



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** THE NEIGHBORHOOD SCHOOL

DBN 01M363

**PRINCIPAL:** MILO NOVELO EMAIL: MNOVELO@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** DANIELLA PHILLIPS

**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
Milo Novelo	*Principal or Designee	
Teddy Fernandez	*UFT Chapter Leader or Designee	
Denise Soltren	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Laura Tiktin – Sharick	Member/Teacher	
Rachael Canaday	Member/Teacher	
Jessica Burke	Member/Teacher	
Dina Weiss	Member/Parent	
Cathy Albisa	Member/Parent	
Michael Joseph	Member/Parent	
Maria Muentes	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**

- Improve teacher effectiveness by developing a shared understanding of instructional excellence. Principal will conduct a minimum of 6 formative observations for each teacher and will give face-to-face feedback to review 2 “highlights” and 2 “points to consider”. Two times a year, the feedback from these observations will be plotted along the “Framework for Teaching” rubric from Charlotte Danielson with particular emphasis on the DOE’s prioritized components. Once at a midyear goal-setting conference, and again at a spring progress meeting. Teachers will take action on 75% of the points to consider.

### **Comprehensive needs assessment**

- This goal is based on the Learning Environment Survey. Teachers expressed a desire to have more frequent and more substantive feedback about their teaching. It is also in line with the revised citywide instructional expectations and the state’s revised tenure and teacher rating expectations. This was also recommended in our quality review as a practice to expand upon. This goal also relates to the present changes in the state and DOE expectations for teacher evaluation and supervision.

### **Instructional strategies/activities**

We will use the Danielson Framework For Teaching to locate individual teachers’ strengths and weaknesses in the context of overall teaching practice.

- Teachers will self-assess on selected components of a research-based rubric.
- Professional development committee develops and implements a coherent PD plan for teachers that integrates the selected components of a research-based rubric.
- School leader sets up and follows a schedule for teacher observation and feedback in relation to the Framework for Teaching.
- Principal will schedule mid-year goal setting conferences to review the feedback from the first part of the year. Teachers will make an personal professional development action plan based on this conference.
- Principal will continue to do observations and give feedback.
- In the spring, Teachers and the Principal will reconvene in one-to-one meetings to review the progress made since the goal-setting conferences.

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

- Parent members of policy advisory groups s/a the SLT, class parents, and the PTA will share with the broader parent body about the work going on in the school. Parents will be informed about PD going on in the school in an annual summary report produced by the PD committee. Parents will give feedback to the principal about how the teaching is going via individual conferences, coffee hours and annual surveys.

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

- Currently, all our teachers are considered HQTs. If vacancies open up, we will use the new teacher finder as well as posting on various recruitment sites, s/a DOE recruitment fairs, Bank Street’s job fair, etc... to attract HQT’s We will offer professional development and coaching, mentoring, and collaborative structures to ensure that any new hires who are not HQT’s become such.

**Service and program coordination**

- We will integrate support services from our network team as well as DOE and other university partners through grants and state and federal monies to coordinate our PD structures so that they are in line with the PD goals for each teacher.

**Budget and resources alignment**

- We will use schoolwide structures such as grade team meetings, additional coverage periods, per session, per diem coverage, coaching, network PD, staff retreat, weekly staff meetings, monthly half-days for PD. We will supply the budget as necessary and appropriate to support these activities.

**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**

- Improve attendance school-wide by between .5% and 1%. From 93.7% to 94.2% or higher.

**Comprehensive needs assessment**

- When reviewing our Progress Report and attendance statistics. Our school's attendance was better than in previous years, but was lower than the schools we were being compared to. Our goal is to rise to the standards of our "peer" schools.

**Instructional strategies/activities**

- Engage in information campaign to let families know the roots of our lower than expected attendance (taking an extra day around holidays, not coming on bad weather days, etc...)
- Write about our attendance trends in regular Principal letters.
- Attendance committee monitors and responds to individual students' attendance trends.
- If creating awareness of the attendance trends does not yield sufficient improvement, we will offer incentives for attendance on traditionally less well attended days (ex. extra recess, extra project time, special read-aloud, etc...)

**Strategies to increase parental involvement**

- Parents will be invited to share suggestions for improving attendance at PTA meetings, SLT, Class Parent meetings, and directly to teachers and the principal.
- Parents will have access to their own child's attendance data via ARIS.
- Parents of children with lower than desired attendance will receive regular updates about their children's attendance from the school.
- Families will receive phone inquiries from the school when their children have been absent.

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

- Currently, all our teachers are considered HQTs. If vacancies open up, we will use the new teacher finder as well as posting on various recruitment sites, s/a DOE recruitment fairs, Bank Street's job fair, etc... to attract HQT's We will offer professional development and coaching, mentoring, and collaborative structures to ensure that any new hires who are not HQT's become such.

**Service and program coordination**

- State aid will be applied to the outreach and administration of this program.
- The school will work with network team members to review specific cases and analyze attendance trends and data, and to review the school's attendance policies monthly.

**Budget and resources alignment**

- Schedule time for school secretary to print daily attendance data.
- Schedule time for attendance committee to meet and address letters to families of students with poor attendance, and to provide other interventions as necessary.
- Partner with our Network attendance teacher to review the data and design interventions.

### 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**

- In service of progressing through the Common Core Milestones, we will develop an Instructional Cabinet and PD committee to review and address curriculum, assessment, and communication to parents and students. We will move from the *beginning* stage to the *applying* stage in 4 of the 5 areas of practice outlined in the Common Core Milestones rubric. We will achieve this through coordinated efforts designed and led by the Instructional Cabinet and PD committee.

#### **Comprehensive needs assessment**

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

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

- A beginning of the year teacher workshop will focus on understanding and aligning to the common core standards.
- Grade-teams will make constant reference to the common core standards in their curriculum planning meetings.
- We will hold 3-4 rounds of descriptive Reviews of curriculum to get some common views about what makes The Neighborhood School curriculum unique.
- Instructional Cabinet will compare Neighborhood School curriculum maps to other schools' curriculum maps to develop a rubric of guidelines and expectations for our curriculum maps. Cabinet will make recommendations about what supports and next steps are necessary to continue toward greater common core alignment.
- Instructional Cabinet will plan and outline expectations for Election Day grade level planning sessions to align the yearlong curriculum and assessments to the common core standards.
- Teachers will receive sub-days to engage in PD for deeper planning of common core aligned math units, and for using common core aligned assessment tasks to drive instructional decisions (DYO instructional implications days, and LIU literacy DYO days, planning days with a coach/consultant).
- In the spring, teachers will meet for 2-3 days as grade teams to review and revise the curriculum maps for the coming year to bring them even further in line with common core standards.

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

- Parents will be exposed to the new common core expectations via the following instruments and events
  - DOE website
  - Curriculum Night
  - Family Conferences
  - Curriculum Letters
  - Assessment Reports
  - Principal's Coffee Hours
  - Committee Work
  - Community Day
  - Workshops

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

- Currently, all our teachers are considered HQTs. If vacancies open up, we will use the new teacher finder as well as posting on various recruitment sites, s/a DOE recruitment fairs, Bank Street's job fair, etc... to attract HQT's We will offer professional development and coaching, mentoring, and collaborative structures to ensure that any new hires who are not HQT's become such. Professional development around common core standards will be embedded in many school PD structures such as grade team meetings and weekly staff meetings.

**Service and program coordination**

- The network team will provide additional support in the form of common core workshops and PD, and walkthroughs observations and coaching sessions.
- The school will collaborate with other schools in the network to solicit coaches who will work with teachers on aligning their curriculum to the common core standards.
- We will use resources from the DOE's Common Core Library to support teachers in this new area.

**Budget and resources alignment**

- We will use schoolwide structures such as grade team meetings, additional coverage periods, per session, per diem coverage, coaching, network PD, staff retreat, weekly staff meetings, monthly half-days for PD. We will supply the budget as necessary and appropriate to support these activities.

**ACADEMIC INTERVENTION SERVICES (AIS)**

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

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

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

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	3	2	N/A	N/A	4	4	5	
<b>1</b>	20	12	N/A	N/A	3	2	2	
<b>2</b>	14	6	N/A	N/A	3	3	3	
<b>3</b>	10	8	N/A	N/A	4	2	2	
<b>4</b>	17	13			3	3	2	
<b>5</b>	15	11			2	2	1	
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	<p>During school day services are provided both in class and in a separate location. The AIS teacher provides scaffolded lessons, previewing strategies and or graphic organizers relating to classroom work, and/or provides teacher prompts and questions to students to guide their work and understanding of class lessons. In ELA, the focus is on work in the areas of word decoding and encoding; writing work in the areas of content, structure, organization and mechanics; and reading comprehension and fluency. Wilson, Foundations, Words Their Way, Sounds in Motion, Fountas &amp; Pinnell Phonics, Explode the Code are some of the programs used. In the younger grades the focus is on building phonics skills for both reading and spelling, handwriting, reading strategies for decoding and comprehension and sight word knowledge. Students also work in small groups during the school day and during extended day. America Reads volunteers provide additional support to small groups of students during the school day. Extended day teachers are weaving technical skill building approaches into community and enrichment based learning experiences. In this way, struggling students and more academically successful students can work together and the struggling students have strong peer models in their small groups.</p>
Mathematics	<p>In upper grade math, the focus is on multiplication, division, addition and subtraction, geometry and fractions. In lower grades interventions include differentiation of the main tasks or introduction of intervention routines or activities. Supports include the use of manipulatives, graphs, charts, other visuals, practice games, repeated instruction, step by step instruction in a small group during the school day. Also use TERC investigations, games that build counting strategies, number sense and early computation strategies. We've also been using a web-based piece of software called Dreambox to offer remediation to struggling learners in math.</p>
Science	<p>SETSS teacher pushes-in for at-risk support.</p>

<b>Social Studies</b>	<b>Within small groups and in one-on-one conferences during class time, classroom teachers and AIS teachers differentiate the work and provide scaffolds for at-risk students. SETSS teachers push-in for at-risk support.</b>
<b>At-risk Services provided by the Guidance Counselor</b>	<b>The Guidance Counselor works one-to-one and with small groups of children to increase their ability to understand and express feelings, to build a repertoire of ways to resolve conflict, and to develop social skills. Additionally the program helps students learn appropriate ways to deal with unpleasant feelings and improve coping skills to deal with disappointment. The Phys. Ed. Teacher is also skilled in conflict resolution and RCCP and supports all teachers in providing RCCP support to their classes. Extnded day groups in Grades K-5.</b>
<b>At-risk Services provided by the School Psychologist</b>	<b>Observation of individual students, and counsel and recommendations to the classroom teacher and AIS team.</b>
<b>At-risk Services provided by the Social Worker</b>	<b>The Social Workers review routines at home and family dynamics to make suggestions for what may improve a child's adjustment to school. They interview parents and children. In addition, they play games with the children to build frustration tolerance and teach appropriate interpersonal skills. They also offer workshops for families on many different topics including responding to domestic abuse, reimagining discipline at home, and designing homework routines. The Social Work intern from the GO Project works with students who have been identified by their teachers and parents on an at-risk basis.</b>
<b>At-risk Health-related Services</b>	<b>Asthma clinics – provided by the nurse – small group - during school. Diabetes clinics and support for students who students who have diabetes</b>

**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, teachers, school staff, and students will share this responsibility.

**Not  
Applicable  
This Year.  
We no longer  
receive Title I.**

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**PARENT INVOLVEMENT POLICY TEMPLATE**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

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

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

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

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

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

## Part VI: LAP Assurances

School Name: The Neighborhood School

School DBN: 01M363

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Milo Novelo	Principal	<i>Milo Novelo</i>	12-14-11
	Assistant Principal		
Noemi Mora	Parent Coordinator	<i>Noemi Mora</i>	12-14-11
Constance Benson	FSL Teacher	<i>Constance Benson</i>	12/14/11
<i>Denise Soltren</i>	Parent	<i>Denise Soltren</i>	12/14/11
Alexis Neider/1 <sup>st</sup> -2 <sup>nd</sup> grades	Teacher/Subject Area	<i>Alexis Neider</i>	12/14/11
Danette Lebrón/Español	Teacher/Subject Area	<i>Danette Lebrón</i>	12/14/11
Dara Corn	Coach	<i>Dara Corn</i>	12-14-11
	Coach		
Lori Maccarrone	Guidance Counselor	<i>Lori Maccarrone</i>	12/14/11
Alison Sheshan	Network Leader		
Marilyn Rivera-Alvarado	Other Sp Ed Teacher	<i>Marilyn Rivera-Alvarado</i>	12/14/2011
	Other _____		
	Other _____		
	Other _____		

## ADDENDUM: TRANSLATION AND INTERPRETATION PLAN

The Neighborhood School's Translation and Interpretation Plan is laid out in Chancellor's Regulation A-663. As this regulation states, it is the obligation of this and every DOE school to ensure that limited English proficient parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. This includes:

1. **Specific Translation Requirements:** the timely translation and distribution of critical communications into the covered languages including, but not limited to several specified areas, including English Language Learners. If a translation is not readily available, a cover letter or notice on the face of the English document should be made available in the appropriate covered language indicating how a parent can request a translation or interpretation of such document. Covered languages are: Arabic, Bengali, Chinese, Haitian Creole, Korean, Russian, Spanish and Urdu. Translation services are obtained by contacting the DOE Translation and Interpretation Unit, utilizing the translation/interpretation school funding allocations, accessing previously translated critical documents on the DOE website. It has already been stated above that the majority of office staff, beginning with the Principal, Milo Novelo, are bilingual Spanish--English at The Neighborhood School. Several classroom teachers and outside providers are as well. However, to the extent, there is still a need, there is recourse to the DOE T&I Unit.
2. **Specific Interpretation Requirements:** provide interpretation services either on-site or over-the-phone during regular business hours to parents whose primary language is a covered language and who request such services in order to communicate with the DOE regarding critical information about their child's education. Interpretation services are obtained by contacting the DOE T&I Unit at 718-752-7373 ext. 4 for over-the-phone interpretation services or utilizing the translation/interpretation school funding allocations.
3. **Specific Notification Requirements:** provide parents whose primary language is a covered language and who require language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages. To do this, the school makes available to parents of ELLs translated versions of the Parent Bill of Rights and the Family Guide to NYC Schools. Multilingual signage which is available in the T&I Unit section of the DOE website is also on display at the Neighborhood School.
4. **Specific Record-Keeping Requirements:** The school maintains an appropriate and current record of the primary language of each parent. Such information is maintained in ATS and on the student emergency card. To meet this requirement, parent preference data is filled out on the Home Language Identification Survey and the Emergency Contact Card.