



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : SPRUCE STREET SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M397

PRINCIPAL: NANCY HARRIS **EMAIL:** NHARRIS2@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
Nancy Harris	*Principal or Designee	
Kathryn Howard	*UFT Chapter Leader or Designee	
Yelena Norasteh	*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	
Sarah Maiolo	Member/Guidance Counselor	
Lauren Halpern	Member/Teacher	
Katherine Miller	Member/Teacher	
Frances Regan	Member/Parent	
Chris Growney	Member/Parent	
Charlie Collins	Member/Parent	
Learan Kahanov	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 student performance in literacy, particularly in reading and responding to informational texts. By June 2012, 75% of all Pre-K-2 students will demonstrate grade-level proficiency in written responses to informational texts.

In alignment with the Common Core Learning Standards and the NYCDOE Instructional Expectations, all students will engage in a rich-task in the latter half of the 2011-2012 school year. We will work to develop these tasks, and analyze/score them using a CCS-aligned rubric.

Student tasks will be measured against a CCS-aligned 4-point rubric. Grade-level proficiency will be considered a Level 3, attained by 75% of our overall student population.

Comprehensive needs assessment

- Our school is currently comprised of students in pre-kindergarten through 2nd-grade. The Common Core Standards will be fully implemented by 2014, with phase-in expectations in place. This presents us with a unique opportunity to shift towards the more rigorous standards without redoing our current curriculum. As a growing school, we have the opportunity to build these rich tasks into our entire school's curriculum before testing grades commence.

Instructional strategies/activities

- Teachers will develop collaborative lessons that incorporate oral and written skills needed for responding to informational texts.
- Teachers meet weekly as part of our Extended Day configuration (60 min. each Thursday afternoon). The time will allow grade-teams to meet and analyze work, as well as content teams to meet and develop vertically-aligned rich tasks. Teachers will also spend time becoming familiar with relevant CCS strands.
- Our literacy AUSSIE consultant will support teachers during informational reading and writing units (pedagogical practices, developing assessment tools, implementing/analyzing rich task). They will also provide in-class, instructional support to help teachers develop increasingly complex instruction.
- We will provide intervention and support for struggling students, as well as modifications and accommodations for students with IEP's ELL's.

Strategies to increase parental involvement

- We will host a series of instructional workshops for families to inform them about the increasing expectations raised by the CCS, as well as ways to support literacy instruction at home.
- We will post relevant links and share information with families relating to the shift towards the CCS and the DOE's Instructional Expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified 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 newer teachers.

Service and program coordination

- N/A

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:

- Thursday afternoon PD/planning time using 60 minutes of weekly Extended Day time (schoolwide SBO vote)
- PTA-funded literacy consultant
- Per session funding for CCS committee

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 teacher effectiveness by developing a shared understanding of instructional excellence using a research-based rubric.

By June 2012, the principal will conduct 6 informal/formal observations for each teacher using selected components of a research-based rubric to anchor their feedback.

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

- Participation in Talent Management Pilot program (weekly sessions with talent Coach, PD sessions for principal and UFT chair/teacher leader)
- School leader sets up and follows a schedule for teacher observation and timely feedback (written and verbal) that will culminate in at least 6 informal/formal observations.
- Teachers engage in reflection and self-assessment on selected components of a research-based rubric, and identify at least one area for growth. This will form the basis for a mid-year and end-year individual teacher meeting.
- Configure the cluster schedule to provide classroom teachers with 15 additional periods of coverage across the year. This will provide structured opportunities for intervisitations and collaboration. Teachers will use the research-based rubric and selected components to gather evidence in colleague's classrooms. This is a low-stakes, non-evaluative time, and will increase their familiarity with the observational tool and provide additional insights into teacher effectiveness.

Strategies to increase parental involvement

- N/A

Strategies for attracting Highly Qualified Teachers (HQT)

- Administrative staff attends hiring fairs as needed to identify and recruit highly-qualified 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 newer teachers.

Service and program coordination

- N/A

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:

- Thursday afternoon PD/planning time using 60 minutes of weekly Extended Day time (schoolwide SBO vote)
- Per session funding for CCS committee

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

For the 2011-2012 school year, we will sustain and scale up parent participation and engagement.

Comprehensive needs assessment

The percentage of parents who respond to the survey will increase to 75%. While our participation rate of 72% was above the citywide average for 2010-2011, our student population has more than doubled in the past year. Maintaining a similar level of survey completion, and slightly increasing to 75%, will represent significant incremental growth.

With a growing parent body, we recognize the need to formalize our volunteer structures and gain more frequent feedback/input from families.

Instructional strategies/activities

- a) We will begin providing feedback forms for families following any school-based workshops, events, etc.
- b) We will seek feedback from families who volunteer/chaperone, etc.
- c) We will document all levels of participation through sign-in and attendance sheets at all events.
- d) We will conduct an interim survey to families ahead of the Learning Environment Surveys.
- e) We will connect the LES to other schoolwide initiatives, such as March Parent-Teacher Conferences.

Strategies to increase parental involvement

- Monthly *Coffee with Nancy* sessions to encourage ongoing feedback and parent input.
- Our newly hired parent coordinator serves as a liaison between Spruce Street and families.
- Ongoing meetings with PTA executive board to stay informed of their activities and any issues being raised by parents.

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

- N/A

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:

- Full-time Parent Coordinator
- 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	N/A	N/A	N/A	N/A	5	N/A	N/A	N/A
1	20	10	N/A	N/A	5	N/A	N/A	N/A
2	12	8	N/A	N/A	5	N/A	N/A	N/A
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	<ol style="list-style-type: none"> 1. Wilson Foundations, Fountas and Pinnell Leveled Intervention Kit, small-group Word Study (Words their Way) 2. Small-group instruction 3. Both during the regular instructional day and twice a week during Jumpstart (Extended Day)
Mathematics	<ol style="list-style-type: none"> 1. Math tabletop centers (using Investigations, Marilyn Burns, Exemplars, etc.) 2. Small-group instruction 3. Both during the regular instructional day and twice a week during Jumpstart (Extended Day)
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<ol style="list-style-type: none"> 1. Individual and small-group work to practice active listening, turn-taking, conflict resolution, etc.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

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

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

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

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.

**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 Rello-Anselmi/Chu	District 02	Borough Manhattan	School Number 397
School Name Spruce Street			

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

Principal Nancy Harris	Assistant Principal type here
Coach type here	Coach type here
ESL Teacher type here	Guidance Counselor type here
Teacher/Subject Area Lauren Halpern	Parent
Teacher/Subject Area	Parent Coordinator Julie Lam
Related Service Provider type here	Other Rena Gregory
Network Leader Yuet Chu	Other Maria Dotter

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	0	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	250	Total Number of ELLs	8	ELLs as share of total student population (%)	3.20%
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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. In our school when come to register and they indicates 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 HLIS 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 admits; Mr. Parker, conducts an informal interview of 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. Parent is notified of such process at the time of registration.

After the HILS is filled out, Mr. Parker determines if the child needs to be given the LABR as per their HLIS. The LABR is administered, by the classroom teacher, to the student within ten school days from enrollment. Additionally, Spanish LAB is administered for Spanish speaking students. Once the LABR is hand-scored to determine eligibility. The school uses the ATS RLAT report and the RLER to ensure that all students identified as LEP are tested every year until they score proficient on the NYSESLAT. 2&3. Once it's determined that the student is eligible for ELL services, an entitlement letter is sent home. This letter informs the parent that based on the LABR results (score is indicated) their child has been identified as an ELL. They are invited to a Parent Orientation within 10 days of enrollment which is conducted by the ESL coordinator and assistant principal. At the parent orientation, parents are provided with a parent brochure and are given information on the three programs the NYCDOE provides for ELL students. Parents also view a video provided by the NYCDOE which further explain the programs available and their rights as parents of ELLs. Translation is provided as needed. At the end of the orientation, parents are asked to fill out a program selection form indicating their program selection. The initial parent orientation is held at a time which is convenient for the parent, before the orientation is scheduled parents is contacted to check on their availability. A copy of the Program Selection form is kept on file by the ESL teacher for the time the student is in our school, and the original is placed in the student's permanent record file.

4. Placement letters, explaining LAB-R results, amount of ESL services student is entitled torvices is sent home via backpack. Parents/guardians, classroom teachers and the students are notified in writing of the students' ELL pullout schedule. Our ESL teacher maintains these files. Use RLAT (ATS) report to cross check students who continue to be eligible for ESL services, those families receive notification by letter as well. This year letters provided by NYS with NYSESLAT results were sent home at the same time. Translated letters, when appropriate and available accompanied results. If and when needed pedagogues contact families by phone using parent/guardian home language to inform parents of student eligibility. Student is not receiving service a this time. The school actively recruits ESL teachers bu thas not been able to find a teacher at this time.

5. The school only has one student who is an LEP student, parent has selected ESL freestanding program. Parent have chosen to have their child remain at our school as we continue to seek an ESL certified teacher.

6. We have received no requests for alternate program models. When the circumstance should arise, the initial step would be be to assist families by reaching out to our Network (103) and to the placement office for our district (02) to find sites that align with parent choice.

We would also contact the Office of English Language Learners to provide and confirm appropriate schools. The school will continue to keep a running record of the parents' program selection and will use that information to plan for the following school year.

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●	No*	If yes, indicate language(s):
Dual language program	Yes●	No*	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	8	Newcomers (ELLs receiving service 0-3 years)	8	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0

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	
Dual Language										0
ESL	8	0	0	0	0	0	0	0	0	8
Total	8	0	0	0	0	0	0	0	0	8

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														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. Our plan focuses on reinforced content area instruction where students receive academic intervention/support in growing as an English Language Learner. In addition, these students are targeted for Academic Intervention in a reading/math pull out program during the school day. All teachers are trained in ESL methodologies to support ELL growth. They also attend the Jumpstart program twice a week. Our focus on Balanced Literacy and Literacy in all content areas, cooperative based project learning via research is a strong emphasis. Students are placed in heterogeneous groups.

2. student does not receive mandated services at this time.

3. Various instructional methods are use to make content comprehensible to enrich language development. A balanced literacy approach is in place that follows Teacher’s College Workshop Model for all ELA instruction. ESL instruction is simply a modified version of the same ELA curriculum, scaffolded for the individual student and their proficiency ability. All lessons provide students with social and academic language development that stimulates student’s own knowledge and experiences connected to the lesson. Contextual support is also important and come through peer interaction, visual aids, maps, charts, graphic organizers, and manipulatives. Teachers also incorporate various components of the SIOP model during instruction. Teachers are aware that for newcomers speaking a new language can cause anxiety which is why the affective filter is low in order for the input to be noticed and understood by the ELLs. Total Physical Response (TPR) is used as well as an emphasis on making input comprehensible.

4. Content areas are addressed by making teachers aware of the necessary modifications for ELLs as well as training teachers to use ESL approaches. Teachers use these strategies to differentiate instruction for ELLs. ELLs are also supported to learn content areas and academic language by providing native language materials whenever possible to use side-by –side in instruction. Literacy materials during balanced literacy is often utilizing content area books and texts.

5. a, b, c, d PS 397 currently has no SIFE, 3-4 years, or long-term ELLs students.

6.&7 School does not have any ELL-SWDs students.

Courses Taught in Languages Other than English

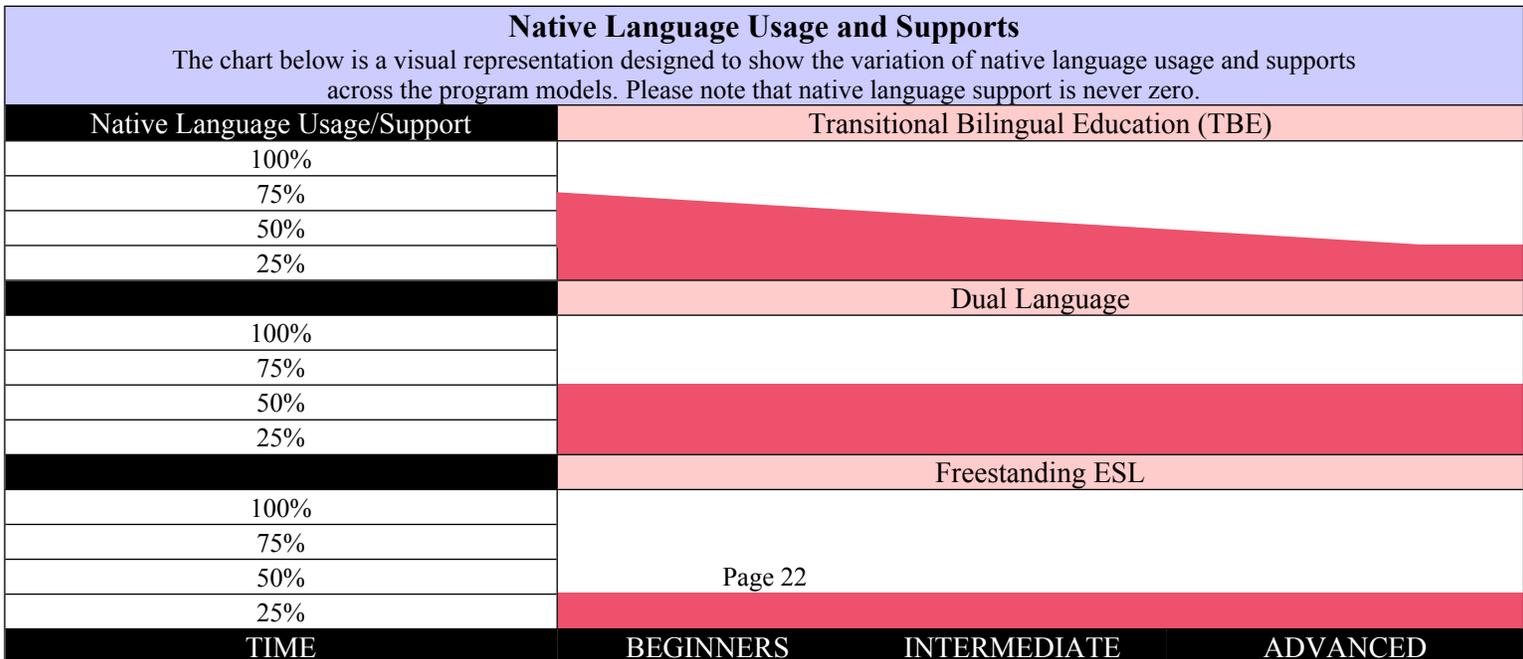
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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



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. ELLs student is in heterogeneously-grouped classroom and receive push-in and pull-out support. Because teachers and leaders of the school's community understand that students learn differently and at different paces, ESL instructional strategies utilized at PS 397 are flexible and guided by the needs of the language learners. Classroom teachers as well as teachers providing ESL instruction employ the following approaches to support the ELL students' language learning: The Natural Approach, Total Physical Response and Whole Language Instruction.

The components of language – listening, speaking, reading, writing, and thinking – are interconnected when introducing any new material at PS 397. This balanced literacy atmosphere supports students in finding areas of strength and developing confidence.

Because our ELL population is very small, our plans are tailored to their individual needs. Newly admit students are partnered up with another student to help the student navigate the schools and offer peer support in class. ELL students have benefited from push-in support by our SETSS teacher. She also pulls her out to work with her in a small group.

9. We do not have any student who require transitional services.

10. Finding an ESL certified teacher.

11. None

12. Our ELL student have access to all programs offered at our school.

13. All students have access to computers.

14. Alongside the school's curriculum, picture dictionaries, manipulative, Smartboards, Lap tops, visual objects, and listening centers are among the many added sources at hand to aid the student's comprehension, develop vocabulary and incorporate cultural awareness. Our students are supported through technology with educational second language software, and educational sites that support students in reading (i.e. Starfall.com).

15. Yes

16. School provides tours of the school.

17. N/A

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)?

N/A

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. All teachers receive training on the implementation of periodic assessment systems, including TCRWP and spelling inventories. Teachers have common planning time to discuss students' individual needs and progress.

2. N/A

3. Our Network liaison will conduct a 4-day two hours workshop for our teachers. This training will take place in the Spring.

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. Our school has an active Parent Association (PA) and all families are encouraged to participate and attend General Meetings. The school has an open-door policy where families can come in and work with their child's class sharing their personal knowledge and/or experiences that teach about different cultures. The school hosts Family Literacy and Math Nights led by our teachers to inform families of in school practices and strategies to support learning at home. Translation is provided at this meetings when needed.

2. ELL parents are made aware of the workshops available to them through OELL and OFEA.

3. Parents are asked to complete surveys in the beginning of the year, translation is available for families who require it, that asks them to provide information about any needs they may have to support in relation to their child's work at school. The school holds Family Meetings where student's academic and social/emotional learning is discussed. Parents are also encouraged to schedule meetings with their child's classroom teacher whenever they feel they need to. Following the school's Ladder of Communication, further meetings can be scheduled with the Parent Coordinator, Principal and/or support staff where needed.

4. We have found that many parents are interested in gaining a greater understanding of the work that their children are doing in school, where they are successful and where they need support, as well as ways of supporting their children's learning at home. We offer Family Math and Literacy Nights to model how demonstrate the work we do at school and model activities for families at home. As described above we address these concerns in a variety of ways throughout the year.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	1	1											3
Intermediate(I)	0	2	0											2

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)	2	0	1											3
Total	3	3	2	0	0	0	0	0	0	0	0	0	0	8

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

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	

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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
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:

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: Spruce Street

School DBN: 02M397

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nancy Harris	Principal		1/1/01
	Assistant Principal		1/1/01
Julie Lam	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
Yuet Chu	Network Leader		1/1/01
Rena Gregory	Other		1/1/01
Maria Dotter	Other		1/1/01
	Other		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: 02M397 **School Name:** Spruce Street

Cluster: 1 **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.

We conducted and gathered home language surveys from each family upon registration. This provided us with information about languages spoken at home and the best way to communicate with relevant adults.

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.

We have many parents who are multi-lingual, but who can readily read/listen/speak/write in English. When sharing information and gathering newsletters/communications from teachers and our main office, this information helps guide our translation decisions.

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.

Teachers must submit home-based communication to the principal in advance of sending it home. This is also true of any office-based or PTA-based communication. This information will be translated when necessary via in-house resources.

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.

When parents/guardians are in need of oral translation services, we plan to have timely, appropriate volunteers available. For example, we have several staff members who are multi-lingual and available for translation on an ongoing basis. If we are in need of additional oral translation services, we will reach out to the DOE's Translation and Interpretation Unit for support.

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 have completed all home language surveys upon registration, and will identify home language needs of any additional incoming students within several days of admission. We will adhere to all regulations outlined in A-663. We will print and distribute appropriately translated Central communications as needed.