



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME: VOYAGES** PREPARATORY HIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): **24Q744**

PRINCIPAL: DR. JOAN A. KLINGSBERG

EMAIL: [JKLINGSBERG@SCHOOLS.NYC.GOV](mailto:JKLINGSBERG@SCHOOLS.NYC.GOV)

SUPERINTENDENT: MR. JUAN MENDEZ

**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
Joan Klingsberg	*Principal or Designee	<b>ON FILE IN MAIN OFFICE</b>
Michael Cardona	*UFT Chapter Leader or Designee	
Daisy Commentucci	*PA/PTA President or Designated Co-President	
-----	DC 37 Representative, if applicable	
Miles Wells Quineisha Richards	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
-----	CBO Representative, if applicable	
Marcy Donohue	Member/School Business Manager	
Mia Peterside	Member/Elected UFT	
Irma Perales	Member/Parent	
Sussana Alban	Member/Parent	
Tuben Abdelwahed	Member/Parent	
-----	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**

- **Create departmental teams to design, implement, and assess appropriate common core experiences.**

**Comprehensive needs assessment**

This goal is grounded in the City's adoption of the common core standards and the associated expectation that each student experience at least 2 aligned units in each subject. It is further grounded in VOYAGES commitment to collegial collaboration and universal expectations for students and staff.

**Instructional strategies/activities**

As per a unanimous SBO vote, all teachers participate in daily, in-house PD during our scheduled student lunch. Every Friday during the 2012-2013 School Year, departmental teams will meet to discuss and design appropriate common core experiences. In addition, 7 staff members have been identified as Common Core Instructional Leads and will meet every Monday to prepare and disseminate relevant information. Tuesdays during the school year will be staff-wide PD related to common core standards and every Wednesday throughout the 2012-2013 school year, all staff will conduct college-like office hours during student lunch to provide additional support to any/all students struggling to meet the standards.

**Strategies to increase parental involvement**

The Common Core Standards are posted on our website, [www.voyagesprep.org](http://www.voyagesprep.org), and are discussed in detail at all parent conferences and workshops. In addition, as outlined in our attached Parent Involvement Policy (PIP), we continually translate materials and information for parents in their preferred language and actively involve parents in all aspects of school planning. Written and verbal progress reports are also distributed biweekly throughout the year.

**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**

We will use appropriate funds from our ARRA RTTT and Title 1 SWP to ensure proper coordination of resources and activities. All required materials will be provided and per-session is available to further our work. Additional OTPS funds are set aside for staff to attend PD opportunities related to this goal offered by the City, State and other agencies.

**ANNUAL GOAL #2 AND ACTION PLAN**

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

**Annual Goal #2**

- **Improve teacher effectiveness by creating and continually cultivating 2 heterogeneous yet equivalent learning communities each consisting of 125 students and 4 core teachers.**

**Comprehensive needs assessment**

In our 5 years of existence, we have doubled in size. In order to sustain the atmosphere associated with our original small, student-centered school, 2 heterogeneous yet equivalent cohorts of students and staff will be created.

**Instructional strategies/activities**

All relevant data at all levels (school, student, and staff) will be analyzed and triangulated in order to identify every student as our top third, middle third or bottom third academically and socially. The findings will then be used to create 2 cohorts that are both heterogeneous yet equivalent to each other. Core subject teachers and counselors will meet every Monday during the 2012-2013 School Year to discuss student progress and plan accordingly.

**Strategies to increase parental involvement**

The proposed organizational structure was introduced and discussed at all SLT and parent-teacher meetings. It is universally supported by all school constituents and a wealth of contemporary research as well. More information can be found in our attached PIP.

**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**

We will use appropriate funds from our ARRA RTTT and Title 1 SWP to ensure proper coordination of resources and activities. All required materials will be provided and per-session is available to further our work. Additional OTPS funds are set aside for staff to attend PD opportunities related to this goal offered by the City, State and other agencies.

**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.

<p><b>Annual Goal #3</b></p> <ul style="list-style-type: none"><li><b>Promote and support the introduction and successful integration of Blended Learning courses/curricula.</b></li></ul>
<p><b>Comprehensive needs assessment</b></p> <p>The inability of traditional courses and curricula to successfully engage and educate transfer school students is well-documented. Our pilot offering of Connected Foundation's Dig/It Course was highly successful and worthy of expansion. The expansion also ensures increased exposure to in-home computers and internet access for our students.</p>
<p><b>Instructional strategies/activities</b></p> <p>Have teachers and counselors reach consensus on the specific subjects and students to program for computer literacy courses. Create Blended Learning Staff Committee to meet every Thursday during regularly scheduled C6 time. Create a PM Academy to support students in accelerated credit accumulation.</p>
<p><b>Strategies to increase parental involvement</b></p> <p>Our attached PIP documents in detail how we promote and support parent involvement. The expansion of on-line learning and communication will further facilitate our efforts. To ensure this, for the 2012-2013 School Year, an on-line point person has been identified and the primary role is parental outreach and support for on-line in-home ability.</p>
<p><b>Budget and resources alignment</b></p> <ul style="list-style-type: none"><li>Indicate your school's Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program (TAP) <input type="checkbox"/> Non-Title I</li><li>Select the fund source(s) that your school is using to support the instructional goal. <input checked="" type="checkbox"/> Tax Levy <input checked="" type="checkbox"/> Title I <input type="checkbox"/> Title IIA <input type="checkbox"/> Title III <input type="checkbox"/> Grants <input type="checkbox"/> Other</li></ul> <p>If other is selected describe here:</p>
<p><b>Service and program coordination</b></p> <p>We will use appropriate funds from our ARRA RTTT and Title 1 SWP to ensure proper coordination of resources and activities. All required materials will be provided and per-session is available to further our work. Additional OTPS funds are set aside for staff to attend PD opportunities related to this goal offered by the City, State and other agencies.</p>

**ACADEMIC INTERVENTION SERVICES (AIS)**

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.).
<b>ELA</b>	Tutoring & regents review	Individual, Small Group, & Whole Class	Before, During, & After School
	Author and artist visits	Small Group & Whole Class	During & After School
	Access to multi-lingual and leveled libraries in all classrooms	Whole Class	Before, During, & After School
	Administration of numerous and diverse assessments to align instruction and aptitude	Individual, Small Group & Whole Class	Before, During, & After School
	Balanced Literacy components and strategies across all curriculum	Individual, Small Group & Whole Class	During School
	Distribution of bi-weekly assessments and progress reports	Individual	During School
<b>Mathematics</b>	Tutoring & regents review	Individual, Small Group & Whole Class	Before, During, & After School
	Creation and implementation of an interdisciplinary, team-taught problem solving class	Whole Class	During School
	Administration of numerous and diverse assessments to align instruction and aptitude	Individual, Small Group, & Whole Class	Before, During, & After School
	Balanced Literacy components and strategies across all curriculum	Individual, Small Group & Whole Class	During School

	Distribution of bi-weekly assessments and progress reports	Individual	During School
<b>Science</b>	Tutoring & regents review	Individual, Small Group & Whole Class	Before, During, & After School
	Access to multi-lingual and leveled libraries in all classrooms	Whole Class	Before, During, & After School
	Balanced Literacy components and strategies across all curriculum	Individual, Small Group & Whole Class	During School
	Administration of numerous and diverse assessments to align instruction and aptitude	Individual, Small Group & Whole Class	Before, During, & After School
	Distribution of bi-weekly assessments and progress reports	Individual	During School
<b>Social Studies</b>	Tutoring & regents review	Individual, Small Group & Whole Class	Before, During, & After School
	Balanced Literacy components and strategies across all curriculum	Individual, Small Group & Whole Class	During School
	Access to multi-lingual and leveled libraries in all classrooms	Whole Class	Before, During, & After School
	Administration of numerous and diverse assessments to align instruction and aptitude	Individual, Small Group & Whole Class	Before, During, & After School
	Distribution of bi-weekly assessments and progress reports	Individual	During School
<b>At-risk services</b> (e.g. provided by	Adopt A Student(s) Program (every staff member has “adopted” an at-risk student to meet with)	Individual & Small Group	Before, During, & After School
	On-going communication and collaboration	Individual	Before, During, & After School

the Guidance Counselor, School Psychologist, Social Worker, etc.)	between and among teachers, counselors, students, and parents		
	Regularly scheduled Town Halls and Award Ceremonies	Small Group & Whole School	During & After School
	Attendance Outreach, Counseling, Evaluations, Referrals, & Reviews of IEPs	Individual	Before, During, & After School

### **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.

100% of the teachers at VOYAGES are highly qualified and we strongly believe this is directly related to our recruitment and retention practices. Our recruitment is a rigorous process during which we are transparent about our unique culture and “extra” emphasis on student voice and choice. Our teacher retention rate is also among the highest in the City. We believe this is due to the collaborative, inclusive culture and emphasis on ownership and outside the box thinking.

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

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

## **I. School Responsibilities**

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

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

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

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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

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

## **III. Student Responsibilities:**

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

**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 <b>NewVisions</b>	District <b>24</b>	Borough <b>Queens</b>	School Number <b>744</b>
School Name <b>VOYAGES Preparatory High School</b>			

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

Principal <b>Joan Klingsberg</b>	Assistant Principal <b>NA</b>
Coach <b>NA</b>	Coach <b>NA</b>
ESL Teacher <b>Frances Bolton</b>	Guidance Counselor <b>Randi Gurka</b>
Teacher/Subject Area <b>Chris Losurdo, Social Studies</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Rebecca Cheraquit,</b>
Related Service Provider <b>Richie Davila, SPED Teacher</b>	Other <b>Michael Cardona, Data Speciali</b>
Network Leader <b>Derrick Smith</b>	Other <b>type here</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>256</b>	Total Number of ELLs	<b>10</b>	ELLs as share of total student population (%)	<b>3.91%</b>
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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. [i](#)

VOYAGES is a transfer school. Students who choose to attend VOYAGES are either recruited by our CBO partner, Queens Community House, or referred by the guidance counselors at their high schools. We do not, and do not anticipate, having students new to the DOE system entering VOYAGES. Given that our students are not new to the system, we are not required to offer parents program selection. Furthermore, because of the small number of ELL students at VOYAGES, we are unable to offer services other than ESL. Parents of ELL students receive information about the VOYAGES ESL program during the admission family interview process. If parents of VOYAGES students request bilingual services, we will refer them to OSEPO. We have not had parents request services other than ESL.

Entitlement letters are mailed to families during the first week of school. In order to ensure that families understand these letters, we use the native language letters provided on the ELL office website. ELLs who are new to VOYAGES are identified through their previous high school transcripts, and during the admission interview process. Furthermore, the licensed ELL teacher reviews those transcripts to determine if students are ELLs, and also interviews potential ELL students. We have not had to administer the HLIS or LAB-R as of yet, and do not anticipate having to do so. Both would be administered by the licensed ELL teacher, Frances Bolton. The licensed ELL teacher administers the NYSESLAT each year. ELL students are regularly reminded of the testing dates, both in written and verbal communication, and there is a scheduled make-up day. Several of our ELL students are LTAs, and do not appear for the exam.

## 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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	10	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	4	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									0
Dual Language	0									0
ESL	0			4			7		2	11
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>2</b>	<b>11</b>

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

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

**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
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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										6			3	9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other										1				1
<b>TOTAL</b>	<b>0</b>	<b>7</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>10</b>								

## 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?

1. a. Intermediate level ELLs are enrolled in a double period of sheltered English, taught by a dually-certified ELL/ELA teacher. Advanced level students are enrolled in one period of a sheltered English class taught by a dually-certified ELL/ELA teacher. In addition, advanced students are enrolled in an additional ELA class, taught by a certified ELA teacher.

b. VOYAGES is credit-based and ungraded. Classes are untracked. ELL students are therefore enrolled in classes that are heterogenous.

2. VOYAGES is fully serving all students in keeping with the mandates of CR Part 154. because class blocks are 55 minutes long and all classes meet daily, all ELL students receive more than the mandated time. Intermediate students receive 550 minutes of ESL instruction weekly, through the two sheltered ELA classes. Advanced ELL students receive 275 minutes of ESL weekly, and 275 minutes of ELA

## A. Programming and Scheduling Information

instruction from a certified ELA teacher.

3. While ELLs are in mainstream content area classes, there are numerous strategies content-area teachers use to make the content comprehensible and enrich language content. Content area teachers use QTEL scaffolding strategies such as modeling, bridging, schema-building, text transformations, focused reading questions, and metacognition in order to ensure that students receive standards-based content and academic language that they need in order to ensure they are meeting the needs of all learning styles.

4. ELL students receive course assessments in English. However, they are offered the opportunity to take Regents exams in their native languages.

5. a. We currently do not have any SIFE students. However, we do have a plan in place for SIFE students. We have a variety of leveled dictionaries and content area textbooks for students who read significantly below grade level. We also have a large library of fiction and non-fiction picture books for SIFE students, as well as a variety of books on tape/CD.

b. We currently have no newcomers (each with three years in the US). Previously, newcomers received the services described above. In addition, they had bilingual glossaries for all classes, differentiated reading materials, and access to after-school tutoring in math, science, and the humanities.

c. VOYAGES currently has six students who have received between 4-6 years of ESL service. These students receive more than the time mandated under CR Part 154. They have access to bilingual content area glossaries in all their classes, as well as leveled textbooks. These students also have access to Regents prep classes after school and on Saturdays.

d. VOYAGES has a number of long-term ELL students. Several of these students have historically also had high absentee rates. Our plan for these students is therefore two-fold: increase both achievement and attendance. We will increase attendance by providing a small, safe, standards-based environment. Furthermore, such students have incentives for regular attendance. For ELL students who are also LTAs, Queens Community House, VOYAGES' CBO partner, conducts home visits for ELL students who have high absentee rates. In the case of Spanish- who come from families that do not speak English, these visits are conducted by counselors who speak the students native languages. In this way we are able to communicate more effectively with families. To improve achievement for both groups of ELL students, we have an extensive and on-going PD program for all staff which is described later in the LAP. We also offer after-school tutoring four days a week that focuses on reading comprehension and writing skills. These students also have the opportunity to receive additional help in math before, during, and after school. Finally, there are text-books and other content-area materials available for ELL students at a wide range of reading levels.

6. VOYAGES currently has two ELL-SWDs. One has been x-coded, and currently receives services through ITT. The other receives both ELL services and is enrolled in ITT classes. However, all future ELL-SWDs will receive all services mandated by their IEPs. Information about such students is regularly disseminated by the VOYAGES special education teacher.

7. ELL-SWDs are not taught within a restrictive environment; they receive services through ITT. They receive extra help as needed during teacher office hours, and leveled materials are available for them to use 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:

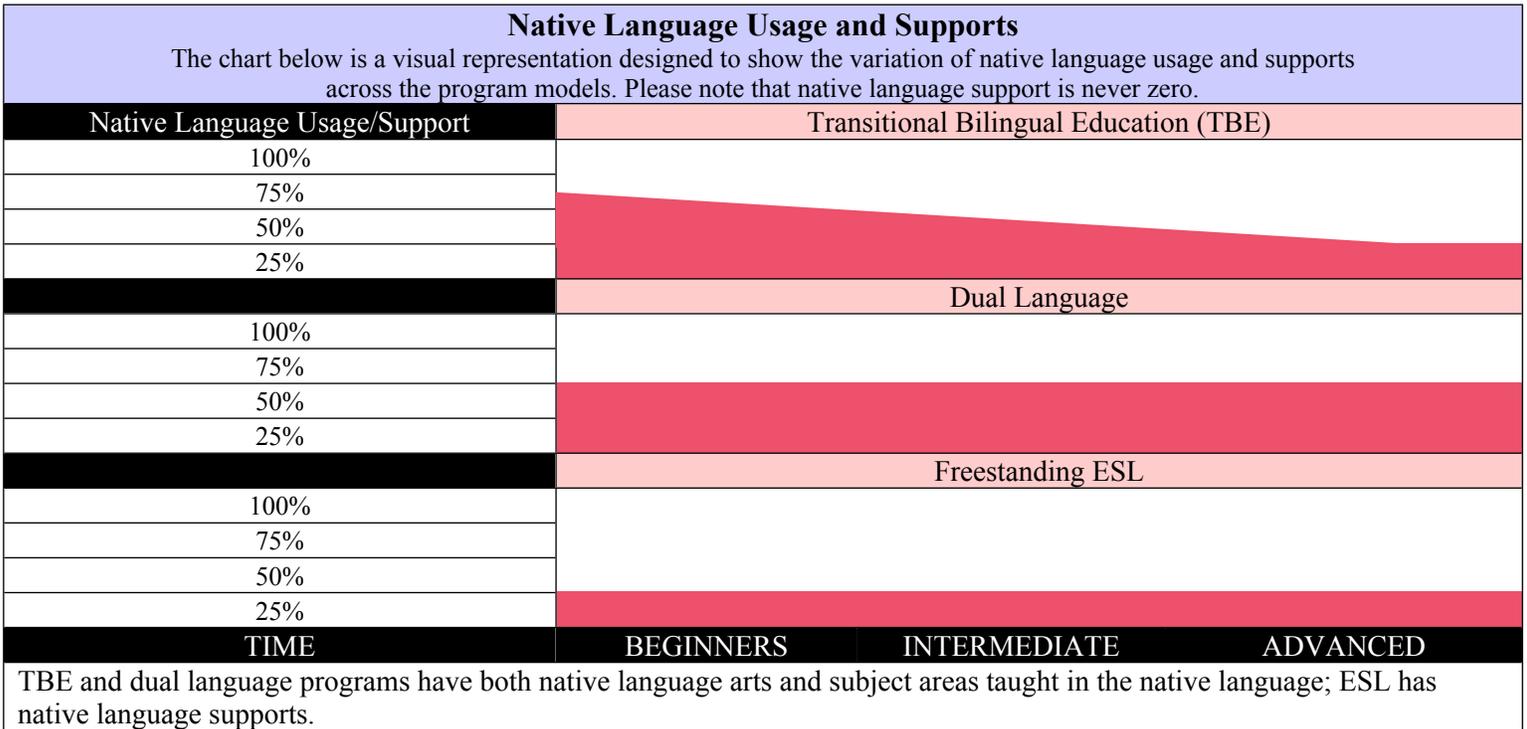
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



**B. Programming and Scheduling Information--Continued**

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

8. ELLs are offered the opportunity to receive extra help through teacher office hours. It is anticipated that some of the ELLs will be part of our inquiry group, and will receive targeted intervention in writing skills.
9. Our ESL teacher has ELA certification, and teaches a sheltered ELA class. Therefore, ELL students who have reached proficiency on the NYSESLAT are enrolled in that class, where they continue to receive support. Additionally, they have access to content-area materials that are appropriate for their reading level.
10. In the coming year, we are considering adding more extensive writing components to our elective courses, so that ELL students can receive additional literacy instruction. We are also developing paperless classrooms, so that ELLs may access teaching materials from their homes or libraries.
11. We do not anticipate discontinuing any ELL services or programs.
12. ELL students have equal access to all academic and enrichment programs at VOYAGES. They are explicitly invited to take part in enrichment activities, such as dance and music production, by their counselors. ELL students, depending on academic needs, have been invited to take part in tutoring programs. Other ELL students have, based on academic achievement and attendance, been part of incentive programs. Last year's valedictorian was an ELL student.
13. ELL students are enrolled in classes where Mimeo™ boards are used to deliver instruction with a strong visual component. Other classes include visual elements through the use of document readers and projectors. ELL students are enrolled in paperless classes so that they may access course materials outside of the classroom. ELL students have access to leveled textbooks in content-area classes, and all classrooms are equipped with native language dictionaries and content-area bilingual glossaries.
14. We are currently able to offer native language support to Spanish-speaking ELL students as we have numerous Spanish-speaking teachers. We have one Tagalog-speaking student. We are unable to offer them support beyond native language materials.
15. Yes.
16. Before the beginning of the school year, ELL students meet with their counselors, and attend an orientation session at the school. They also have an extensive application process, during which they learn a great deal about VOYAGES.
17. Spanish is offered as a language elective.

### 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.

1. The ELL teacher has received training in SIOP, and has attendance multiple QTEL institutes. She continues to receive regular professional development through the office of English Language Learner.

2. We do not enroll students who are transitioning from middle to high school, as we are a transfer school. All ELL students receive transition support from their counselors.

3. VOYAGES subject area teachers, including the special education staff, receive substantially more than the 7.5 hours of ELL training mandated by Jose P. The overarching goal of VOYAGES PD program is to ensure educational excellence and equity for all students by equipping the staff with a repertoire of skills that will enable them to maximize the learning experiences of all students. To ensure the social, emotional, and academic success of our ELL students, an intensive three-week summer institute exposes and models best practices, particularly those highlighted in QTEL training. Furthermore, VOYAGES has daily SLC meetings in which teachers discuss each others lesson plans, visit each others' classrooms, and receive professional development. The specific workshops within these professional development sessions include

- a. Scaffolding strategies including modeling, bridging, contextualization, schema building, text representation, and metacognition.
- b. Workshop model and balanced literacy components including read-alouds, think-alouds, and accountable talk using appropriate academic language.
- c. Interdisciplinary instruction and use of school-wide themes.
- d. Authentic assessment strategies and distinction between diagnostic, formative, and summative assessments.
- e. Differentiation of process, product, and content.

As mentioned above, these concepts and strategies are introduced during the summer institute and supported and sustained throughout the school year by bi-weekly faculty conferences and daily opportunities for collaboration. VOYAGES does not have an assistant principal, nor are there paraprofessionals on staff. The VOYAGES guidance counselor and parent coordinator attended the same PD program as the subject area and special education teacher. In addition, they were familiarized with services and materials offered by the DOE office of English Language Learners. In addition to the training outlined above, the Special Education teacher has received additional training on ELL and Special Education issues through the Department of Education.

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parents are involved in VOYAGES through our PTA.

2. VOYAGES' CBO partner, Queens Community House, offers parents of ELL students services such as classes in GED preparation, ESL, and preparation for the US citizenship exam.

3. Parent needs are assessed when students enter the school, both informally through the interview process, and formally through a questionnaire.

4. As determined through questionnaires and conversations, parents were interested in learning new ways of supporting their newly re-engaged students. Current workshops address topics such as connecting and being proactive in students' education.

# 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)														0
Intermediate(I)										3			2	5
Advanced (A)										3			1	4
Total	0	0	0	0	0	0	0	0	0	6	0	0	3	9

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

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

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	4		3	
Integrated Algebra	7		7	
Geometry				
Algebra 2/Trigonometry				
Math <u>A</u>	2		0	
Biology				
Chemistry				
Earth Science				
Living Environment	5		4	
Physics				
Global History and Geography	5		2	
US History and Government	2		2	
Foreign Language	1		1	
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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.

1. We do not use these assessments, as we only have high school students.
2. Because VOYAGES is ungraded, it is difficult to assess data across grade levels. However, for the purpose to the LAP, students have been assigned grade levels based on ATS data. The NYSESLAT data indicates that students are achieving at a higher level in listening and speaking than they are in reading and writing. Informal assessment determined that only one of the two students listed as beginning-level on the NYSESLAT truly is. The second one last took the NYSESLAT in 2008, and it is expected that when next tested, she will tet at the intermediate or advanced level.
3. NYSESLAT data indicates that students need more explicit instruction in reading comprehension and essay-writing skills.
4. Given our low number of ELL students, it is difficult to look at percentages in assessing Regents pass rates. However, ELL students had the highest pass rate on the Living Environment Regents exam, and did relatively well on the Math A, Algebra, and US History. The Global History and ELA Regents had significantly high failure rates.
5. NA
6. We evaluate the success of our ELL program by our Regents pass rates and credit accumulation. Our Regents scores clearly indicate that we need more targeted instruction on the skills needed to succeed on those exams, particularly in Global History.

### Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	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:** 24Q744      **School Name:** VOYAGES PREPARATORY HIGH SCHOOL

**Cluster:** 561      **Network:** NEW VISIONS

**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.

Written translation and oral interpretation needs are assessed during the student application process. As part of that process, every student is required to attend an interview with his or her parent or guardian. During that interview, school staff determines whether a parent needs translation and/or interpretation services would be needed by the parent/guardian.

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.

Through the interview process, we determined that there is a need for Spanish and Korean translation and interpretation services for the 2011-2012 school year. These findings were reported via email to the school community by VOYAGES' CBO partner, Queens Community House.

## 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.

VOYAGES and Queens Community House have Spanish-speaking bilingual staff who are able to provide translation services. Any Korean translation needs will be supplied by the DOE Legal Referral Services.

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.

VOYAGES and Queens Community House have Spanish-speaking bilingual staff who are able to provide oral interpretation services. Any Korean oral interpretation needs will be supplied by the DOE Legal Referral Services.

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>.

All parent meetings are conducted in Spanish and English. The Korean-speaking parent has stated that she will bring her English-speaking relative to meetings.