



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

NEW DESIGN HIGH SCHOOL

02M543

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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
Scott Conti	*Principal or Designee	
John Istel	*UFT Chapter Leader or Designee	
Charmaine Griffith	*PA/PTA President or Designated Co-President	
Sarah Baltazar	DC 37 Representative/Secretary	
Ashley Allen Elizabeth Blanco	Student Representatives	
Sissy Silva	Member/Parent	
Gina Pena Campodonico	Member/Parent	
Dineen Casiano	Member/Parent	
Marina Galazidis	Member/Teacher/Chairperson	
	Member/	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By the end of August, 2013, increase student performance on the New York State Regents examinations.

Comprehensive needs assessment

- Percentage pass rates for Regents remain low including English (58%), Math (68%), Science (80%), Global (64%) and United States History (73%).
- Pass Rates are also low for students who failed an examination and are taking the examinations for second time. In 2010-2011 the pass rate for this group was 54%
- In comparison to other schools in New York City Department of Education, performance on the English, Social Studies examination and Math is low. The school scored increased in all regents from the year before but the target is in the top 25% of all city schools for each area.

Instructional strategies/activities

- Academic Departments have been given a full professional development day every three weeks to develop the curriculum and strategies to better prepare students for the examinations.
- Departments have been vertically aligning curriculums based on the Common Core, state and city standards as well as New Design milestones.
- Departments created more specific hybrid classes within each department focused on meeting students' unique populations of struggling students with courses such as Geometry/Algebra.

Strategies to increase parental involvement

- Piloting student led conferences around student achievement on milestones and state and city assessments.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- Tax levy money will be used to hire an Instructional Leader to coordinate department efforts on this goal.

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By the end of June, 2013, improve Graduation Rate

Comprehensive needs assessment

- Graduation rate increased to 74.2%. However, the long term goal is 90%.

Instructional strategies/activities

- School advisory restructuring implementing AM Forum program with a 9th grade individual student coaching pilot led by the 9th grade Coaching Committee.
- Department Facilitator led milestone mapping project to facilitate the vertical and horizontal alignment of student skill development to ensure alignment to common core, state standards and school values.
- Creation of a common grading system with emphasis on mastery achievement via school created milestones.
- Piloting of Student Led Conferences in order to promote deeper communication between staff, students and families.
- More personalized student programming as well as the addition of more courses offered by academic departments. New courses have been designed to target high skill and lower skilled students in order to meet their needs. Departments have also added more Regents focused courses to help ensure all students have increased opportunities to pass assessments.
- iZone Leadership Committee will lead efforts to facilitate staff wide involvement for grade level redesign based to be implemented in the 2013-2014 school year.

Strategies to increase parental involvement

- Piloting Student Led Conferences Pilot
- 9th Grade Student Coaching Pilot
- Restructuring of advisory introducing AM Forum program.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- A Youth Development Office has been created to coordinate efforts supporting students as a well as a staff run committees to develop, evolve and coordinate efforts.

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 the end of June, 2013 improve college and career readiness preparation

Comprehensive needs assessment

- The school received a score of 4.7 on the 2011-2012 Report Card in the College and Career Readiness section. The goal is to be trending toward a score of a 7.0. For the 2012-1013 year the school we will target a score of 6.0 with a target of 7.0 for the 2013-2014 year.

Instructional strategies/activities

- Partnering with CBO Community of Unity's and their Design Your Future Program. The program includes college guidance support for 12th grade and curricular programming for grades 9th through 11th on centered on college and career information.
- AM Forum curriculum includes college and career readiness information for grades 9-12.
- Creation of new college readiness courses for advanced students including Chemistry Regents, Physics and Regents Geometry.
- Increase number of students with college now credits through partnership with CUNY BMCC College Now Program.
- Tracking of New Design High School alumni to assess alumni performance in their post-secondary environments. Research will be conducted by Community of Unity.
- Restructuring of senior math course curriculums to focus on students leaving high school with waivers for CUNY remedial classes.
- Increase number of students in SAT prep. Courses offered by the school.
- Implementation of summer college boot camp for all graduated students from the class of 2011 in August to prepare them for September courses.

Strategies to increase parental involvement

- Piloting Student Led Conferences Pilot
- 9th Grade Student Coaching Pilot
- Restructuring of advisory introducing AM Forum model.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

Service and program coordination

- The schools administrative cabinet will be coordinating the College and Career readiness piece through weekly meetings.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- For the 2013-2013 school year, all courses at New Design will have competency based “Milestones” for each semester. Milestones will incorporate the school’s yearly goals, department vertical alignment efforts and the Common Core. The milestone process will be evolved and focused on department alignment.

Comprehensive needs assessment

- Curriculums at school need to be coordinated between New Design created milestones, state assessments and the Common Core. The coordination efforts will be reflected in the school’s milestones.

Instructional strategies/activities

- All courses will be planned with semester milestones.
- Summer professional development will be organized around milestone planning for 1st semester.
- Department Facilitator led milestone mapping project to facilitate the vertical and horizontal alignment of student skill development to ensure alignment to common core, state standards and school values.
- Creation of a common grading system with emphasis on mastery achievement via school created milestones.
- Department facilitators will align milestones vertically in their departments and horizontally across grade levels through the Department Facilitators Committee.
- An Instructional Leader will be hired to focus on milestone and Common Core planning.

Strategies to increase parental involvement

- Piloting Student Led Conferences Pilot
- 9th Grade Student Coaching Pilot
- Restructuring of advisory introducing AM Forum model.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I _____ Title IIA _____ Title III _____ Grants _____ Other

Service and program coordination

- The milestone process will be coordinated by the Instructional Leader and the Department Facilitators in the Department Facilitators Committee.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA		Literacy Specialist	9 th grade students receive four extra blocks of English instruction a week. 20 10 th and 20 more 11 th grade students receive support for English classes in their Seminar classes which meets four days a week during the regular school day.
Mathematics	11 th graders who do not pass the Math Regents are in enrolled in a 4 day a week class focused on passing the examination. The class is in replacement of their normal 11 th grade math course. A small group of 12 th graders are also in a Regents based course.		
Science	11 th grade students who did not pass the Living Environment Regents are enrolled in an extra class focused on passing the Regents that meets during the regular day.		
Social Studies	12 th grade students who did not pass a Social Studies Regents Examination are enrolled in a four day week class that is taught through Urban Arts Partnership Fresh Prep Program.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Underperforming students receive weekly case management. All 12 th graders are receiving weekly college counseling.		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The NDHS Residency Program will provide 12-18 student teachers with a year-long residency program at New Design High School. Residents will include 2-8 residents in the fields of English, math, social studies, science and art/design. The program will allow student-teachers to combine educational theory and practice together while experiencing experiential learning in the urban New York City context. Residents will learn the craft of teaching in real classrooms with real students dealing with real issues. Residents will also be given NDHS mentors to facilitate their learning and reflection. These mentors will be trained and selected by NDHS staff. The school's Instructional Leader will coordinate all Residency Efforts. New Design teachers provide their own

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas and the design fields;
- 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;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;

- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Emily Sharrock	District 02	Borough Manhattan	School Number 543
School Name New Design High School			

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

Principal Dr. Scott Conti	Assistant Principal Sarah Balthazar
Coach Marina Galazidis	Coach Andrew Thompson
ESL Teacher Darren Chase	Guidance Counselor Susan Donovan
Teacher/Subject Area Jessica Stewart, social studie	Parent Marnee Ponce
Teacher/Subject Area Andrew Thompson, Special Ed	Parent Coordinator NA
Related Service Provider Maria Clausen	Other type here
Network Leader Emily Sharrock	Other type here

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	1	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	2
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	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	402	Total Number of ELLs	21	ELLs as share of total student population (%)	5.22%
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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. 

English language learners at New Design High School are determined as per ELL memorandum #1, using LAB, NYSESLAT and Home Language Survey information. All students at New Design are also tested in the first two months of school to determine math and literacy levels by a school-specific initial assessment. Additionally, the ESL teacher, Darren Chase, reviews test histories, ATS geographical reports and teacher observations to determine the language needs of undesignated students. After designation, the students are part of general education classes and receive ESL instruction via the pull-out model or in separate classes that mirror the academic courses.

After filling out the Home Language Form, all parents of English language learners are briefed concerning their rights to bilingual and ESL services. Letters are sent out to parents and parents are requested to mail back the bottom half of the letter with their choice as to ESL services or bilingual transitional programs. We also have copies of the form available at parent teacher conferences and can email it if parents sign up in our [juiprtergrades.com](#) interactive reporting system. If twenty parents elect a bilingual program, we are prepared to start one, however this has never been the case. Whenever possible, all bulletins and parent letters are provided in Spanish. We also have two staff members who are fluent in both Chinese dialects, as well as Fugeonese. During parent/teacher conferences, the parents meet with the ESL teacher and translators. Historically, parents have been more open to ESL classes and less to bilingual classes. We have, however, transferred students to more appropriate settings when it became clear that they needed more bilingual support than we could provide.

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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											1	1		2
Push-In										2			1	3
Total	0	0	0	0	0	0	0	0	0	2	1	1	1	5

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	21	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	12
SIFE		ELLs receiving service 4-6 years	13	Long-Term (completed 6 years)	7

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	1			13		10	7		6	21
Total	1	0	0	13	0	10	7	0	6	21

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

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
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 L	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								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	4	2	4	15
Chinese										1	1			2
Russian												1		1
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												3		3
TOTAL	0	6	5	6	4	21								

Part IV: ELL Programming

A. Programming and Scheduling Information

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

This year we have a large number of incoming 9th grade ELLs. For this reason, they have been grouped into an ELA class that meets twice the required hours as a normal 9th grade English class, so students receive four ELA credits instead of two. During the extra instructional time, the ESL teacher works with ELLs on language reinforcement, with differentiation of the core class content for different proficiency levels.

A. Programming and Scheduling Information

This year we also have two, free-standing skills classes to address the needs of our 10th and 11th grade ELLs. 12th graders receive push-in/pull-out support.

In addition to the NYCESLAT, LAB-R and ELA tests, advanced students are assessed using the Wilson Reading System's WADE Assessment in order to document their progress in the target language. All ELLs have writing portfolios for the same reason. For the past two years, we have been using the Scholastic Reading Inventory as our primary reading test. This allows us to test several times a year and chart progress.

Of the ELLs, none is classified as a SIFE student. When SIFE students are present, they are scheduled into a new "Skills" class taught by the head of the special education department. He uses low-level, high interest stories, videos, projects and debates to make up academic skills from interrupted education.

In addition to these services, we benefit from our relationship with the New York University Graduate School of Education, receiving university students who tutor NDHS students every day. NYU interns are assigned a small case load of at-risk students and are supervised by certified teachers.

Our DY0 internal assessment process is ongoing and assesses students on their ability to analyze information, develop arguments and support them with evidence. Because students are assessed three times a year in this holistic format, we gain valuable information about students' comprehension and expression through this assessment. The ESL teacher is learning to make use of the new Periodic Assessments for ELLs. Students who are designated special needs are served in accordance with their IEPs, but are usually taught in CTT classes with an ESL-certified teacher. Long-term ELLs receive help during after-school Office Hours program as well as pull-out classes. The ESL teacher is involved with IEP meetings and modifications and frequently advocates for extended time and other modifications for language learners during class.

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:

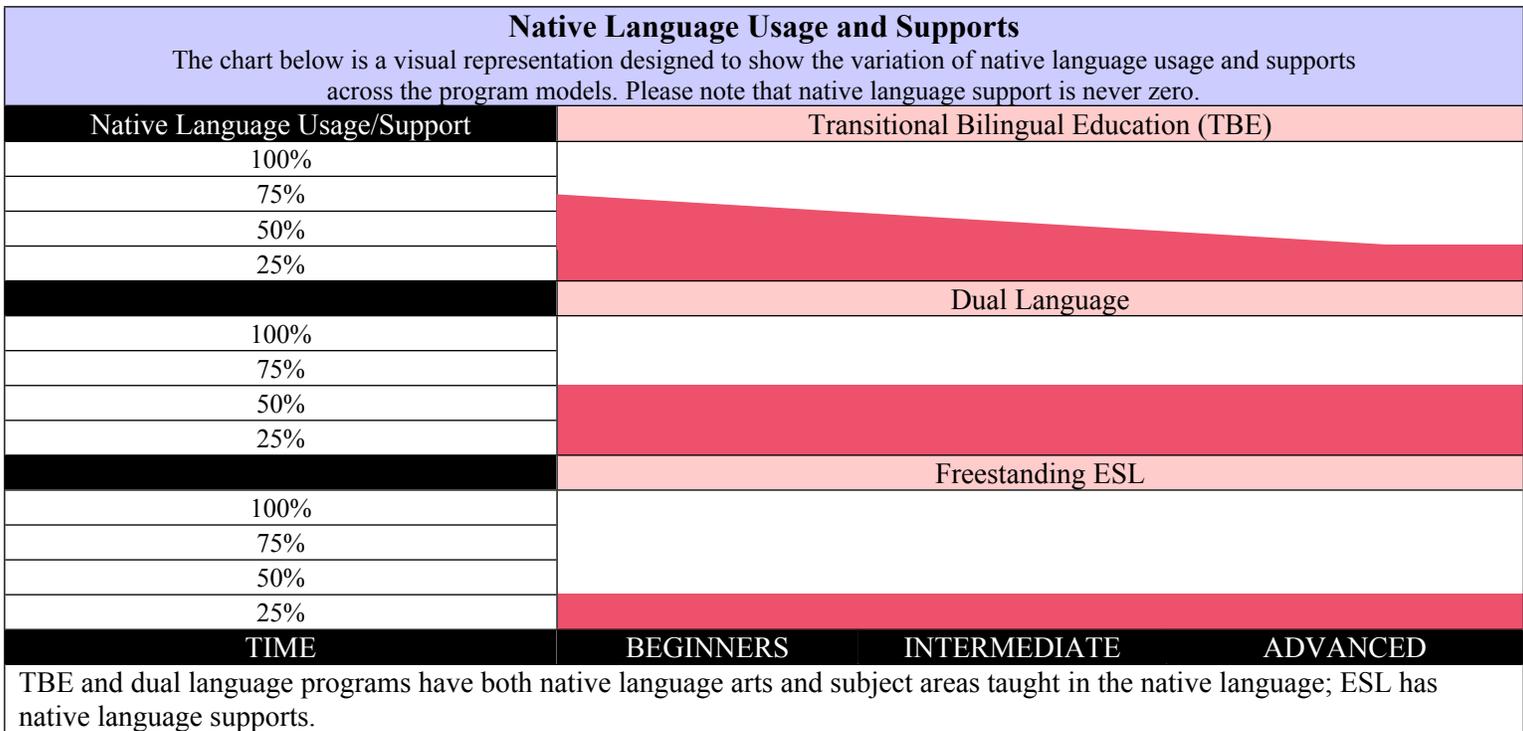
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0			
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

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

In general, our students scored higher in speaking and listening than they did on reading and writing. For this reason, ESL instruction will focus on writing skills and reading strategies to increase fluency and comprehension. Last year, we prioritized 10th and 11th grade history classes and missed valuable opportunities for intervention with incoming ninth grade students. Although ninth-graders were given pull-out and push-in support, they lacked in the continuity of an ESL-based ELA class. This year the ESL teacher co-teaches an ELA class as well as two free-standing ESL skills classes for 10th and 11th graders. During these classes, students receive explicit instruction about language use, vocabulary, syntax, grammar, punctuation and writing strategies.

The literacy coach and librarian have a wealth of Spanish language resources at their disposal and are always improving their native language materials, including audio materials and CD-ROMS. Working with the literacy coach, the ESL teacher is acquiring more high-interest, low-level materials such as class sets of Penguin readers. Each classroom has a leveled library.

The Native Language Arts program at our school provides Spanish enrichment to students beginning in tenth grade. The ESL teacher is bilingual and provides translation for Spanish speakers.

We have endeavored to incorporate the use of technology into the curriculum whenever possible, facilitated by five sixteen-notebook carts available to all classes. This year every student is using google docs to compose, edit and submit written assignments.

This year, we are paying special attention to collaborative team teaching, interdisciplinary curriculum planning and extra tutoring for at risk students. A new data tool that was designed by and for our high school has improved access to student data and therefore coordination among content teachers and support teachers. We also use previous data tools such as ARIS and the RNMR report to target "former ELLs" and provide supervised tutoring and small group instruction to them with NYU interns. This provides professional development for the teachers and meets the students' needs, specifically in the areas of reading and writing.

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)?

NA

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.

We plan to improve instruction for ELL students through professional development workshops that sensitize the staff to the needs of English language learners. This year the ESL teacher is working exclusively with the English and science departments to facilitate long-term planning goals which include language targets, reading strategies and vocabulary building specific to the needs of ELLs. School-wide initiatives are being implemented to encourage teachers to include "language objectives" in every lesson across all content areas. In October, all teachers rotate through an "ELL Professional Development Pod" where they are briefed on the Language Allocation Policy and given samples of beginning, intermediate and advanced student work, teaching strategies and multicultural education.

This year, we are paying special attention to collaborative team teaching, interdisciplinary curriculum planning and extra tutoring for at risk students. A new data tool that was designed by and for our high school has improved access to student data and therefore coordination among content teachers and support teachers. We also use previous data tools such as ARIS and the RNMR report to target ninth graders' areas of challenge. The ninth grade students are prioritized with an extra ELA period plus two mandated after-school enrichment hours. This year the ESL teacher co-teaches two of those blocks, with a heterogeneous mix of ELL students and monolingual or English proficient students.

Our staff is growing along with our ELL population. We now have a certified ESL and bilingual teacher who works with the social studies department and teaches free-standing ESL classes. We also have four special education teachers who are experienced with the overlap of ELL needs and developmental delays.

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?

Our new data tool allows for easier access to parent contact information. Parents are able to log into their students' accounts on SnapGrades.com and automatically send emails to teachers and administrators. For families without computer access, phone calls are made to discuss ESL services with parents. Every year, all families of ELLs are sent a letter informing them of their rights to elect ESL services or bilingual services. On this letter, the dates for parent/teacher conferences and a Parent ESL Workshop are emphasized. Additionally, the new data tool system allows us to track changes in contact information more quickly.

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	0	1	0	2
Intermediate(I)										3	2	3	1	9
Advanced (A)										2	4	2	3	11

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	6	6	4	22

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	1	0
	I										1	0	0	0
	A										1	2	0	1
	P										3	4	5	3
READING/ WRITING	B										1	0	1	0
	I										3	2	3	1
	A										2	4	2	3
	P										0	0	0	0

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

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

NYS Science									
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	8			
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math	8	2		
Biology				
Chemistry				
Earth Science				
Living Environment	6	3		
Physics				
Global History and Geography	8	2		
US History and Government	8	2		
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0							
Chinese Reading Test								

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

1. 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.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. 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?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

ESL students will be given the LAB-R tests initially (if they are newcomers) and the NYSESLAT at the end of the year as well as interim assessments. All students at New Design are also tested in the first two weeks of school to determine math and literacy levels. Phil Dituri, chair of the math department, administers a Math Qualifying Exam and Andrew Thompson, chair of the support services department, administers the SRI, the Scholastic Reading Inventory. They are then retested three times during the year with Scholastic Aptitude Test software to monitor progress in reading. Additionally, each department administers a DYO Exam, our school's unique, internal Regents alternative that provides vital data on content knowledge and academic skills. The ESL teacher administers this test with the social studies department, and gains valuable information from students' scores on the modality categories of 1.) Argument, 2.) Evidence 3.) Analysis and 4.) Voice. Our DYO Assessment is differentiated for ELL students because often they receive proficient scores in the first three writing modalities even if their scores for "Voice" are emergent or poor because of language. These assessments are not only for the teachers' information, but are also a teaching tool, as students review their performance on the rubric four times a year, giving them measurable feedback over time. After our first DYO Assessment in November, several English language learners were identified after teachers graded the assessment together and compared observations and data.

This year we have a new NDHS Data Tool that makes current grades, skills assessments and previous academic history available to every teacher. All teachers are required to update each student's data fields in the program, so that numerical data are combined with informal observations. This information allows us to see how students are performing across content areas and adjust intervention strategies and school support.

In general, our students scored higher in speaking and listening than they did on reading and writing. For this reason, ESL instruction will focus on writing skills and reading strategies to increase fluency and comprehension. Additionally, the Wilson Reading Program and Megawords programs are used to reinforce phonemic awareness in all the ELL students.

Native language skills are assessed through teacher observations and interactions, as well as tests such as the Spanish LAB and the Chinese and Russian Regents exams. Students scored higher in Math when using translations and glossaries, but not in Global or US History. For our three Spanish-speaking students, we offer grammar translation strategies in Spanish through the ESL teacher. For our beginning Chinese speaker, we offer online translation and a Chinese-speaking paraprofessional accompanies Chinese speakers in Living Environment and Global classes to translate. The beginning Russian-speaker has subject area glossaries and access to electronic translation, as well as verbal translation from the ESL teacher.

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.

ELL groupings change up until November, with a few changes to scheduling at the end of January. Some students are moved into different cohorts on February 7, for the start of the second semester. Modality targeting within groupings changes after the first two DYO Assessments and the Departmental Midterms. Darren Chase, ESL coordinator is responsible for making sure ELLs are adequately served in terms of time allotment and modality targeting. The ESL coordinator attends departmental meetings with the social studies department and the support services department and receives both formal and informal assessment information from teachers during school-wide professional development days and via the Google Groups listserve as well as the school-wide data tool.

The ESL program at our school is funded by a combination of Title I funds and Fair Student Funding.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Scott Conti	Principal		12/1/11
Sarah Balthazar	Assistant Principal		12/1/11
NA	Parent Coordinator		12/1/12
Darren Chase	ESL Teacher		12/1/11
Marnee Ponce	Parent		12/1/11
Jessica Stewart, history	Teacher/Subject Area		12/1/11
Andrew Thomspson, Sp.ed	Teacher/Subject Area		12/1/11
Marina Galazidis	Coach		12/1/11
Rachel Posner	Coach		12/1/11
Susan Donovan	Guidance Counselor		12/1/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M543 **School Name:** New Desigh High School

Cluster: 411 **Network:** Michael Alcoff

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.

All students' home language is identified upon entrance to the school. Important school materials are translated into the home languages. All translations are handled in-house so the school has the flexibility to translate important documents.

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.

The school's primary language at home is English. 15% of the school's population speaks Spanish at home. Less than 5% speak other languages including Russian, Mandarin. All language information is kept on the school web based information system, Jupiter Grades, to inform all staff members of student and family language preferences. This information was reported to staff in an e-mail to the school's google group.

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.

All translations are done in-house. The school has staff fluent in Spanish and several of the Chinese dialects. All vital school documents are translated before sent to families.

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.

All translations are handled by in-house staff. The school has staff fluent in Spanish and several of the Chinese dialects.

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>.

The school's Business Manager is responsible for fulfilling the Chancellor's Regulation A-663.