidence of effective instructional strategies; most questions in mathematics were low-level and procedural and did not develop student understanding; there is scant evidence of effective differentiated instruction based on the diagnosed learning needs of students; teachers did not sufficiently provide instructive feedback on student work to guide their next steps; available technology, such as SMART Boards and laptop carts, was not effectively used; materials and instructional methodologies used in academic intervention services (AIS) are not differentiated sufficiently enough to meet the individual needs of students; there is a common grading policy that is interpreted differently by teachers, e.g., different weights associated with formative and summative assessments are used. Of the four core subjects, mathematics consistently has the highest marking period pass rates; however, students are not passing the Regents mathematics test and this prevents the school from making Adequate Yearly Progress (AYP), and there is scant evidence of effective differentiated instruction based on the diagnosed learning needs of students, and there is not sufficient content area expertise to lead curricular implementation and give support to teachers in math teachers among school leaders.

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.

English Language Arts – All 9th grade students will be scheduled for an AIS class. These classes will focus solely on the writing process, and students will develop a writing portfolio to be used throughout their high school career. Students will write argumentative essays, a critical lens, and will be guided through the writing process that includes participate in

peer reviews and oral presentations of their work. Students in 10th through 12th grades will be engaged in reading informational texts while continuing to work on their writing skills. All students are encouraged to attend the extended library

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.
 - English Language Arts coach
 - Math coach
 - Curricula Redesign
 - Formative Assessment Design
 - Smart Board Training
 - Common Core Standards
 - Lab site training
 - Principal and Assistant Principal training in evaluation of teacher effectiveness

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
 - English Language Arts coach
 - Math coach
 - Network instructional specialists
 - Teacher effectiveness specialists
 - Lab site training
 - Common planning with data specialist

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.
 - Written letters have been sent home in students' native languages
 - School messages via a phone messaging system have been sent out in native languages
 - Multiple parent meetings by grade level and by career and technical area have been organized with translation services available at parents' request
 - Two Title 1 parent information sessions have been set up with translation services available at parents' request
 - A Title 1 parent conference has been set up with translation services available at parents' request

**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 Kathy Pelles	District 13	Borough Brooklyn	School Number 605
School Name George Westinghouse High School			

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

Principal Janine Kieran	Assistant Principal Nick Pillari
Coach N/A	Coach N/A
ESL Teacher Jeffrey Levy	Guidance Counselor Joyce Bowens
Teacher/Subject Area Sydney Cresap/English	Parent Earline Musah
Teacher/Subject Area Jacob Hendrix/ISS	Parent Coordinator Carolette Rouse
Related Service Provider Penny Reed	Other N/A
Network Leader Kathy Pelles	Other N/A

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	2	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	930	Total Number of ELLs	17	ELLs as share of total student population (%)	1.83%
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Part II: ELL Identification Process

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

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

1. George Westinghouse High School offers a “free-standing” ESL program for entitled new entrants who scored at or below the LAB-R cut-off scores and returning students who remain entitled to service based upon their scores on the 2011 NYSESLAT exam. The school has an ESL program in place of a bilingual education program because in each level the number of students who share the same native language does not exceed twenty. In fact, the entire number of students at George Westinghouse HS who require ESL services in the 2011–2012 school year does not exceed twenty. Currently, seventeen ESL students did not test out on the 2011 NYSESLAT exam or transfer schools. Additionally, the school uses ARIS hard data and observational soft data to support learning goals. Possible ELLs are identified by administering the HLIS to all incoming students, and where indicated by HLIS, the LAB-R. This is cross-checked with 51, 58 and 59 admit codes, which indicate new admits to the NYC school system. This is further cross-checked with previous school records and possible previous ESL or bilingual services. All eligible students are given the NYSESLAT in the spring semester, as indicated by their eligibility in ATS. These steps are conducted by the Assistant Principal of Student Support Service with the assistance of the ESL teacher.

2. The school conducts orientations for newly enrolled 9th grade students, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. Furthermore, all new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student’s level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the ESL teacher, Jeffrey Levy, at which they are informed of the various types of programs for English Language Learners. These orientations take place on an as-needed basis in and are scheduled in both the evening and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are provided in the home language wherever possible. Parents are asked to complete and submit a Parent Assurance Survey/Program Selection Form. Furthermore, the ESL teacher, Jeffrey Levy, along with content area teachers, routinely contacts parents to provide them with updates on the progress of their children. Progress letters are sent to inform parents about the problems and/or successes their child may be experiencing. Letters are also sent to the students’ homes to inform parents of upcoming events, such as Parent/Teacher Interviews. To the extent possible, these letters are sent both in English and in the parents’ native language.

3. Above-mentioned letters and surveys are mailed back or returned by the students and collected by the ESL teacher, Jeffrey Levy, or the Office of Student Support Services. Students are placed in free-standing ESL according to initial LAB-R results or previous

NYSESLAT scores, as well as IEPs. Where needed, parents are invited to discuss placement. If needed, translators are made available for these meetings.

4. All new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only; we do not offer bilingual programs. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The ESL teacher, Jeffrey Levy, schedules day or evening meetings to meet with parents to discuss options on an as-needed basis. If needed, translators are made available for these meetings.

5. We have had only one student whose parents have opted for bilingual services and transferred their child to another school. All others have opted for ESL.

6. Our program model is aligned with parent requests for ESL, particularly as our program is small and reflects an ELL population with far less than 20 speakers of the same language in the same grade.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups

Number of ELLs by Subgroups					
All ELLs	17	Newcomers (ELLs receiving service 0-3 years)	6	Special Education	9
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6 years)	5

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										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	6	1	4	6	2	2	5		3	17
Total	6	1	4	6	2	2	5	0	3	17

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

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										1	2	3	3	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic										1			2	3
Haitian										2		1		3
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										1		1		2
TOTAL	0	5	2	5	5	17								

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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
Albanian														0
Other										1		1		2
TOTAL	0	5	2	5	5	17								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. a. Students who are eligible for ESL services are placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained.

1.b. ESL classes are heterogeneous and ungraded and taught by a teacher licensed in secondary ELA as well as TESOL. Students who are eligible for ESL services have been placed in beginning, intermediate or advanced ESL, as per their scores on the above-mentioned exams. ESL classes are self-contained

2.a. Students at the beginning level will receive two 43 minute periods and one 45 minute period of ESL daily. Students at the intermediate level will receive two 43 minute periods of ESL daily. Students at the advanced level will receive one 43 minute period of ESL daily. Advanced students also receive one 43 minute period of regular English daily. Due to the small number of LEP/ELL students and the school's scheduling, beginning and intermediate (and when applicable, advanced) students are combined in one class with highly differentiated instruction. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for both newcomers and long-term ELLs, as well as SIFEs.

3. The language of instruction for all classes is English, and multiple texts are used as well as other media. Classes focus on the four essential modalities of reading, writing, listening and speaking and the curriculum is aligned with both ELA and ESL New York State Learning Standards and New York City ELA Performance Standards. Learning strategies are taught explicitly and careful attention is paid

A. Programming and Scheduling Information

to develop students' critical thinking skills. Classes use structured immersion and instruction draws upon various strategies to scaffold, support and raise students' academic achievement. Techniques include the CALLA approach, differentiated instruction, balanced literacy scaffolded for ELLs and project-based authentic language learning activities. Students receive language-to-language dictionaries and content-area glossaries for use in classes and during high-stakes testing. The school complies faithfully with all time and location mandates for testing.

5. a. The LEP/ELL Coordinator works in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings are informally structured as the need arises and formally structured during department meetings throughout the year. School-wide common planning meetings allow for more intense and consistent training and collaboration. ELLs are part of all mainstream content area programs. Students receive language-to-language dictionaries and content-area glossaries for use in classes and at home, and real content-area materials are used in ESL instruction. Rubrics and highly varied exercises allow for differentiated instruction. As the budget allows, the school also will offer ELLs additional tutoring during the school day and will offer after-school and Saturday tutoring in all content areas, while SES tutoring in ELA is offered for qualified students. Special Education ELLs receive all services in either self-contained or integrated classrooms, as per IEPs. They join mainstream students in ESL in lieu of, or in addition to, their English classes. Where required, paras may travel with ISS ELLs to ESL. The school complies with all IEP requirements and Special Education mandates, and the LEP/ELL Coordinator participates in annual IEP reviews for ELLs. Alternative Assessment is also done for ELLs, where appropriate. The school also will offer SIFE ELLs speech and literacy services where identified by the School-based Support Team.

5.b. The above-listed services (5a) are offered for newcomers (receiving services less than 3 years).

5.c. The above-listed services (5a) are offered for ELLs receiving services 4-6 years.

5d. The above-listed services (5a) are offered for long-term ELLs who have completed 6 or more years of receiving services.

6. The ESL teacher uses direct instruction as well as cross-curricular content-area projects. Students work in small groups to allow stronger students to assist weaker ones in indirect teaching and self-learning. The content-area based textbook and workbook series Visions is utilized in the classroom as well. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs.

7. Curricular materials are chosen to meet the needs of ELL-SWDs or curricular materials are differentiated to allow ELL-SWDs access to the curriculum. While students are scheduled in order to receive the necessary mandates of ESL, flexibility occurs in the grouping of beginning and intermediate (and when applicable, advanced) students together in one class with highly differentiated instruction. Class sizes are extremely small, allowing for extensive personalized attention for each student, which is particularly useful for ELL-SWDs. In regard to other classes, students are scheduled according to their IEP mandates but mainstreaming occurs in our technology, PE, arts and foreign language courses. Currently, several special needs students are hearing impaired and receive services through a separate hearing department program, as specified in their IEPs. IEP requirements for these students take priority over ESL per state regulations. Additionally, these students' LAB-R and NYSESLAT scores are being re-evaluated by the DOE due to clarification of state regulations that indicate they may have been tested in error and should not be classified as ELLs.

Courses Taught in Languages Other than English ⓘ

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

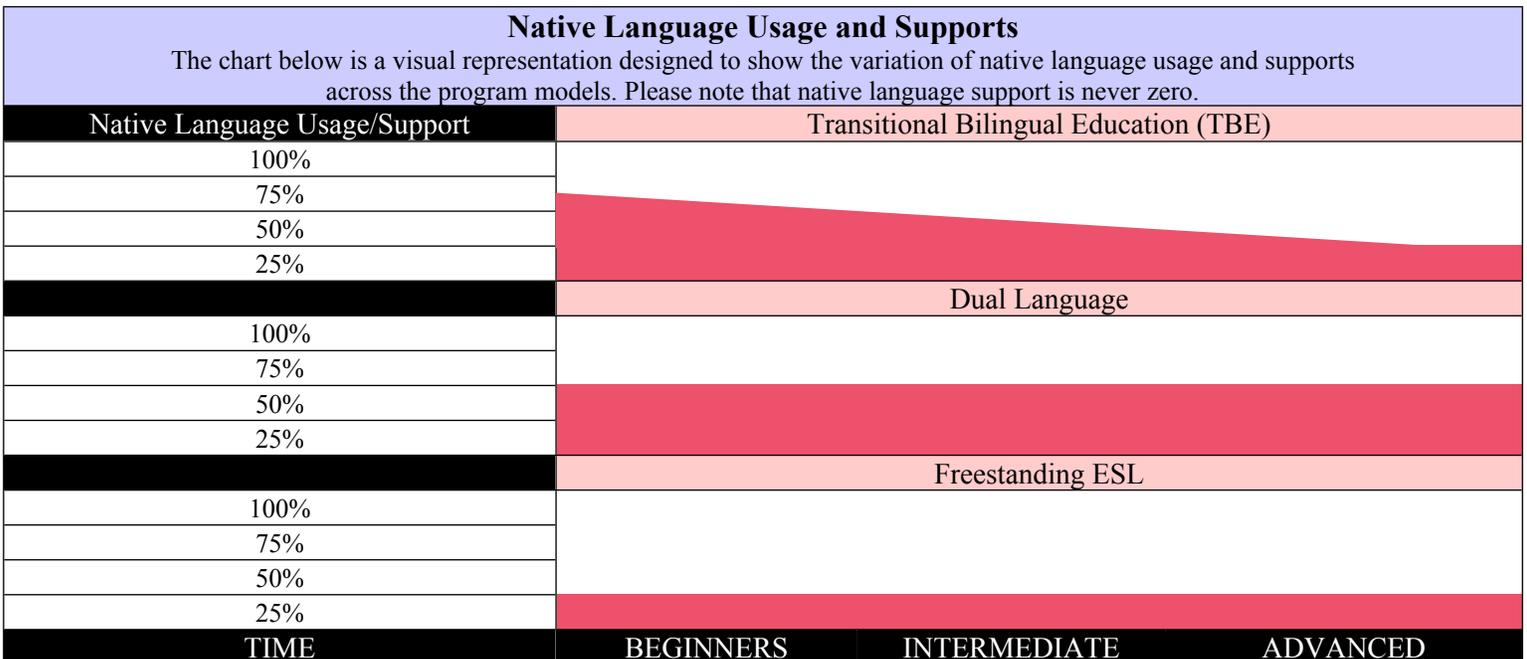
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
--------------------	----------------------------	--------------------	----------------------------

Native Language Arts	
Social Studies:	
Math:	
Science:	

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



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

B. Programming and Scheduling Information--Continued

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

8. Due to the limited number of ELLs, specific interventions are not targeted at them. These students receive the same targeted intervention strategies that are offered to non-ELL students. These services include credit-recovery opportunities using an online system, Saturday credit recovery classes, and Saturday Regents preparation classes. All services are provided in English. The ESL teacher is in regular contact with parents and content-area teachers to address the specific needs of ELLs.

9. These students receive the same targeted intervention strategies that are offered to ELL students. These services include credit-recovery opportunities using an online system, Saturday credit recovery classes, and Saturday Regents preparation classes. Transitional ELLs receive the same glossaries, dictionaries, and extended testing time as current ELLs.

10. There are currently no new programs or services for the upcoming school year.

11. As the budget allows, there are currently no plans to discontinue programs or services for ELLs.

12. In addition to tutoring mentioned above, ELLs participate fully in all school extracurricular activities, such as sports teams, robotics club, anime club, school band, , etc.

13. Multiple texts, content-area glossaries, language dictionaries, classroom reading libraries, field trips, as well as media such as film, audio CDs and tapes, overhead projectors, maps, computers and internet sites are used.

14. All instruction is in English, however, the LEP/ELL Coordinator, Jeffrey Levy, does speak some Spanish and French if needed. Translators are available for parent meetings, letters, IEP meetings, etc., and glossaries and native language dictionaries are provided to students for in-school and at-home usage.

15. All services and resources correspond to ELLs' ages and grade levels.

16. The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. As needed, translators are made available. Additionally, a summer school Bridge program is offered to all incoming freshmen, including ELLs.

17. All students, including ELLs, are offered Spanish in their senior year. Additionally, in Fall 2010, the school began a pilot German class to be taught by the LEP/ELL Coordinator, Jeffrey Levy, who is fluent and highly qualified.

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)?

Not applicable.

D. Professional Development and Support for School Staff

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

1. In order to ensure that all students meet the rigorous new standards and pass all Regents examinations, the ESL teacher, Jeffrey Levy, will be sent to all region-wide/city-wide professional development sessions available, including CFN PDs. Information will be shared in professional development sessions with English Language Arts teachers and content area teachers. The LEP/ELL Coordinator, Jeffrey Levy, will also work in tandem with content area and special education teachers and assistant principals to explore best practices in teaching and learning for ELLs. These meetings will be both informally structured as the need arises and formally structured during department meetings throughout the year. ELL news is communicated in school newsletters.

2. The school conducts orientations for newly enrolled 9th grade students, including ELL students, prior to the start of the school year, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. As needed, translators are made available. Additionally, a summer school Bridge program is offered to all incoming freshmen, including ELLs. All students are assigned a guidance counselor to address a multitude of issues including attendance, scheduling, academic intervention services, personal counseling and post secondary planning. Community-based social workers are also in place to provide additional support if required.

3. All teachers have received the mandated 7.5 hours of ELL training as per Jose P. All staff are encouraged to attend CFN PDs as needed.

E. Parental Involvement

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

1. The school conducts orientations for newly enrolled 9th grade students and their parents, including ELL students, at which such topics as state standards, assessments, school expectations, and student programs are addressed. The principal and assistant principals of each academic discipline address the students and their parents at these orientations and are available to discuss their concerns. Furthermore, all new admits who are found to be ELLs and are new to the school system have entitlement letters, which are in multiple home languages, mailed to their home addresses within ten days of admission. These include a Parent Survey and Program Selection in the home language. These indicate the student's level (beginner, intermediate or advanced) and restate their course placement and courses offered by the school. In our case, this is free-standing ESL only. The letter further advises parents of their right to the option to transfer students to another school if they desire bilingual or other programs not offered. The school recognizes that parental involvement is essential to ensure the success of ELL students, and therefore, efforts have been put forth to involve parents as equal partners in the education of their children. In accordance with the Revised Procedures for Identifying and Placing New English Language Learners, parents of new ELLs attend a parent orientation with the ESL teachers, Jeffrey Levy, at which they are informed of the various types of programs for English Language Learners. These orientations take place on an as-needed basis in September and October and are scheduled in both the evening and the afternoon to provide scheduling options for parents. As needed, translators are made available, and videos and literature are

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2. No partnerships, but they may be referred to such by the Parent Coordinator, Carolette Rouse.

3. Parents are sent agendas/surveys, in addition to methods mentioned above.

4. Based on feedback from surveys, as well as direct meetings and both formal and informal communication with parents, the needs of parents are addressed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										2		1		3
Intermediate(I)											1	2	1	4
Advanced (A)										2		2	2	6
Total	0	0	0	0	0	0	0	0	0	4	1	5	3	13

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

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

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

NYS Science

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	2			
Integrated Algebra	7		1	
Geometry	2			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry	1			
Earth Science	2			
Living Environment	5		1	
Physics				
Global History and Geography	7		1	
US History and Government	2			
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 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

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: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 13k605 **School Name:** Westinghouse HS

Cluster: _____ **Network:** CFN112

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.

Relying on the RPOB report that is generated by the Attendance Office, we are able to identify those students whose home language is not English and therefore provide both written and oral translation/interpretation services to them and their families.

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.

- a) Parents/guardians, when they arrive at our school, sign-in in a log book and then briefly meet with our Parent Coordinator who verifies addresses, phone numbers etc.
- b) In our Main Office, and through out the school, we display the DOE Translation and Interpretation Unit posters.

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.

Written translation services are provided through letters, fliers and announcements which are all translated into various languages (as identified in the RPOB report) and backpacked home. Via our phone message system, we inform parents/guardians of information in various languages. Messages are generally repeated twice on two separate occasions to make sure that the calls have reached our parents/guardians.

In-house school staff provide assistance with written translation services.

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

Oral translation services that the school will provide take place on Open School Evening and Open School Day. Staff is available to provide this service at those times or as needed during the school day or after school. We have many native speaking Spanish and Haitian-Creole speakers.

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

We will fulfill Section VII of Chancellor's Regulations A-663 by:

1. Using our phone message system to notify parents/guardians of important school related issues, dates (ex: Regents exams, mid-term exams, meetings), etc.
2. Being certain that signs are posted to inform parents/guardians that they are able to receive translation services when they enter our school building.
3. Utilizing the DOE website to obtain letters, that already exist, in foreign languages and re-print them on our school letterhead to be either mailed or backpacked home to parents/guardians.

4. Displaying the Parents' Bill of Rights in a conspicuous location in school.
5. Using our present parent/guardian email distribution list and by updating, on a regular basis that same list to inform parents/guardians of important information,
6. Contacting the DOE Translation and Interpretation Unit for assistance as needed.