



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : YORKVILLE COMMUNITY SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M151

PRINCIPAL: SAMANTHA KAPLAN EMAIL: SKAPLAN18@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

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
Samantha Kaplan	*Principal or Designee	
Kimberly Givner	*UFT Chapter Leader or Designee	
Caroline Hall	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Gwen Rawlings	Member/	
Sonali Jasuja	Member/	
Suzanne Klein	Member/	
Maria Meschel	Member/	
Kim Gerson	Member/	
Joanne Wasti	Member/	
Emily Lerman	Member/	

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 develop early-childhood literacy skills by providing students with a rich literacy program that supports a lifelong love of reading through varied experiences. By June, 85%, our students will have moved at least three reading levels, as determined by the Teachers College Reading and Writing Periodic Assessment Program.

Comprehensive needs assessment

Based on the fact that we are an Early Childhood School with no ELA testing, it is necessary to set goals that require our students to make progress and meet end of the year benchmarks in order to be on-track and College Ready.

Instructional strategies/activities

Activity 1:

- Small Group Instruction: Students identified as far below or at-risk of falling far below grade level will receive small group support. They will receive any needed remediation in phonics as well as support in developing fluency. These students will receive this instruction through daily guided reading lessons, Interactive writing and Extended Day instruction. Classroom teachers will differentiate instruction through planning of small group work, including extended day groups.
- Target Population(s): All students in grades K-2 , with an emphasis on at-risk students, will receive support from classroom teachers, the ESL teacher, Cluster teachers, and the speech and language teacher. Student teachers will provide additional small group and one-on-one support.
- Responsible Staff Members: Principal, data specialist, teachers, and staff developers.
- Implementation Timeline: September 2011 through June 2012.

Activity 2:

- Professional Development: Classroom teachers work twice a month with a PTA-funded literacy consultant. She provides support in assessment, planning for rigor, and instruction. She is placing an emphasis on small group practices.
- Target Population(s): All classroom teachers, the ESL, teacher, and student teachers.
- Responsible Staff Members: Principal, data specialist, classroom teachers, and staff developers.
- Implementation Timeline: September 2011 through June 2012.

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet in monthly grade team meetings to discuss assessment tools and strategies, review data, and plan instruction based on formal data and analysis. Formal Teachers College reading assessment data is collected 5 times a year, from teachers by the Data specialist.

Assessment Administration Timeline : September, November, January, March, May

Strategies to increase parental involvement

- The school will host a curriculum meeting and provide workshops on child development
- Monthly Family Fridays will provide families opportunities to observe and take part in workshop model instruction and strategy support.
- A Guest Read Aloud Program sponsored by Wells Fargo, will provide families opportunities to read stories in the classrooms ,
- ESL teacher workshops and information sessions with parents this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.

- The PTA will host a “Celebration of Literacy” week, including a book drive, a book fair, and a story teller
- The Parent Coordinator, teachers, and the literacy staff developer will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that outlines student and parent expectations
- Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff hires highly-qualified teachers using a 5 point rubric system aligned with the teacher effectiveness competencies
- The pupil personnel secretary will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

NA

Budget and resources alignment

Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources were used to implement this action plan to target at-risk ELLs and SWD students from Sept. 2011-June 2012 as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- NYSTL funds for instructional materials and summer/vacation reading material.
- Teacher per session for curriculum / summer planning.

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

The whole school community will provide all students with emotional, behavioral and social supports to ensure success and enhance their school experience. There will be 25% fewer classroom/school-based incidents and referrals as compared to 2010-11 school year.

Comprehensive needs assessment

In accordance with the Response to Intervention initiative, teachers are responsible for providing high-quality, culturally responsive classroom instruction including differentiated instruction that includes enrichment, student choice, differentiated instruction and universal design for learning. There will be a decrease of referrals out of the classroom and an increase in teaching time.

Instructional strategies/activities

Activity 1

- Monthly Newsletters: Administration and staff will compile monthly newsletters that provide overviews of the current and upcoming units of study ,focus strategies, and ways to support students at home with curriculum and appropriate child development.
- Target Population(s): All families
- Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, Parent coordinator
- Implementation Timeline: September 2011 through June 2012.

Activity 2

- Curriculum Workshops: Administration and staff will provide 2 curriculum workshops that provide families with strategies on how to support their child's academic and emotional intelligence
- Target Population(s): All families
- Responsible Staff Members: Principal, guidance, and staff developers.
- Implementation Timeline: September 2011 through June 2012

Activity 3

- Direct Instruction in Social-Emotional Learning: Classroom teachers schedule weekly lessons in social emotional learning, using the Caring School Community curriculum- focusing on community building
- Target Population(s): All classroom teachers
- Responsible Staff Members: Principal, Assistant Principal, Guidance Counselor, CFN Network
- Implementation Timeline: September 2011 through June 2012.

Activity 4

- Collaborative Problem Solving: Teachers will learn and implement collaborative problem-solving approaches to assist children with behavioral challenges. They will receive support from outside specialists and the school guidance counselor. In addition to in-class support, teacher will meet monthly after school to study and practice this approach.
- Target Population(s): All students, with an emphasis on students with repeated referrals to the guidance counselor or principal.
- Responsible Staff Members: Principal, guidance counselor, and staff developers.
- Implementation Timeline: September 2011 through June 2012.

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet were consulted at staff meetings during Spring 2011 and this fall.

Strategies to increase parental involvement

- The teachers, guidance counselor, principal, assistant principal, parent coordinator, and invited guests will present a series of workshops on research based instruction, constructivist learning, emotional intelligence, discipline, independence, and punctuality.
- Monthly Family Fridays (last Friday of the Month)
- Outreach to Parents via monthly newsletters, Parent coordinator updates, meetings, and designing programs based on needs assessment
- School Website

- Professional developments with CBO teachers and school staff to deepen understanding of content
- Survey school community in May regarding the interest level and effectiveness of engagement opportunities, enrichment programs, and questions.
- The guidance counselor is leading a parent book club looking at related to child development.
- The school will create and distribute a parent handbook that is translated in all the dominant languages. Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified ELA teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

NA

Budget and resources alignment

Fair Student Funding (Tax Levy), Title III, SIIG Funds and human resources are being used to implement this action plan as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Funding of a full time guidance counselor.

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

Improve teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric and planning for CCLS-aligned instruction and curriculum that maximizes instructional outcomes for our students. We will increase our score on the Learning Environment Survey Teacher Communication component “ My school leaders gives me regular and helpful feedback about my teaching” by 10%.

Comprehensive needs assessment

According to our 2010-2011 Quality Review, an area of improvement is for us to sharpen a system for evaluating teacher performance in order to establish a critical link between classroom practice and instructional goal setting and to elevate classroom practice school-wide.

Instructional strategies/activities:

Activity 1

Differentiated Instruction: Teachers will use periodic assessment data to determine which students require additional support and which students qualify for accelerated instruction. Children requiring additional support will receive support through extended day instruction, one-on-one tutoring, and modification in the classroom. Children qualifying for accelerated instruction will receive modified classroom instruction.

Higher Order Thinking: In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations focus standards, teachers will create questions of a high cognitive level and are focused on deepening understanding of content. Questions will reflect purposeful attention to differentiation to address diverse learning styles within a class.

- Target Population(s): All students in grades k-2
- Responsible Staff Members: Principal, Assistant Principal, Teachers , data specialist
- Implementation Timeline: September 2011 through June 2012.

Activity 2

Professional Development: Classroom teachers work in cycles with the math and literacy coach coach. They provide support in assessment, planning for rigor, and instruction.

- Grade Level Meetings : All teachers will participate in monthly grade level meetings to assess student work and assessment data
- Inquiry Team Meetings: All teachers will participate in weekly inquiry meetings to assess student work and assessment data
- Target Population(s): All classroom teachers, student teachers.
- Responsible Staff Members: Principal, Assistant Principal, Teachers, data specialist, and staff developers.
- Implementation Timeline: September 2011 through June 2012.\

Activity 3

Talent Management Pilot: Principals and AP will conduct at least 4 informal and 2 formal observations for each teacher using selected components of a research-based rubric to anchor their feedback.

- Target Population(s): All classroom teachers
- Responsible Staff Members: Principal, Assistant Principal, Teachers, data specialist, and staff developers

- Implementation Timeline: September 2011 through June 2012.

Steps for Including Teachers in the Decision-Making Process:

- Teachers meet in monthly grade team meetings to discuss assessment tools and strategies, review data, and plan instruction based on formal data and analysis. Formal Teachers College reading assessment data is collected 5 times a year, from teachers by the Data specialist.

Assessment Administration Timeline : September, November, January, March, May

- Teachers meet in weekly Inquiry Team meetings to review data, pin-point trends, and lesson plan according to trends and student needs

Strategies to increase parental involvement

- The school will host a curriculum meeting and provide a parent resource library.
- Classroom teachers will host Family Fridays and workshops with parents this year. The workshop materials used will be translated and interpretation support will be provided in the dominant languages spoken by parents in the school.
- The Parent Coordinator, teachers, and the math coach will attend regularly scheduled parent meetings (e.g., PA or PTA) to share information and respond to parent questions and inquiries.
- The school will create and distribute a parent handbook that is translated in all the dominant languages. Parents will be trained on how to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified ELA teachers.
- The data specialist will work closely the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.
- Mentors are assigned to support struggling and un-qualified teachers.

Service and program coordination

NA

Budget and resources alignment

Fair Student Funding (Tax Levy), Title III, SIIG Funds and human resources are being used to implement this action plan as indicated below:

- Professional instructional materials to support curriculum development during the regular school day.
- Funding of a full time guidance counselor.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	15	13	N/A	N/A	16	0	0	0
1	15	15	N/A	N/A	4	0	0	0
2	12	12	N/A	N/A	9	0	0	0
3			N/A	N/A				
4								
5								
6								
7								
8								
9								
10								
11								
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	Wilson/ Foundations, Words Their Way, Small Group, One-to-One During School Day, Extended Day
Mathematics	TERC, Math in the City Small Group, One-to-One During School Day, Extended Day
Science	
Social Studies	
At-risk Services provided by the Guidance Counselor	Caring School Community Whole Class, Small group During School Day, Breakfast
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	

**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.

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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m151 **School Name:** PS151

Cluster: CFN **Network:** 103

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.

In our school when parents come to register a child and they indicate it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admit; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

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.

After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.

Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into an after school program for SIFE, as well as receive academic intervention services throughout the day.

Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Parent coordinator (PC) is notified. The PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents if needed.

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.

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

Student is put on a list, which is kept by ELL coordinator, of students who must take the NYSESLAT. When it's time for students to take the NYSESLAT, the NYSESLAT eligible list is printed from ATS and compared to the ELL coordinator list and discrepancies are corrected. Any student who was entitled as per the HILS and LAB-R take the NYSESLAT test every year. Beginning of next school year all students that took NYSESLAT receive entitlement or non entitlement letter based on their results. Letters are send home with students explaining results and further actions.

The school keeps a running record of the parents' program selection and will use that information in order to open new programs. The running record is reviewed every time a new student is registered and a program selection form is received. Parents are notified that a new admit has registered and whether or not their selection matches theirs. No names or selection are disclosed.

As soon as the school has enough requests to offer a particular program, parents are notified that a new program now be offered at the school

which will result in a class change for their child. Before the beginning of the next school year if the program they selected as their first choice will not be offered the following school year due to lack of request, the parents are informed again of their rights to transfer their child to a school that offers their selected program. Programs models offered at our school are aligned with parents' requests. We continue to monitor parents' requests so we can align the programs offered at our school with parents' choices.

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.

If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation.

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>.

If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The Translation and Interpretation Unit shall:

- (a) translate such critical communication in a timely manner, in each of the covered languages; and
- (b) work with the office responsible for the critical communication to make such translations available to the schools.

Our School will provide parents whose primary language is a covered language with a translation of any document that contains individual, student-specific information regarding, but not limited to, a student's:

- a. health;
- b. safety;
- c. legal or disciplinary matters; and
- d. entitlement to public education or placement in any Special Education, English

Language Learner or non-standard academic program.

When the Translation and Interpretation Unit, a school, or office is temporarily unable to provide required translation into one or more covered languages, it must provide, in addition to any other assistance, a cover letter or notice on the face of the English document in the appropriate covered language(s), indicating how a parent can request free translation or interpretation of such document.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02m151 **School Name:** PS151

Cluster: CFN **Network:** 103

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.

In our school when parents come to register a child and they indicate it is the first time the child is registering in a NYC public schools; the pupil accounting secretary does a search in ATS to ensure the child was not previously registered in the system and does not have an exam history or that the student did not previously attend a NYC public school and a HILS was not fill out. If the child had attended a school in NYC public school system then the pupil accounting secretary reaches out to the school he/she attended to retrieve his/her records.

If the child is truly a new admit; ELL coordinator, who is an ESL certified teacher, interviews the parent and assists the parent in filling out the HILS. If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation. The child is placed in a class which may be changed within the first 10 days. Parent is notified of such process at the time of registration.

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.

After the HILS is filled out, ELL coordinator determines if the child needs to be given the LABR as per their HILS. The LABR is administered to the student within ten school days from registration date.

Coordinator uses the LABR results and parent(s)'s interview to determine if the student needs academic intervention. For students who are SIFE, they will go into an after school program for SIFE, as well as receive academic intervention services throughout the day.

Once the LABR is hand-scored; if the LABR indicates the child is an ELL, a class change will be made if necessary.

Parent coordinator (PC) is notified. The PC and ESL teacher invite the parent(s) to an orientation for ELLs parents. ESL teacher informs parents of their rights as parents of students who speak another language other than English. Translation is provided for the parents if needed.

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.

At the Parents' Orientation, the parent(s) fill(s) out a program selection form. If the parent selects as their first choice a program which is not offered at the school, the parent is informed that the program is not offered at the school that school year. The parent is informed of their choices: request a transfer to a school that has the program they selected; to remain in this school and their request to be kept on record and opt for the second choice until their school has the appropriate number of requests to open the program they've selected. For parents who do not attend Parent's Orientation Meeting at given time an individual meeting is set up with parents. If parents are not able to attend the meeting a letter is sent home explaining the process and asking them to fill out the Parent Survey and Program Selection Form and return to the ELL coordinator. The ELL coordinator's contact information is included in the letter and parents are encouraged to make an appointment or call the ELL coordinator for assistance or clarification. In order to assure the form is filled out and returned, a staff member may have to visit the home to assist parent in filling out form and assuring form is returned.

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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.

If there is a need for a translator, the school provides one. If there is no staff member who may translate, the translation unit is called to assist with translation.

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:
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