



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: STUYVESANT HIGH SCHOOL

DBN: 02M475

PRINCIPAL: JIE ZHANG

EMAIL: JZHANG@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARISOL BRADBURY

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
Jie Zhang	*Principal	Signature on file
Mark Halperin	*UFT Chapter Leader	Signature on file
Christina Ross	*PA/PTA President	Signature on file
Adam Lieber	Student Representative	Signature on file
Tahia Islam	Student Representative	Signature on file
Scott Thomas	Admin/AP Chem-Physics	Signature on file
Eric Grossman	Admin/AP English	Signature on file
Robert Rosen	Teacher/Technology Education	Signature on file
Liliya Shamazov	Teacher/Music & Fine Arts	Signature on file
Ashvin Jaishankar	Teacher/Mathematics	Signature on file
Michele Herman	Parent/Senior Rep	Signature on file
Bonnie Beacher	Parent/Junior Rep	Signature on file
Helen Van Rhyne	Parent/Junior Rep	Signature on file
Lauren Coleman-Lochner	Parent/Sophomore Rep	Signature on file
Barbara Reiser	Parent/sophomore Rep	Signature on file
Wai Wah Chin	Parent/Freshman Rep	Signature on file

** 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.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- Teachers in every discipline will incorporate writing exercises and assignments into the curriculum to align with Common Core State Standards.

Comprehensive needs assessment

- Teachers examined Common Core Standards and identified the needs to align departmental instruction to them.

Instructional strategies/activities

- Goals and expectations for the Writing Across the Curriculum initiative will be shared with faculty. Aligned with the Common Core State Standards, teachers will use substantial written assignments (essays, journals, essay questions on exams, research papers, creative assignments, etc.) to assess student understanding and performance.
- The Writing Coordinator will work with teachers and department supervisors to develop writing assignments and classroom practices that will support writing instruction across the curriculum. The Writing Coordinator will also oversee the Writing Center, which includes managing its day-to-day operation and supervising student teachers from area teacher-training programs.
- Department supervisors will collect and evaluate teachers' syllabi, assignments and tear-sheets from the Writing Center.
- In post-observation conferences and reports, department supervisors will focus on how teachers incorporate writing in their lesson plans.
- Minutes from Cabinet meetings and departmental meetings will provide additional evidence of the success of the Writing Across the Curriculum initiative.

Strategies to increase parental involvement

- The Common Core Writing Standards will be presented at a monthly PA meeting.
- The Standards will be described in email and hard-copy communications to parents.
- Parents will be encouraged to monitor and provide feedback on the exercises/assignments.
- Parents will be informed of writing improvement resources available both within the school (Writing Center, tutoring, etc.) and in the community and online.

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

- Common planning periods will be used to organize the majority of the alignment to instructional shifts in the Common Core.
- Designated professional development days, such as Chancellor's Conference Day, will be set aside to target instructional adjustments related to this goal.

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

- 9th Grade students will develop excellent study habits and organizational skills.

Comprehensive needs assessment

- Based on departmental meeting minutes and student performance, and feedback from faculty and parents, the administration and SLT determined that incoming students may have the intellectual skills to be successful but lack the study habits and organizational skills.

Instructional strategies/activities

- All students are encouraged to use the Planning Book, which they receive during the first week of school in September;
- All freshmen students will attend 4 workshops: 3 during their first semester (Study Habits, Time Management, Note Taking) and 1 during their second semester (Graduation requirements and college readiness).
- To help sophomores gain college/career readiness, an emphasis will be placed on the development of effective study habits/organizational skills
- All sophomores will attend 2 workshops on career readiness, which will include rigorous Internet research in order to gather additional information.
- A career day for sophomores using Stuyvesant Alumni will be organized by the AP/PPS
- To ensure consistency, cohesion and relevance across all grades and subject areas, departmental assistant principals will draft guidelines to outline general study skills for classroom teachers; each classroom teacher will outline individual plans for their classes, including when and how the notebooks are reviewed. Additionally, a percentage of their report card grade will serve to evaluate the students' note taking and organizational skills
- Freshman may also be assigned to learn from upper classmen (ARISTA); when necessary, classroom teachers will refer students to their guidance counselors for individual or small group training on study skills

Strategies to increase parental involvement

- The Parent Coordinator and the Parents' Association will jointly conduct a survey among parents to ascertain the degree of assistance their children need in study and organizational skills.
- Regular weekly and special newsletters and materials will be disseminated to parents to inform them of available resources within and outside the school to enhance students' study and organizational skills.
- Several workshops per year will be offered to parents with presentations by guidance counselors and outside experts in this area. These may occur at PA meetings, Camp Stuy, and other convenient, well-attended venues.

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

- Guidance counselors will work in collaboration with teachers to determine key opportunities for presentations in subject classes on study skills.
- The Guidance Department will develop a survey for each grade to determine the effectiveness of the workshops.

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

- Stuyvesant college advisors will meet with all seniors applying to Early Action/Early Decision before application deadlines.

Comprehensive needs assessment

- College Office records revealed that not all seniors applying to EA/ED had an opportunity to meet one-on-one with college counselors before the applications were submitted.

Instructional strategies/activities

- Due to this being the largest graduating class in Stuyvesant's history, three college counselors will need to work overtime.
- Each counselor will be given 35 hours of per session, which will allow them to work closely with students after school, in addition to those students who they meet with during the day.
- Interviews will start on the 4th day of school following the annual senior college assembly (given during the first week of the new school year) and continue through October.
- Additional clerical support will also be necessary. Clerical support will enter school and student specific data on each Common Application – the first time this has been done for an entire senior class.
- There is currently a lack of manpower to download transcripts and SSRs (these must be done individually) as well as enter a full page of data per student. This takes approximately 30 minutes of time investment per student.
- There are 843 students (in the class of 2013) who need to be closely monitored in order to ensure participation in the college application process
- Counselors will perform approximately 421.5 hours of data entry.

Strategies to increase parental involvement

- The process, timeline, procedures, possible advantages and disadvantages of Early Decision Admissions will be presented and discussed at meetings of 11th and 12th grade parents.
- The Early Decision process will be discussed with parents of juniors at their after-school individual meetings with the College counselors, which will take place in the spring of their students' junior year.
- Parents of seniors will be encouraged to monitor and remind their students about their scheduled one-on-one meetings during the school day with their college counselors in order to minimize the number of missed appointments, which will make it more likely that these meetings occur before the Early Admission deadlines.

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

- Secretaries will be assigned on an as-needed basis to perform required clerical work.
- Per-session funds are used to compensate college counselors who work closely with students after school.

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	Writing Center office hours and tutoring	Small group and one-to-one	During and after school
Mathematics	Additional math courses and tutoring	Regular class and one-to-one	During and after school
Science	Tutoring and make-up labs	Small group and one-to-one	During and after school
Social Studies	Tutoring	Small group and one-to-one	After school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Small group and individual counseling	Small group and one-to-one	During and 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.

When a position becomes available, a posting is made on the Department of Education's Open Market site. When all resumes are received, the appropriate department Assistant Principal convenes a committee to review the applications. The committee selects 3 to 5 candidates to come to Stuyvesant High School for an interview. The candidate is asked to conduct a demonstrative lesson, and a second-level interview occurs following the lesson. A candidate is then selected to join our staff.

In order to support the retention of our selected candidates, Stuyvesant offers ongoing opportunities to build and strengthen subject expertise through professional development. Teachers collaborate regularly with colleagues to make adjustments to instruction and design curricula. This helps to ensure that a culture for learning is established with an emphasis on collegiality and professionalism.

**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;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;

- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Despina Zaharakis/Joseph Zaza	District 02	Borough Manhattan	School Number 475
School Name Stuyvesant High School			

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

Principal Jie Zhang	Assistant Principal Edward Wong
Coach N/A	Coach N/A
ESL Teacher Michael Waxman	Guidance Counselor John Mui
Teacher/Subject Area Sophia Liang/English	Parent N/A
Teacher/Subject Area N/A	Parent Coordinator Harvey Blumm
Related Service Provider N/A	Other N/A
Network Leader Joseph Zaza	Other N/A

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

D. School Demographics

Total number of students in school	3282	Total Number of ELLs	13	ELLs as share of total student population (%)	0.40%
------------------------------------	-------------	----------------------	-----------	---	--------------

Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1) Stuyvesant High School serves the needs of academically gifted students. New York State Education Law makes a written examination a requirement for admission to the science high schools. Seats are awarded to those students who earn the highest scores on the entrance exam, the Specialized Science High Schools Admissions Test. Students who accept their seat are then sent a package from the Admissions secretary. The package contains forms for biographical data, guidance related issues, transportation, special programs and the Home Language Identification Survey Form (HLIS). All students are then required to complete and return their packet to the Admissions secretary by the end of the May of their eighth grade. The program office and the Admissions secretary then compiles a list of students whose home language is other than English. We then notify students by writing and in person within the first ten days of school year that they will be required to take the LAB-R exam. The LAB-R exam is given afterschool, usually on Friday of the week. Students who cannot take the exam are rescheduled for the following Friday. Proctoring and administration is done by Ms. Liang, a member of the ELL team and oversee by Mr. Wong, the Assistant Principal.

b) In September, the program office runs reports from ATS (Biographical Data from NYC DOE) which flags students who are required to take the LAB-R exam. We cross reference this list with the list compiled by our school from the HLIS. Again this data is collected from the HLIS sent back from the student's packet which are sent in English, Chinese and Korean. Families who require translation are refer to Harvey Blumm, our Parent Coordinaor. Mr. Blumm arranges for translators for those who need help in filling out the HLIS. Questions concerning the HLIS are answered by the Admissions Secretary, Carol Carmo. We have in house two translators: Andrew Wong (Community Associate) for Chinese and Kyeong Yeon Kim (Teacher of Korean) for Korean who upon request are available for interviewing. Any discrepancies with home languages is then corrected and entered in ATS. Students who have previously taken the LAB-R and scored below requirement are then assign to take the NYSESLAT in May. Students who are required to take the NYSESLAT exam in May are also interviewed. Usually, these students are already proficient in the English language by the time they are in High School. The speaking and interview section is done by Ms. Liang and Ms. Mazurrco, both English teachers.

c) All eligible students are given the NYSESLAT in the spring semester, as indicated by their eligibility in ATS. Although these students are proficient in the English language, we administer the NYSESLAT exam to comply with NYS regulations.

2) All notifications and memos regarding the LAB-R and NYSESLAT are sent to parents in their home language. Translations of all pertinent notifications and memos are available on the NYC DOE website: <http://schools.nyc.gov>

3) Letters to parents are mailed and hand delivered to the student involved. The Technology Service secretary is responsible for ensuring that the letter or memo is received and if required returned.

4) Students who failed to score a minimum score on the LAB-R exam will be assigned to the ESL program. We have a licensed ESL instructor and licensed English teacher who will provide after-school ESL instruction. The ESL instructor will determine the amount and length of the instruction in preparation for the NYSESLAT in May.

- 5) Since we have never encountered any students who required ESL, we do not have any supporting documentation or numbers to provide.
- 6) Parental involvement is of paramount concern and requests and suggestions are taken seriously. Individual student instruction should involve not only the teacher but also parents.

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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>										0	0	0	0	0
Dual Language <small>(50%:50%)</small>										0	0	0	0	0
Freestanding ESL														
Self-Contained										0	0	0	0	0
Push-In										0	0	0	0	0
Total	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	13	Newcomers (ELLs receiving service 0-3 years)	0	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

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

	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	0	0	0	0	0	0	0	0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0
Number of ELLs in a TBE program who are in alternate placement: 0										

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				0
Chinese										4			1	5
Russian										3				3
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other										5				5
TOTAL	0	0	0	0	0	0	0	0	0	12	0	0	1	13

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

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

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

- 1) Instruction is delivered using a collaborative, self contained, ungraded and heterogeneous model. Since our students take an entrance exam for Stuyvesant High School, the majority of our students are proficient in English regardless of whether they passed the LAB-R in their previous attempts. Almost all students are therefore programmed in regular classes taught in English.
- 2) Students are programmed based on their level of proficiency performance as indicated on the RLAT Report as measured by the NYSESLAT and LAB-R and by interview. Students who are regarded as at the Beginners level have 3 classes daily every week; Intermediate level have 2 classes daily every week; Advanced level have 3 ESL classes every week and 1 ELA class daily every week. All classes take place afterschool.
- 3) Content areas deliver instruction following the Standards.
Instructional framework that includes explicit instruction, careful modeling, coaching, scaffolding, group discussion, problem solving, cooperative learning groups, flexible grouping, practice opportunities and expectations for independent applications to help students meet and/or exceed New York State and City Standards.
Leveled reading materials, manipulatives, graphic organizers, non-verbal and context clues.
- 4) Students who are to be evaluated for ELL are tested by a multi-lingual staff which includes members who speak Chinese and Korean. All other languages can be made available upon request.
- 5)
 - a) Integrated technology to support writing instruction and motivate students to use written language to communicate.
 - b) Draw on their background experiences and encourage connections between academic concepts and students' own lives. Connect with students' families and culture. Use engaging instruction.
 - c) Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners.
 - d) Use effective strategies such as project-based learning, thematic instruction, and cooperative grouping to engage learners and use various assessment strategies.
- 6) After-school tutoring is available to all students under the AIS program.
- 7) These students can get 2 years of testing accommodations and offer an orientation for the ELL students.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area

Language(s) of Instruction

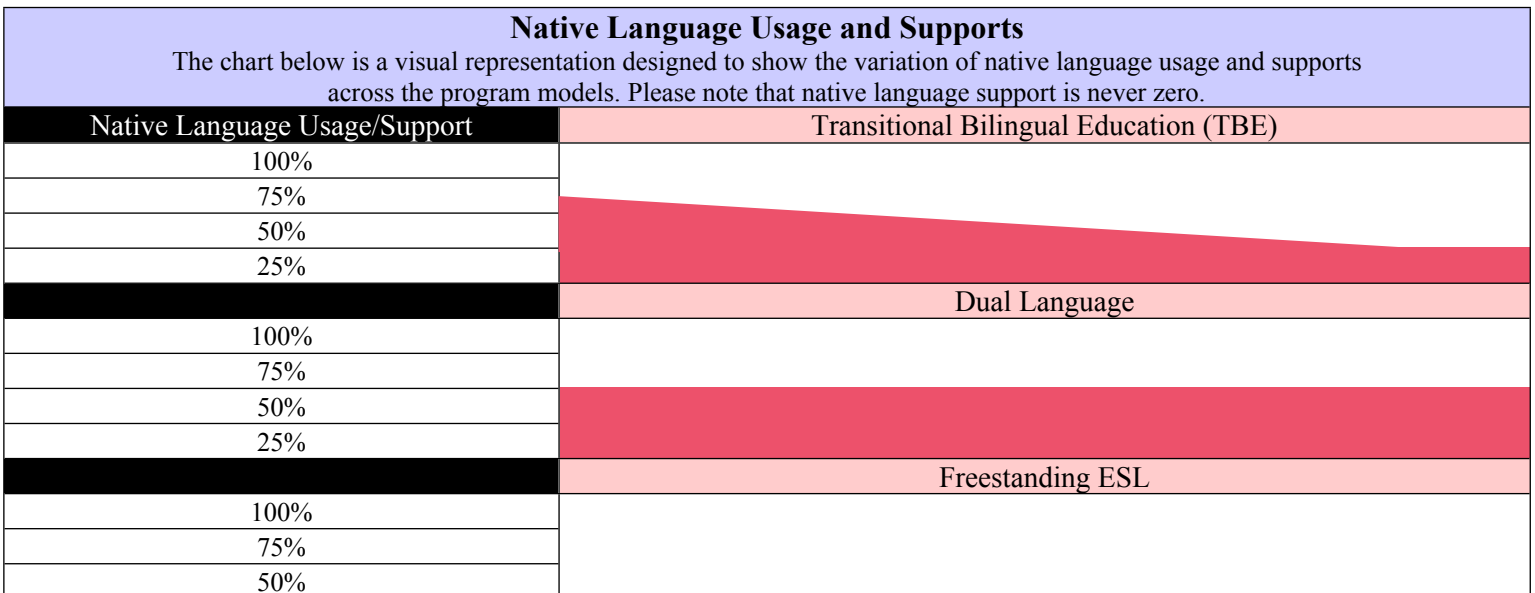
Class/Content Area

Language(s) of Instruction

Native Language Arts	
Social Studies:	
Math:	
Science:	

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. Due to the limited number of ELLs, specific interventions are not targeted at them. These students receive the same targeted intervention strategies that are offered to non-ELL students. These services include afterschool tutoring as well as Advanced Placement review classes in April and May. All services are provided in English. The parent coordinator is in regular contact with parents and Mr. Wong works with content-area teachers to address the specific needs of ELLs.

9) We offer afterschool AIS services to all students and a writing center is available in the library to help students improve their writing.

10) There are currently no new programs or services for the upcoming school year.

11) There are currently no plans to discontinue programs or services for ELLs.

12) After-school tutoring is available to all students under the AIS program.

13) Use of SMART technology, differentiated textbooks, visuals and use of text materials in an audio form.

14) If necessary, translators are available on demand.

15) All services and resources correspond to ELLs' ages and grade levels.

16) These students can get 2 years of testing accommodations and offer an orientation for the ELL students.

17) All students, including ELLs, must take a three year sequence of a world language. Students have a choice of French, German, Japanese, Latin, Mandarin, Spanish or Italian. Stuyvesant High School offers a wide selection of world languages and has a first class World Language Department. All students are encouraged to take a fourth year of a language sequence, which generally is the Advanced Placement course.

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)?

Not applicable

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. Although we have not in the past had the need to offer ELL classes, we do have Mr. Michael Waxman who is an ESL teacher as well as a Social Studies teacher available. If necessary, we will provide Mr. Waxman with PD and take advantage of resources that a neighboring school, Dual Language High School (at the former Seward Park High School) has to offer.

2. We will reach out to Dual Language High School for support.

3. All ELL staff are encouraged to attend CFN PDs as needed.

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. If Stuyvesant offers an ELL program, our Parent Coordinator Harvey Blumm and our Community Associate Andrew Wong will work directly with parents to offer support and information.

2. Not applicable

3. This will be the responsibility of the Assistant Principal Edward Wong and the Parent Coordinator Harvey Blumm. Most likely individualize contact with parents on a weekly basis.

4. Parental involvement is paramount to the success of students in ESL. Formal and informal contacts and/or surveys will give us a better direction to serve our parental needs.

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)														0

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

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

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

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

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

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

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) Not applicable
- 2) Results from the NYSESLAT exam confirms the initial interview that all students prior to entering High School reach proficiency in English.
- 3) Not applicable
- 4) a) All students have reach proficiency.
b) Not applicable
c) Not applicable
- 5) Not applicable
- 6) Not applicable

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.

History of Stuyvesant High School: Stuyvesant High School was founded in 1904 as a "manual training school for boys." It became co-ed in 1969, when it opened its doors to an initial class of 14 girls. Today, approximately 43% of the student body are female. Incoming ninth and tenth graders are selected by an examination that is open to all residents of New York City. Stuyvesant has served as a premier school for the development of talent in science, mathematics and technology. From its inception, it has been a school which serves an immigrant population. The school was housed in the same 15th Street building for almost 90 years. In September 1992, a multi-million dollar building was completed in Battery Park City for Stuyvesant High School. Four Nobel Laureates, as well as a host of leaders in science, mathematics, government, law, the arts, and music, are included among the graduates.

Since we serve students who are academically gifted, we have been fortunate that it has never been necessary to offer any ELL program. However in the event that it becomes necessary, we have the resources to do so.

Part VI: LAP Assurances

School Name: Stuyvesant High School

School DBN: 02M475

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Jie Zhang	Principal		1/14/13

School Name: Stuvesant High School

School DBN: 02M475

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Edward Wong	Assistant Principal		1/14/13
Harvey Blumm	Parent Coordinator		1/14/13
Michael Waxman	ESL Teacher		1/14/13
	Parent		
Sophia Liang/English	Teacher/Subject Area		1/14/13
	Teacher/Subject Area		
	Coach		
	Coach		
John Mui	Guidance Counselor		1/14/13
Joseph Zaza	Network Leader		1/14/13
	Other		
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 02M475 School Name: Stuyvesant High School

Cluster: 02 Network: 01

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.

The Parent Coordinator and the Program Office determined the exact number and percentage of parents who are listed as having a home language other than English. The three highest totals were for Chinese, Bengali, and Korean – speaking parents. As of October, 2012, 41.1% listed Chinese as their home language, 6.4% listed Bengali, and 4.1% listed Korean. In addition, several years ago, the Parent Coordinator and the Parents Association leadership have consulted with the PA Ethnic Outreach Committees to discuss and establish procedures and policies to meet the needs of Limited- English Proficiency parents.

These committees have concluded that all school-to-parent communications should be translated into Chinese and Korean whenever possible. Discussions with other parent ethnic groups, such as Bengali, Russian, and Hindi, have also been conducted. Although there is a significant number (211) of families who list Bengali as their home language, the consensus opinion of the committee was that a large majority of these parents possessed functional proficiency in English, and therefore did not require translation services. However, given the significant increase in the number of parents listing Bengali as their home language, it is advisable to conduct a new survey to determine if more translation/interpretation services are needed for this demographic group. A new survey and analysis of this issue can be conducted in the Spring, 2013 term.

Based on the previous outreach, both the Parents' Association and school staff have agreed that neither written translation, nor oral interpretation is necessary for these latter groups. In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should only be provided in Chinese and Korean. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for freshman parents, monthly PA meetings, and general parent events organized by the school.

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.

In conjunction with the Parents' Association, we have determined that written and oral translation of school-to-parent communication should be provided in Chinese and Korean. This policy is explained to parents' at all relevant Parent meetings and events, including Orientation for freshman parents, monthly PA meetings, and general parent events organized by the school.

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.

The school provides Chinese and Korean translations of all written communications to parents. These translations are completed and disseminated at the same time, or within a few days, and in the same format as the English text. For hard copy documents, letters, and notices, the translated text is typically placed on the reverse side of the English message. This assures that Limited-English proficiency parents receive and read the information at the same time as do other parents.

Email messages are either translated in advance and sent along with the English text, usually as PDF attachments to the email messages, or translated and disseminated to the relevant families within several days. Communications from the Principal, Assistant Principals, and individual teachers are all translated into Chinese and Korean, as is the weekly Parent Coordinator email parent update. The school makes use of in-house school staff and outside services to translate these communications, although the D.O.E. Translation & Interpretation Office is also occasionally used as well, if sufficient lead time is available for that office to do the requested translations. The Parents' Association also uses parent volunteers to translate most of its' hard-copy monthly bulletin into Korean and Chinese, and this translated text is incorporated into the mailed bulletin and weekly parent updates.

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.

Oral interpretation services for parents are provided by the school in a variety of ways. Simultaneous oral interpretation is provided at most monthly PA and school-sponsored parent meetings, using the PA-owned simultaneous-interpretation headset system. The interpreters are provided by outside, DOE-approved vendors, and are paid for with school funds designated for parent interpretation/translation support. When DOE funds are not available, PA funding, parent volunteers, and outside vendors may be employed for these meetings. Interpretation is also provided for individual parent meetings with teachers, counselors, and other school staff. In-house staff is primarily used for these meetings, although the DOE “over-the-phone” interpretation is also occasionally used to facilitate interpretation.

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 fulfills parental notification requirements as stated in Chancellors’ regulations A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to, the two main entrances, the offices of the Principal and Assistant Principal/Guidance, and the office of the Parent Coordinator.