



**Department of
Education**

Dennis M. Walcott, Chancellor



**2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: URBAN ASSEMBLY NEW YORK HARBOR SCHOOL

DBN: 02M551

PRINCIPAL: NATHAN DUDLEY EMAIL: NDUDLEY@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

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(s)
Nathan Dudley	*Principal or Designee	
Jeremy Lynch	*UFT Chapter Leader or Designee	
May Taliaferrow Adrienne Firenczy	*PA/PTA Co-Presidents	
	DC 37 Representative, if applicable	
Kimberly Morales Franklin Rodriguez Alita Vaughn	Student Representatives	
	CBO Representative, if applicable	
Sarah Caufield	Member/UFT	
Curtis Evans	Member/UFT	

Cindy Palicka	Member/Parent	
Katherine Bartolomey	Member/Parent	
	Member/	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

1. By June 2012, the number of students passing Regents exams with a score greater than 75 percent will increase by five percentage points.

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.

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

Annual School Report Card	Progress Report Card
School-wide scholarship reports	ATS Reports
Teacher grades	Grade/Depts./Advisory Teams'
Student Work	Unit/Teacher made exams
Individual Teacher Scholarship Reports	NYSESLAT Exams
Harbor School Graduate College Retention data	

Given UANYHS's data on college retention and the NYC Department of Education's focus on college readiness, this is an important metric. Our graduates have historically had good retention rates at 4 year colleges, but have not been as successful in two-year programs. Next year's DoE Progress Report will include credit and points accumulated on college readiness, including a score of 75 on the math Regents. In 2010-2011, 12.2% of our graduates met the Regents requirements for college readiness, meeting this metric. Part of UANYHS's mission is that our students will be ready to succeed in college. As a college prep school we need to continually improve our students skills to be ready for college. This includes especially math and English, but also the other core subjects of science and social studies. Our "college course readiness" was 35.6%, above the city average of 29.8%, meaning many students are taking higher level courses in high school, but we still must improve in this area.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,
- Item analysis of previous regents exams, including content and skill breakdown
 - Regents prep classes “mandated” for students who need them given past performance
 - Teachers in Regents classes using questions from previous exams throughout the year.
 - Mock regents exams in classes and on Saturdays to build student test stamina
 - Department meetings 8th period to discuss student strategies
 - Task – Target match on daily plans related to state standards and Regents exam expectations
 - Special education modifications understood by teachers and followed
 - ESL class goals explicitly focus on ELA development and Regents passing.
 - Scope and sequence planning of curriculum to ensure that students are prepared for higher level course work by the time they reach the upper grades.

- b) staff and other resources used to implement these strategies/activities,

Department meetings

Whole staff meetings

Professional development regarding NYS Standards and the forthcoming Common Core Standards

- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Cabinet meetings

Department Meetings

Grade Team meetings

Regents analysis meetings

- d) timeline for implementation.

Ongoing throughout the year

Mock Regents exams in various subjects in May

Reviewed once January Regents Exams are taken

Reviewed again after June Regents data is taken

Strategies to increase parental involvement

Cite the strategies and activities in UANYHS's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Coordinator will maintain contact with parents throughout the year
- Quarterly newsletter will be produced by Parent Coordinator's office
- Principal will send home timely information regarding Regents exams
- An additional meeting of the Parent Teacher Association will be planned specifically for addressing information about the Regents
- Teachers will compile information regarding their Regents exams to assist parents as they help their children study for the Regents.
- Title I Funds will be used to support Regents Prep Classes before and after school.
- The School Leader Team and the PTA will use their social media resources (Twitter, Facebook, YouTube, etc.) to help parents have accurate information regarding the Regents.

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 will become highly qualified, in order to achieve this goal.

- The UFT will provide a list of professional development opportunities and P-Credit courses to ensure that teachers are up to date on their certifications and training.
- School Administration and UFT will continue to provide information for teachers to reach for their Master's +30 hour designation of training in their areas.
- School Administration will provide professional development in NYS standards and Common Core Learning Standards (CCLS) which NY State has approved.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Guidance department will work with students on a regular basis to counsel for academic and behavioral disabilities.
- The Dean, Guidance, Administration, and Teachers will work together to ensure that anti-bullying procedures and peer mediation is in place for students.
- The Attendance team will reach out to students with attendance difficulties on a regular basis (including home visits) to ensure participation in Regents exams.
- Our team from Grand Street Settlement will work closely with our Guidance Department to assist the Attendance team in their work with attendance and behavioral issues.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I SWP
- TL Fair Student Funding
- Contract for Excellence
- Teachers provide regents preparation after school during Marking Period 3 in all regents areas
- Grade and Department team meeting time devoted to Regents analysis
- Regents workbooks and lab books in various subjects purchased for use as necessary
- Regents courses co-taught whenever possible, with Special Education teachers and/or additional subject area teachers.

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

By June 2012, the number of Senior (Cohort N) passing ELA Regents exams with a score between 65 and 74 will increase 10%.

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.

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

Annual School Report Card	Progress Report Card
School-wide scholarship reports	ATS Reports
Teacher grades	Grade/Depts./Advisory Teams'
Student Work	Unit/Teacher made exams
Individual Teacher Scholarship Reports	NYSESLAT Exams
Harbor School Graduate College Retention data	

In 2010-2011 UANYHS did not meet Annual Yearly Progress (AYP) targets in English which are set by the federal government in the No Child Left Behind (NCLB) Act. We missed achieving AYP because two students in the 2011 cohort (Cohort M) did not reach a passing grade in the ELA Regents. It is important therefore that our students reach these goals for their own graduation and for UANYHS's good standing. Given UANYHS's overall data on college retention and the NYC Department of Education's focus on college readiness, this is an important metric. Our graduates have historically had good retention rates at 4 year colleges, but have not been as successful in two-year programs. As a college prep school we need to continually improve our students skills to be ready for college. This includes especially math and English, but also the other core subjects of science and social studies.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- e) strategies/activities that encompass the needs of identified student subgroups,
- Students in 2012 Cohort Identified are placed in a special Regents prep class with two teachers to provide special education and ESL support.
- Item analysis of previous regents exams, including content and skill breakdown

- Regents prep classes “mandated” for students who need them given past performance
 - Teachers in Regents classes using questions from previous exams throughout the year.
 - Mock regents exams in classes and on Saturdays to build student test stamina
 - Department meetings 8th period to discuss student strategies
 - Task – Target match on daily plans related to state standards and Regents exam expectations
 - Special education modifications understood by teachers and followed
 - ESL class goals explicitly focus on ELA development and Regents passing.
 - Scope and sequence planning of curriculum to ensure that students are prepared for higher level course work by the time they reach the upper grades.
- f) staff and other resources used to implement these strategies/activities,
- Department meetings
 - Whole staff meetings
 - Professional development regarding NYS Standards and the forthcoming Common Core Standards
- g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- Cabinet meetings
 - Department Meetings
 - Grade Team meetings
 - Regents analysis meetings
- h) timeline for implementation.
- Ongoing throughout the year
 - Mock Regents exams in various subjects in May
 - Reviewed once January Regents Exams are taken
 - Reviewed again after June Regents data is taken

Strategies to increase parental involvement

Cite the strategies and activities in UANYHS’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parent Coordinator will maintain contact with parents throughout the year
- Quarterly newsletter will be produced by Parent Coordinator’s office
- Principal will send home timely information regarding Regents exams
- An additional meeting of the Parent Teacher Association will be planned specifically for addressing information about the Regents
- Teachers will compile information regarding their Regents exams to assist parents as they help their children study for the Regents.

- Title I Funds will be used to support Regents Prep Classes before and after school.
- The School Leader Team and the PTA will use their social media resources (Twitter, Facebook, YouTube, etc.) to help parents have accurate information regarding the Regents.

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 becomes highly qualified, in order to achieve this goal.

- The UFT will provide a list of professional development opportunities and P-Credit courses to ensure that teachers are up to date on their certifications and training.
- School Administration and UFT will continue to provide information for teachers to reach for their Master's +30 hour designation of training in their areas.
- School Administration will provide professional development in NYS standards and Common Core Learning Standards (CCLS) which NY State has approved.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Guidance department will work with students on a regular basis to counsel for academic and behavioral disabilities.
- The Dean, Guidance, Administration, and Teachers will work together to ensure that anti-bullying procedures and peer mediation is in place for students.
- The Attendance team will reach out to students with attendance difficulties on a regular basis (including home visits) to ensure participation in Regents exams.
- Our team from Grand Street Settlement will work closely with our Guidance Department to assist the Attendance team in their work with attendance and behavioral issues.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

- Title I SWP
- TL Fair Student Funding
- Contract for Excellence
- Teachers provide regents preparation after school during Marking Period 3 in all regents areas

- Grade and Department team meeting time devoted to Regents analysis
- Regents workbooks and lab books in various subjects purchased for use as necessary
- Regents courses co-taught whenever possible, with Special Education teachers and/or additional subject area teachers.
- ESL and Special Education teachers will work with former English Department Chair in a 12th Grade English class specially designed to address our Seniors

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

By June of 2012 school wide attendance at UANYHS will improve at least 2% from our 2010-2011 attendance of 85.2%

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.

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- Progress Report Card
- School Leadership Team Reports
- School-wide scholarship reports
- ATS Reports
- Teacher grades
- Grade/Depts./Advisory Teams'
- Student Work
- Parent/Community feedback Survey
- Grand Street Settlement staff report

UANYHS moved to Governors Island from Bushwick Campus in the Summer of 2010. Many people had expressed doubt about UANYHS's ability to maintain our attendance after the move, considering that our students were adding on average 30 minutes more each way to their commutes to school. In 2010-2011 UANYHS's attendance improved from 84.6% the previous year in Bushwick to 85.2%. Given that this was our first year on the Island, and approximately 85% of our students in Bushwick came with us to the Island, this improvement was a great accomplishment. In 2011-2012 we need to build on this gain and improve upon this accomplishment. Working with our attendance team and our team from Grand Street Campus (Social Worker and Case Worker), as well as parental support, we will continue our outreach to students who have historically had attendance difficulties.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

- a) strategies/activities that encompass the needs of identified student subgroups,

- During the school year, Harbor School will have, at each marking period, presented attendance awards to students who have (1) Perfect Attendance, (2) Improved Attendance, (3) consistently taken the Early Boat, and (4) who are members of the 7am-6pm Club (first on-last off the Island).
- Attendance certificates will be given after each marking period.
- The PTA will have a Ceremony for those students with perfect attendance and for those who have made the honor roll.
- At the end of the semester the Parent Coordinator will organize a breakfast for parents and students to recognize achievements in attendance and scholarship.
- Teachers will work with students to develop incentives for improving attendance.

b) staff and other resources used to implement these strategies/activities,

- The Attendance Team will continue it work with students who have demonstrated attendance difficulties. This includes parental meetings, goal setting, counseling, academic tutoring, and home visits.
- The Grand Street Team will work closely with our attendance team to enhance our support our attendance efforts, including all of the above listed elements. Grand Street personnel include a social worker and a case work to work with 9th and 10th grade students who have been chosen because of their previous poor attendance record in junior high school.
- UANYHS will offer Most Improved Attendance Awards to students who have turned around their attendance records.
- The Attendance team will work with the Discipline Team and other teachers to create incentives not to cut class and to be in school on time. This is important in a school where a student cannot be two minutes late, since all students must take a boat to school. Missing the 8:15 am boat means that a student will miss his/her first period class, and it is particularly important that students be on time for the 8:15 boat.
- Additionally, contact with families will be maintained by the following: Wake up America calls home; post cards; letters home; automated calls home; personal calls home from school personnel regarding cutting and lateness.
- The principal will also have meetings for the students who have been repeatedly late to school.

c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,

Discussions around attendance and possible solutions and incentives will take place in the following groups: School

Leadership Team, Parent Teacher Association, Discipline Team, Grade Teams, and Cabinet.

d) timeline for implementation.

Work on improving attendance is an ongoing process will take place throughout the year. SLT will check-in at their January meeting to do a mid-year assessment.

Strategies to increase parental involvement

Cite the strategies and activities in UANYHS's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- Parents will receive access to the grading system Skedula, which has real time attendance updates.
- All parents will receive an attendance report for each of their children with each report card that is given out, or sent home.
- UANYHS will provide training and access to parents at parent teacher conferences to enhance parental understanding of Skedula
- The school will explore webinars for parents that will help educate parents in the use of skedula to access more information.

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 becomes highly qualified, in order to achieve this goal.

- The UFT will provide a list of professional development opportunities and P-Credit courses to ensure that teachers are up to date on their certifications and training.
- School Administration and UFT will continue to provide information for teachers to reach for their Master's +30 hour designation of training in their areas.
- School Administration will provide professional development in NYS standards and Common Core Learning Standards (CCLS) which NY State has approved.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Guidance department will work with students on a regular basis to counsel for attendance, academic, and behavioral disabilities.
- As an additional incentive breakfast will be provided to all students who take the 7:30am boat to the Island, and arrive at school early.
- The Dean, Guidance, Administration, and Teachers will work together to ensure that anti-bullying procedures and peer mediation is in place for students.
- The Attendance team will reach out to students with attendance difficulties on a regular basis (including home visits) to ensure

participation in Regents exams.

- Our team from Grand Street Settlement will work closely with our Guidance Department to assist the Attendance team in their work with attendance and behavioral issues.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I SWP

TL Fair Student Funding

Contract for Excellence

Grand Street Settlement AIDP Grant

Attendance team meetings

Home visits

Wake up America Phone Calls

Counseling both in house and outside of school

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, UANYHS will improve the culture of the school by reducing incidents reported in OORS by 2%.

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.

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- Progress Report Card
- Learning Environment Surveys
- School Leadership Team Reports
- ATS Reports
- Teacher grades
- Student Work
- Parent/Community feedback Survey
- Individual Teacher Scholarship Reports
- Analysis from our Urban Assembly Network
- Dean's incident reports
- After school program reports

UANYHS is working to establish a strong, vibrant, positive school culture in our new location on Governors Island. This is a multi-pronged effort and involves the entire school community. We want our students to be proud of UANYHS, our building and our Island. During the first year of our presence on Governors Island the school experienced a several serious incidents in the beginning of the year, which tapered off as the year progressed. Our goal is to make the structural changes which will enable the school community to be focused on the most important work of UANYHS which is teaching and learning. In addition, we will work to create a vibrant and robust after school program. Assemblies done by grade will address community norms and expectations, and celebrate students' successes in

attendance and scholarship.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Working with New York Harbor Foundation, UANYHS will offer after school activities in academic areas (Regents preparation), clubs, sports, and mission driven activities.
 - UANYHS will produce and provide Handbooks of Expectations for students, teachers and parents. These handbooks will outline expectations related to the culture that we hope to create on Governors Island.
 - The Principal will invite student leaders and the Top 3 Turnaround students to attend a special Q&A lunch offered each semester.
 - The Dean will provide an update on a regular basis to the faculty, covering disciplinary aspects of the school, as well as aspects of school culture that are positive enhancements of the community.
 - In addition, the dean will work with Administration to provide a community service component to all in house and out of school suspensions.
 - The College Office will provide a comprehensive list of student activities and opportunities to students and to parents.
 - b) staff and other resources used to implement these strategies/activities,
Harbor Faculty
 - Teacher or Assistants hired from outside to assist in the development of the after school program.
 - Administration and administrative interns involvement in the writing and editing of the handbooks.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Discussions around school culture and possible enhancements and incentives will take place in the following groups: School Leadership Team, Parent Teacher Association, Discipline Team, Grade Teams, and Cabinet.
 - d) timeline for implementation.
Ongoing throughout the year. School leadership Team to review what has been accomplish at January meeting.

Strategies to increase parental involvement

Cite the strategies and activities in UANYHS's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- UANYHS will provide materials and training to help parents work with their children to improve their achievement level, as well as their involvement in school activities.
- UANYHS will provide parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children and improvement in school cultural indices.
- UANYHS will share information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;

Strategies for attracting Highly Qualified Teachers (HQT)

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

- The UFT will provide a list of professional development opportunities and P-Credit courses to ensure that teachers are up to date on their certifications and training.
- School Administration and UFT will continue to provide information for teachers to reach for their Master's +30 hour designation of training in their areas.
- School Administration will provide professional development in NYS standards and Common Core Learning Standards (CCLS) which NY State has approved.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- Guidance department will work with students on a regular basis to counsel for participation in school activities, attendance, academic, and behavioral disabilities.
- The Dean, Guidance, Administration, and Teachers will work together to ensure that anti-bullying procedures and peer mediation is in place for students.
- The After School coordinator will produce a regular newsletter to the school community describing the activities in place and encouraging participation, and celebrating program successes.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

New York Harbor Foundation Fund raised monies for after school and on water programming.

Title I SWP

TL Fair Student Funding

Contract for Excellence

Weekly Dean and Administrative led Discipline and School Culture meetings

Assemblies

After School Program and Program Coordinator created in coordination with New York Harbor Foundation

Green Team working with Earth Matter

Compost Program after school

ANNUAL GOAL #5 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 #5

By June 2012, UANYHS will enhance our Career and Technical Education programs, as evidenced by the result that more than 50 percent of the student body will possess a valid New York State Safe Boating License, which will have been awarded at a ceremony open to parents, families, and friends.

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.

Urban Assembly New York Harbor School (UANYHS) conducted a comprehensive review of its instructional program using the following accountability and assessment resources:

- Learning Environment Surveys
- School Leadership Team Reports
- School-wide scholarship reports
- ATS Reports
- Student Work
- Parent/Community feedback Survey
- Individual Teacher Scholarship Reports

UANYHS is solidifying its CTE programs this year, and students are involved in all aspects of these programs. Ninth graders are exposed to all programs, and make a choice of which program they wish to study at the end of ninth grade. Tenth through twelfth graders, respectively study beginning, intermediate, and advanced level courses of each of six CTE programs (Ocean Engineering, Vessel Operations, Marine Systems Technology, Aquaculture, Commercial Diving, and Marine Science Research). It is the goal of UANYHS to have all students certified with basic safety preparation to be on the water. As a part of that process we are taking the step of providing the opportunity for students to achieve their New York State Safe Boat License. We expect half of our students to have this license by June 2012.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups, CTE Courses in all areas will develop clear scope and sequence

Course Descriptions from CTE courses will be incorporated in the UANYHS Course Handbook.

Marine Systems Technology and Vessel Operations Classes will coordinate to provide safe boating licenses training for students.

UANYHS Administration will establish a Captain's Wall with faculty and student and graduate captains listed and honored.

Coordination of the Oyster Restoration project to provide opportunities for students to gain more time on the water

- b) staff and other resources used to implement these strategies/activities,
CTE Teachers will coordinate with each other to provide NYS Safe Boating Course and examination
- c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
CTE Department meetings
SLT meetings
Department meetings
- d) timeline for implementation.
Fall Semester 2011
Spring Semester 2012 through the Marine Systems Technology and Vessel Operations classes.

Strategies to increase parental involvement

Cite the strategies and activities in UANYHS's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- 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, especially
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- 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 UANYHS community;

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 becomes highly qualified, in order to achieve this goal.

- The UFT will provide a list of professional development opportunities and P-Credit courses to ensure that teachers are up to date on their certifications and training.
- School Administration and UFT will continue to provide information for teachers to reach for their Master's +30 hour designation of training in their areas.
- School Administration will provide professional development in NYS standards and Common Core Learning Standards (CCLS) which NY State has approved.

Service and program coordination

Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- New York Harbor Foundation will provide coordination with CTE programs to support on-water programs.
- Guidance department will work with students on a regular basis to counsel for attendance, academic, and behavioral disabilities.

Budget and resources alignment

Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

New York Harbor Foundation Fund Raised Money (particularly for After School Programs and on water programs.)

Title I SWP

TL Fair Student Funding

Contract for Excellence

VATEA monies from Federal Perkins Grants

Additional CTE funding as approved by the DoE

Marine Tech teachers in Marine Systems Technology, Vessel Operations, Marine Engineering working with students to obtain safe boating licenses

Ceremony Inviting CTE Professional Advisory Committee (PAC) partners

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 UANYHS.

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				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6								
7								
8								
9	37	28	34	28	8	n/a	9	3

10	15	30	24	n/a	10	n/a	12	2
11	17	28	25	25	15	n/a	13	n/a
12	24	18	14	20	7	n/a	14	n/a

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	ELA Team Teaching Instruction in all grades as necessary (whole group – all day) ESL instruction (8th Period daily) Senior class taught by three teachers SETTS pull out (one to one or small group – daily)
Mathematics	Math Team Teaching Instruction in all grades as necessary (whole group – all day) Senior class taught by two teachers Algebra 4 semester course taught by two math teachers SETTS pull out (one to one or small group – daily)
Science	Science Team Teaching Instruction in living environment and earth science as necessary (whole group – all day) SETTS pull out (one to one or small group – daily)
Social Studies	Social Studies Team Teaching Instruction in all grades as necessary (whole group – all day) ESL instruction (8th Period daily) Senior class taught by two teachers SETTS pull out (one to one or small group – daily)
At-risk Services provided by the Guidance Counselor	One-to-one counseling Group Counseling

	Speech Counseling
At-risk Services provided by the School Psychologist	N/a
At-risk Services provided by the Social Worker	One-to-one counseling Group Counseling Speech Counseling
At-risk Health-related Services	Diabetes monitoring ongoing, especially as we are on an Island.

URBAN ASSEMBLY NEW YORK HARBOR SCHOOL
PARENT INVOLVEMENT POLICY

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 UANYHS. Therefore, UANYHS, 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 UANYHS and the families. UANYHS'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 UANYHS community. UANYHS 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 the UANYHS community, especially as these ties relate to our CTE programs.

UANYHS'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. The UANYHS 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 UANYHS. 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, UANYHS 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 UANYHS and will work to ensure that UANYHS 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; done through a quarterly newsletter written by the parent coordinator.
- 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;

UANYHS 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

UANYHS, 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. UANYHS School Responsibilities

It is expected that UANYHS will 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:

- developing an online grading system that parents can access, by the Fall of 2012.
- 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 with 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 Anselmi/Green	District 02	Borough Manhattan	School Number 551
School Name Urban Assembly New York Harbor School			

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

Principal Nate Dudley	Assistant Principal Edward Biedermann
Coach Allison Breedy	Coach N/A
ESL Teacher Marybelle Marrero-Colon	Guidance Counselor Phil Cohen
Teacher/Subject Area Jeremy Lynch/Social StudiesUFT	Parent Belkys Sanchez
Teacher/Subject Area Sarah Caufield/ESL	Parent Coordinator Silvia Imonode
Related Service Provider Nellie Garrow	Other Brendan Malone/CTE
Network Leader Jon Green	Other Rebecca Grusscott/Special Educ

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	2	Number of certified NLA/foreign language teachers	1
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	2	Number of teachers of ELLs without ESL/bilingual certification	4
Number of teachers who hold both a bilingual extension and ESL certification	1	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	426	Total Number of ELLs	18	ELLs as share of total student population (%)	4.23%
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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. 

Paste response to questions 1-6 here

Answer

When a student is admitted to the Urban Assembly New York Harbor School, parents are actively involved in the decision-making process. This multi-step procedure ensures the identification, the appropriate placement and educational services for every youngster in the school. There is a step-by-step procedure utilized in this school in order to determine the appropriate placement for every student.

Step 1: Parents are given a Home Language Survey (HLS) to identify a student's home language usage. If the student is identified as a possible eligible candidate for instructional services for ELLs, an informal interview is given to the parent & candidate by the ELL Coordinator and the Language Battery Assessment (LAB-R) is given to determine whether a student is an English Language Learner or English Proficient.

Step 2: Based on the results of the HLS and the interview, and the LAB-R score (40%ile or less), an entitlement letter is provided to parents to inform them about their son/daughter's eligibility, and the student is then enrolled in an appropriate program within ten days. In the NYHS, the program of choice is ESL (English as a Second Language).

Step 3: In order to enable parents to make sound educational decisions as to which program best meets the needs of their son/daughter, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year; once in the fall & once in the spring. Parents view a Parent Information DVD during the orientation where program placement options are presented with clarity and objectivity. This DVD is available in nine languages. Informative brochures are disseminated in the parents' native language to support their understanding of the available programs. For parents who are not able to attend the orientation, they may sign out the DVD for home viewing, or may arrange to come in & view the DVD with the ELL or Parent Coordinators. Based on this, the parent chooses the appropriate program for the youngster.

Step 4: If a parent wishes to place their son/daughter in a program that is not available at the school, school personnel will assist in identifying an appropriate program & facilitating a transfer. Over the past several years the parents at this school have indicated that they prefer an English as a Second Language Program. Only a handful have requested bilingual or dual language programs (no more than 4 over the past 9 years). Of those requesting such programs, some have returned to their native countries; some have moved to other states, while others have transferred to bilingual programs at other schools. At the present time, the NYHS offers an English as a Second Language Program, as per CR-Part 154 regulations and parent choice, with ESL for direct English language instruction, along with an ESL Push-in for specific content area classes.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained										6	2	5	5	18
Push-In										6	2	3	10	21
Total	0	0	0	0	0	0	0	0	0	12	4	8	15	39

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	2	Special Education	7
SIFE	3	ELLs receiving service 4-6 years	12	Long-Term (completed 6 years)	10

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	2			9	2	1	7	0	6		18
Total	2	0	0	9	2	1	7	0	6		18

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

**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
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										5	2	5	4	16
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian										1			1	2
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	6	2	5	5	18

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?

General Overview:

The Urban Assembly - New York Harbor School (UANYHS) implements a Freestanding English as a Second Language (ESL) Program. The primary goals of the program is to assist students in achieving English Language proficiency within three years to five years by

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

The English as a Second Language (ESL) program at the UANYHS presently services 18 ELL students. Our curriculum incorporates multicultural approach to learning. English language learning is an integral part of our curriculum program. Our instructional program is designed to meet the needs of the English Language Learners using the most current research on ELL instruction while taking into account the school's cultural diversity.

The ESL teacher(s) act as a consultant-teacher working with content area teachers in providing adequate instruction and support. All content area classes are taught in English. Native language support is offered on an as-needed basis through teacher interaction, peer tutors, use of native language textbooks and resource materials, as well as bilingual glossaries and dictionaries. Students are also included in all Extended Day & Tutorial programs. There are presently 6 Advanced, 10 Intermediate, and 2 Beginner Level students.

Grades 9-12 receive ESL Direct instruction for a total of 470 minutes in a ten day cycle. In addition to the direct instruction identified groups receive both direct ESL instruction and push-in ESL services in classes for a range of 705 and 940 minutes dependant on need and proficiency level. Additional assistance and modifications are given to students who have scored at the Proficient range, but who still need second language acquisition support. Ell students who demonstrate low literacy levels receive additional services in the form of push-in or or an addition direct instruction ESL class. All these adaptations in scheduling & programming are provided in order to meet the NYS CR-Part 154 mandates as per student English proficiency levels.

The English as a Second Language (ESL) program focuses on a variety of research based methodologies to ensure that students make adequate yearly progress in second language acquisition. The objective is to prepare students who are English Language Learners (ELLs) in the interpersonal communication skills needed in academic, social and societal situations; along with the cognitive academic

A. Programming and Scheduling Information

language proficiency skills needed for scholastic advancement. The overall goal being the preparation of students to exit into the general education program, as demonstrated by student scores on the New York State English as a Second Language Achievement Test (NYSESLAT), as well as to provide the support needed in successfully meeting the standards for the New York State Regents exams. The ESL program utilizes as its focal point the New York State ESL, Content Area, Core Standards. Additionally, the New York City Performance Standards are utilized to reinforce the academic skills needed to meet Regent’s preparation.

All proficiency levels focus on the listening, speaking, reading, and writing modalities in addition to the general preparation for the NYSESLAT and Regents exams. However, in order to better serve students within each level, differences in curriculum will be implemented based on individual proficiency, as well as the reinforcement of strengths and remediation of weaknesses throughout the modalities. The ESL concentration for the Advanced and High Intermediate students is in literature, language arts, and content area information and vocabulary. This allows for the optimal acquisition of cognitive academic language proficiency skills needed for academic growth and success. The ESL concentration for the Low Intermediate and Beginners is based on language arts and English language usage/literacy. This provides the support necessary for the students to take command of their basic interpersonal communication skills while being offered an introduction to cognitive academic language tasks and activities which will assist them to meet the needs of both their content area classes and Regents preparation. Students identified as SIFE, Long-term ELLs, receive additional instructional support such as push-in content area support from content specific teachers or instructional specialists, they are closely monitored for academic advancement, individual support is given on an as needed basis. Since these students need to meet the same standards and Regents requirements as the general education population, they receive Regents Preparation classes and/or workshop as part of the their daily programs or through the extended day. Likewise NYSESLAT preparation and support are offered through the ESL classes. Related service providers such as guidance counselors, speech therapist, and social workers push-in to the general education classes to provide additional support, especially for those students who being ELLs are also identified as needing special education services. These students grades and performance are tracked from marking period to marking period. Parental conversations and support are provided through the ELL coordinator.

The ELL students receive content area support through push-in/team teaching model in specific content area classes or content area sheltered instruction (when needed). In order to adapt curriculum material for ELL student, content area teachers utilize differentiation techniques within their classes. Q-TEL Methodologies, SIOP, & Differentiated Instruction organization is are strongly advised. Additionally, dependant on the tasks, activities, and concentrations for a particular week, an ESL push-in is scheduled for field or CTE activities.

Courses Taught in Languages Other than English ⓘ

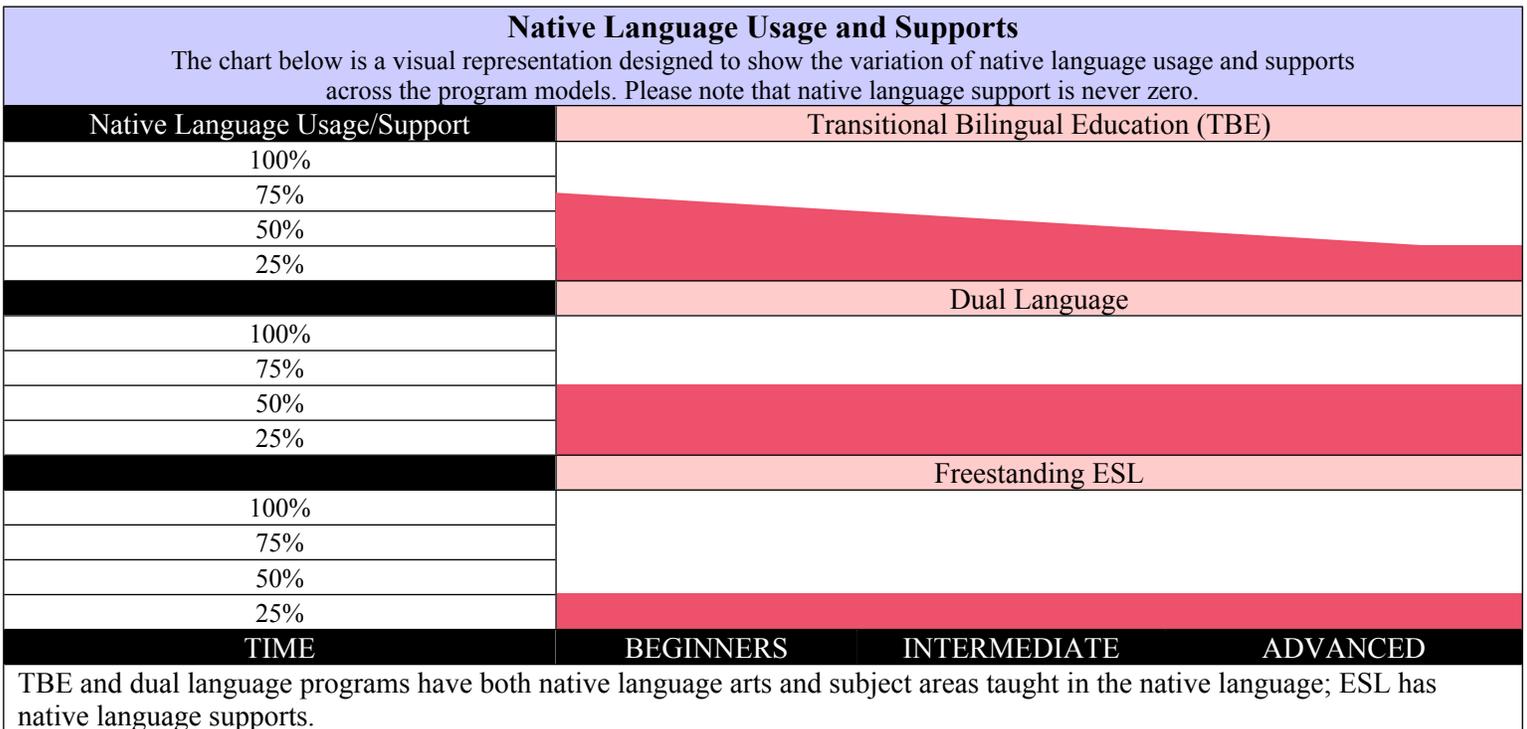
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

ELL students are targeted for intervention based on pre-assessments and performance in the classroom and on report cards. Data is collected based on in-class exams, sample Regents exams, and the Regents or RCT exams. We offer tutoring programs before and after school during our 37.5 minutes, specifically targeting SIFE students. In addition there is counseling available when necessary.

Students who achieve proficiency on the NYSESLAT are still grouped together whenever possible in order to receive push in services in their various subject areas. We focus the push in teachers in Regents classes as well as classes that are graduation requirements in the upper grades (such as civics and economics. As our population has diminished this year, we must be much more targeted in our grouping of students for push in and ESL support, which is always a challenge in a small school. Since our population has diminished we have had to cut back our city trips orientation program for newcomers, which exposed new students to the city, and taught them vocabulary along the way.

ELLs have and are an integral part of every aspect of the Harbor School, both academically and on our extracurricular teams and programs. ELL students have access to all facilities, technology, and academic support as all other students. When appropriate, or available, Native Language resources are made available to students.

We say at the Harbor School that if you can build a boat you can build anything. We sail, row, swim, build boats, scuba, grow fish and oysters, and all of this requires the use of a vocabulary that most students, both English Learners and English speakers, must learn. So the materials that we use are the materials of the Harbor. We have various teachers fluent in Spanish and they provide support as necessary, but usually during one on one tutoring sessions. Yes, we are very conscious of student grade levels and ages, in terms of assigning support and resources.

We have a summer program that includes ESL and outdoor physical activities on Governors Island, as a means to introduce new students and new ESL students to our school. ESL students take Spanish as a foreign language, unless exempted by a score of 85% or better on the Spanish Regents. We hope to develop our foreign language program further in the future which may include Native Language Arts.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

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.

The UANYHS Professional Development program will focus on providing participating teachers with scaffolding and differentiated instruction strategies for teaching English Language Learners within the content areas. Some of the topics that will be addressed during these professional development sessions are:

1. Differentiated Instruction Utilizing Q-Tel & Sheltered Instruction Strategies
2. Development & utilization of Learning Targets as part of the students language and academic programs
3. Push-in & Team Teaching Strategies Implementation (multi-session study group)
4. Integration & adaptation of Regents vocabulary building techniques.

Professional development in Regents preparation for ELL students will be provided through various conferences and workshops sponsored by the New York City Department of Education, the New York State BETAC, and various colleges and universities. Q-Tel Professional Development, provided by West-Ed Corporation, will be offered for content area teachers to be trained in the implementation of ESL methodology for the subject area classroom. Additionally, the 7-hour (10 hour for teachers of ELL Special Education) training will be offered to new faculty members, and to those who have been teaching 3 or fewer years as per NYC/NYS mandates. [response to questions 1-3 here](#)

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?

To encourage continuing community involvement, ELL parents are very much involved in the life of our school. In order to enable parents to make sound educational decisions as to which type of academic program best meets the needs of their sons/daughters, parents participate in several activities before they make a decision. Parents participate in an ELL Orientation that describes various programs for ELL students and visit classrooms with the various programs (whenever possible). These orientations are offered twice a year. During the school year, UANYHS provides meetings and workshops for parents focused on instructional issues, such as assessments, standards, promotional policies, and strategies for them to support children's academic progress. The ELL Coordinator meets with parents individually regarding student issues and areas of concern; she, along with the Parent Coordinator, acts as an intermediary between the school and the parent.

ELL Parents are involved in various extended day activities and are offered opportunities to be involved in school leadership. As part of our effort to strengthen the parental involvement, many members of our school community are bilingual (Spanish/English; Haitian-Creole-English; Portuguese-English) and ensure communication between the school and the home. For those language groups not represented in our faculty, the PTA has reached out to parents to act as intermediaries and interpreters to those parents who may not speak English well (i.e. Albanian-English translation).

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?
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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			2
Intermediate(I)										3	1	2	4	10
Advanced (A)										2	0	3	1	6

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	0	0	0	0	0	0	0	0	6	2	5	5	18

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

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									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	11	0	5	0
Integrated Algebra	12	3	3	2
Geometry	13	0	4	0
Algebra 2/Trigonometry	1	0	0	0
Math <u>Math A</u>	10	1	5	0
Biology	0	0	0	0
Chemistry	3	0	1	0
Earth Science	13	3	2	2
Living Environment	13	3	8	3
Physics	0	0	0	0
Global History and Geography	14	4	8	3
US History and Government	9	3	5	2
Foreign Language	0	14	0	14
Other				
Other				
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?

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.

Part VI: LAP Assurances

School Name: Urban Assembly New York Harbor		School DBN: 02M551	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nathan Dudley	Principal		12/1/11
Edward Biedermann	Assistant Principal		12/1/11
Silvia Imonode	Parent Coordinator		12/1/11
Marybelle Marrero Colon	ESL Teacher		12/1/11
Belkys Sanchez	Parent		12/1/11
Sarah Caufield	Teacher/Subject Area		12/1/11
Brendan Malone	Teacher/Subject Area		12/1/11
Allison Breedy	Coach		12/1/11
	Coach		1/1/01
Phil Cohen	Guidance Counselor		12/1/11
Jon Green	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 2M551 **School Name:** UA New York Harbor school

Cluster: 1 **Network:** 105

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.

There are four formats we utilize in order to assess the linguistic and translation needs of our school community. First we review & update our policy on a yearly basis. Second we review the cultural and linguistic breakdown of our students and their families as per ATS reports (RPOB). Third, we review the Home Language Surveys as to identify student and parent proficiency levels. Finally we ask parents to indicate their need for translation/interpretation services whenever we have an Orientation, Open School Parent Teacher Conferences, Open Houses, and other workshops or meetings. This information is retained for future analysis and use. In addition, the school's Parent Coordinator, PTA, and ELL Coordinator collect information from parents in regards to home language use, student & parent language proficiency, and parental language preferences. All information is collected & distributed to school personnel.

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.

According to our analyses, we found that the home languages represented by our population of 418 students are, 69.6 % (291) English; 26.8% (112) Spanish; 1.2% (5) Haitian/French Haitian; .48% (2) Yoruba, Bengali, & Albanian; .24% (1) Arabic, Chinese, & Polish. The findings of these analyses were communicated to the Harbor School community through data analysis reports and staff meetings, professional development workshops/trainings, School Leadership meetings, and PTA.

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.

As per New York City Regulations, our school will provide in a timely manner translations of written communication in the nine major languages five of which are represented in our school (Spanish, Arabic, Bengali, Chinese, Haitian Creole). Documents needed in additional languages will be translated by available members of the Translation and Interpretation Unit, faculty, staff, or community personnel that is qualified to do so. Computer programs will be utilized to complete translations, however qualified personnel will be utilized to review and correct these documents. Centrally produced documents or communications will be provided by the Department of Education's central offices to the school.

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.

Interpretation services will be provided in the school to the maximum extent practicable. For the languages of Spanish, Haitian Creole, and Chinese, faculty and staff are available to assist with interpretation. In various instances members of the PTA and School Leadership Team have been utilized in interpreting additional language groups (i.e. Albanian). When additional services are needed, the school will contact the Translation and Interpretation Unit for assistance or language 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 will fulfill these requirements by sending out a mailing at the beginning of the mail and by indicating to parents upon entry to the school that translation services are available in the principal languages spoken by the parents of our school. Signs will be posted and Guidance Department and office staff will instruct parents that translation services are available.

