



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: BROOKLYN COLLEGE ACADEMY

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 22K555

PRINCIPAL: NICHOLAS MAZZARELLA

EMAIL: NMAZZAR@SCHOOLS.NYC.GOV

SUPERINTENDENT: TAMIKA MATHESON

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Nicholas Mazzarella	*Principal or Designee	
Jason Goldberg	*UFT Chapter Leader or Designee	
Judith Buissereth	*PA/PTA President or Designated Co-President	
<i>Not Applicable</i>	DC 37 Representative, if applicable	
Brian Brown Ugo Akpara	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
<i>Not Applicable</i>	CBO Representative, if applicable	
Alan Windsor	Member/Parent	
Samuel Gymiah	Member/Parent	
Sheryl Davis	Member/Parent	
Gardy Deshommes	Member/Parent	
Dorothy Atkinson	Member/Parent	
David Genovese	Member/CSA	
Shernell Thomas-Daley	Member/CSA	
Lynelle Rennis	Member/UFT	
Jesse Kupfermam	Member/UFT	

** 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

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

By June 2013, 95% of the teachers will demonstrate a deeper understanding of Charlotte Danielson's *Framework for Teaching* particularly Domain 3b: Using Questioning and Discussion Techniques as evidenced by formal and informal observations. Each staff member will be observed at least once formally and twice informally.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

By examining teacher observations made by the administration and the data generated by our Instructional Rounds Professional Development model, we found that the level of questioning in our classrooms could be elevated.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Common meeting time (faculty meetings) will be used to discuss, implement and reflect upon this work. Faculty will meet in their Professional Learning Communities two times per month for the duration of the school year. Teacher leaders will facilitate these meetings.
- The Instructional Rounds professional development program will be an integral part of our teachers' professional development. Instructional Rounds will take place four times during the school year and will be facilitated by the school administration. The data generated by this program will help to evaluate our progress toward raising the level of questioning in our classrooms.
- The Teacher Performance Record (TPR) observation software will be an instrument used to track the progress of this goal.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

This is not applicable to this goal.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - Common meeting time (faculty meetings) will be used to discuss, implement and reflect upon this work-
 - Tax Levy monies will be used to accomplish 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

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

Students in grades 7 through 12 will experience eight Common Core aligned units of study using the Understanding by Design method of unit planning. By June 2013, students will complete two Common Core aligned units in each of the following subjects: math, ELA, social studies, and science.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

After evaluating our progress toward college readiness and after digging deeper on the data generated by our professional development program, it was clear that the best method to integrate our college readiness standards and the Common Core standards was through the use of Understanding by Design. This method of planning allows teachers to see how the standards can be integrated into their lesson planning. Although our students were making progress in all of these subject areas, we wanted to be sure that their work would be more closely aligned to the Common Core standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Each teacher will submit two unit plans created using the Understanding by Design methodology.
- Teachers will serve as critical friends in evaluating their unit plans using a tuning protocol during PLC meetings four times during the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents can be kept abreast of student progress within this goal through our online grading/communication system "PupilPath"

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Common meeting time (faculty meetings) will be used to discuss, implement and reflect upon this work.

Tax Levy monies will be used to accomplish this goal

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

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

Our work in implementing the ThinkReady (formerly C-PAS) college readiness assessment based on the work of Dr. David Conley and the EPIC project at the University of Oregon in collaboration with the Middle College National Consortium (MCNC) will be expanded school wide. The assessments will help to satisfy the Department of Education's citywide instructional expectation that all students participate in tasks based on the new Common Core Learning Standards for literacy and math. By June of 2013, 85 % of the faculty will complete two ThinkReady tasks with at least one of their assigned classes.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Brooklyn College Academy has been involved with the EPIC program at the University of Oregon, via the middle College National Consortium, for the past three years. We are gathering data on our students' college readiness skills and are now ready expand the program school wide and increase the amount of longitudinal data for our students. This will also help us to evaluate the effectiveness of our Early College program. The ThinkReady assessments are comprehensive assessments that are also in line with the Common Core standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Teachers in each major subject will implement two ThinkReady tasks (one in each semester) over the course of the school year. Teachers choose their own task within their subject area to implement in their class. The assessments will be graded according to the schedule set forth by ThinkReady. Teachers will reflect on this work during their PLC meetings two times during the school year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be informed about the progress of this goal through our online communication/grading system "PupilPath."

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Common meeting time (faculty meetings) will be used to discuss, implement and reflect upon this work.

Classroom time will be used to implement the assessments.

Tax Levy dollars will be used to accomplish this goal.

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	Mandatory tutoring.	Small group	After school/three days per week (M,T,R/2:20pm-3:10pm)
	Ongoing contact with parents	Phone calls/Skedula online grading system/parent meetings	During the school day/After school
	Progress reports distributed to students and parents every three weeks	Printed copies/Skedula online grading system	During the school day
	Student referrals to guidance counselors	One-to-one	During the school day
	Collaboration with another high to provide our students help during PM school	Small group	After school
Mathematics	Mandatory tutoring.	Small group	After school/three days per week (M,T,R/2:20pm-3:10pm)
	Ongoing contact with parents	Phone calls/Skedula online grading system/parent meetings	During the school day/After school
	Progress reports distributed to students and parents every three weeks	Printed copies/Skedula online grading system	During the school day

	<p>Student referrals to guidance counselors</p> <p>Collaboration with another high to provide our students help during PM school</p>	<p>One-to-one</p> <p>Small group</p>	<p>During the school day</p> <p>After school</p>
Science	<p>Mandatory tutoring.</p> <p>Ongoing contact with parents</p> <p>Progress reports distributed to students and parents every three weeks</p> <p>Student referrals to guidance counselors</p> <p>Collaboration with another high to provide our students help during PM school</p>	<p>Small group</p> <p>Phone calls/Skedula online grading system/parent meetings</p> <p>Printed copies/Skedula online grading system</p> <p>One-to-one</p> <p>Small group</p>	<p>After school/three days per week (M,T,R/2:20pm-3:10pm)</p> <p>During the school day/After school</p> <p>During the school day</p> <p>During the school day</p> <p>After school</p>
Social Studies	<p>Mandatory tutoring.</p> <p>Ongoing contact with parents</p> <p>Progress reports distributed to</p>	<p>Small group</p> <p>Phone calls/Skedula online grading system/parent meetings</p>	<p>After school/three days per week (M,T,R/2:20pm-3:10pm)</p> <p>During the school day/After school</p>

	<p>students and parents every three weeks</p> <p>Student referrals to guidance counselors</p> <p>Collaboration with another high to provide our students help during PM school</p>	<p>Printed copies/Skedula online grading system</p> <p>One-to-one</p> <p>Small group</p>	<p>During the school day</p> <p>During the school day</p> <p>After school</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Dedicated guidance counselor in the 7th, 8th, 10th, 11th & 12th grades</p> <p>Guidance counselors follow their cohort of students starting in the 10th grade</p> <p>Counselors keep ongoing logs of outreach, meetings and services for at risk students.</p> <p>Referrals to outside agencies are given to families when necessary.</p> <p>School Psychologist is used in CSE evaluations</p>	<p>One-to-one/small group</p> <p>One-to-one/small group</p> <p>llog/personal anecdotal</p> <p>One-to-one</p> <p>One – to One</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>After school</p> <p>During school</p>

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.

Strategies for recruiting, retaining and supporting highly qualified teachers includes the following:

Mentoring: Every first year teacher is assigned a mentor within their subject area. The mentor is charged with meeting with the new teacher and visiting their classroom. The mentor advises the new teacher in lesson planning, unit planning, classroom management, and assessment. Mentor hours are recorded in the NTMS (New Teacher Mentor System).

Professional Learning Communities: Teachers are grouped into PLC's according to grade level. This allows teachers to discuss students that they have in common. PLC's are facilitated by teacher leaders and take part in activities such as being a critical friend in evaluating student work and examining classroom based assessments. The communities use this time to assess student progress and discuss potential ideas to be included in their daily lesson plans.

Instructional Rounds: Using the work of Dr. Richard Elmore (Harvard University), we have implemented an Instructional Rounds program. Based on the theory of the Instructional Core, teachers, in teams of three, visit classrooms to collect low inference descriptor data of the work being done in their colleagues' classrooms. The data is then deconstructed and looked at through the lens of the Instructional Core and the Key Cognitive Strategies for College Readiness. This model allows teachers to see the work being done in other classrooms and to celebrate the best practices of our classrooms that show how teachers are applying the Key Cognitive Strategies for College Readiness to their everyday lessons.

Peer Review: Our peer review program has developed into a medium for teachers to share, in depth, their best practices in a safe, supportive and collegial environment. Based on the peer review model created by the Middle College National Consortium, all of our second year teachers are subject to a peer review. Also, we have created an "Honor Peer Review" that celebrates the hard work, dedication, and best practices of our veteran teachers (15 years or more experience in the classroom). This teacher driven professional development model has helped to create a culture of sharing and acceptance amongst our faculty. Included in this program is our annual self reflection reading. Each teacher is asked to write a self reflection based on theme for the year. The teachers read their self reflections to their colleagues in a fishbowl type environment. This serves as a very powerful window into the creative, deep, pedagogical thinking that our teachers put into make rigorous learning environments for our students.

**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.

Brooklyn College Academy is not a Title I School

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 Cyndi Kerr	District 22	Borough Brooklyn	School Number 555
School Name Brooklyn College Academy			

B. Language Allocation Policy Team Composition

Principal Nicholas Mazarella	Assistant Principal Lois Flood
Coach NA	Coach NA
ESL Teacher NA	Guidance Counselor Audrey Delgado
Teacher/Subject Area Jason Goldberg/Social Studies	Parent Ronald Barksdale
Teacher/Subject Area Jesse Kupferman/English	Parent Coordinator Karen McKie
Related Service Provider Barbara Korngut	Other type here
Network Leader Cyndi Kerr	Other type here

C. Teacher Qualifications

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

Number of certified ESL teachers	0	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	7
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	630	Total Number of ELLs	1	ELLs as share of total student population (%)	0.16%
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Part II: ELL Identification Process

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

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

1. Brooklyn College Academy offers an English immersion program to students entering with ELL status. Upon entering grades seven and/or eight, English classes are double period in duration and incorporate a literacy component. This is to afford each student a stronger foundation in content and skills of English Language Arts. No teacher at this time is certified as bilingual or as an ESL teacher. The expertise and experience of the English department in collaboration with the other academic departments serve the students' needs. A collaboration with Brooklyn College, the Brooklyn College ESL program and The Learning Center at Brooklyn College is ongoing and open to our students who may be in need of services. Support services through community based organizations and other collaborations are utilized. This year, in addition to the above, the Home Language Identification Survey (HLIS) was given to parents to be completed. Our bilingual guidance counselor completed the initial interviews and the administration of the HLIS. The LAB-R is administered by one of the Assistant Principals and submitted in a timely fashion.

Students

who are eligible for the NYSESLAT, according to our data in ATS, will sit for the exam.

2. Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.
3. The AP Administration ensures that entitlement letters are distributed and Parent Survey and Program Selection Forms are returned.
The AP Administration makes phone calls and/or meets with parents of our ELL's to ensure this information is returned to the school in a timely manner.
4. All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services.
5. After reviewing the Parent Survey and Program selection data 100% of our parents chose Freestanding ESL.

6. The program at our school is aligned with the requests of our 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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained Push-In									1					1
Total	0	0	0	0	0	0	0	0	1	0	0	0	0	1

B. ELL Years of Service and Programs

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

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

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

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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. All students are programmed for a comprehensive academic experience and a strong guidance component is integral to the Brooklyn College Academy's vision and mission. More opportunities to pass the required New York State Regents exams are offered in the ninth and tenth grade allowing students to experience the Early College program by eleventh grade. Intervention strategies for all of our students include extended tutoring time, extended day school opportunities, Saturday school, attendance at community based organizations outside of school, and supplemental tutor/mentor services. Our classes are all heterogeneous throughout all grade levels.
2. Our related services/English teacher is programmed to meet the mandated number of instructional minutes of instruction for our students' program model.
3. Our teachers differentiate their instruction in all content areas. Depending on the topic they are teaching and the difficulty that accompanies it, teachers group their students according to skill and learning levels. Our students are then placed into homogeneous cooperative working groups to support their students' learning. Teachers deliver all content area instruction in English.
4. Data from ATS and ARIS is examined to determine ELL status for our students. This data is reported to the testing coordinator who, if necessary, will order exams in the students native language. ELL's are also provided glossaries for use during the school year.
5. We differentiate instruction for ELL subgroups in the following ways:
 - a. We do not have a SIFE program in our school
 - b. Our ELL's are immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL students are then supported by our related services, who collaborates with the content area teacher, teacher who assists in addressing language issues in any of the content areas.
 - c. Our ELL's do not fit into this category
 - d. Our ELL student in this category is immersed into all of our general education classes. Our teachers are made aware of their student's ELL status and are instructed to differentiate their instruction accordingly. Our ELL student is then supported by our related services teacher, who collaborates with the content area teacher, assists in addressing language issues in any of the content areas.
 - e. We do not have any ELL students with special needs attending our school
6. We do not have any ELL-SWD's attending our school.
7. We do not have any ELL-SWD's attending our school.

Courses Taught in Languages Other than English 

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

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

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
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. Support services, for our frestanding ELL's, at Brooklyn College Academy include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
9. Support services at Brooklyn College Academy for continuing transitional support include tutoring during the extended day period, tutors working with students during class time, and support by the guidance counselors. If a student is in need of more extensive support or services, more appropriate programs are investigated and offered.
10. No new programs will be considered for this school year due to budgetary constraints.
11. No programs for our ELL students will be discontinued.
12. All eligible students participate in extracurricular activities such as PSAL boys and girls basketball teams, clubs, community service experiences, music programs and school trips. Students must maintain certain criteria for participation in specific activities as per New York City Department of Education protocol.
13. All of our faculty member use SMARTboard technology in their classrooms. This technology ahs opened a wide array of presentation styles and support structures for our ELL students. Our computer labs are open early in the day as well as at lunch time. All of our students can access technology labs as well as the library at Brooklyn College.
14. Native language support will be delivered as needed using our rewsources at Brooklyn College.
15. All of our required support services for our ELL's correspond with their appropriate ages and grade levels. All curriculum and support materials are age and grade appropriate and assist our ELL's in becoming succeeful in our school.
16. Our activities include an orientation session at the beginning of the school year. Our dean of students runs a student orientation for new and incoming students before the school year begins. The dean allows students to meet their peers and incorporates many team building activities to allow students to become acclimated to each other and the school.
17. Presently the only foreign langauage offered in our school is Spanish. All of our ELL's have access to these courses. Our students have been very successful in passing the New York State Regents exam in Spanish after taking this coursework.

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)?

Our school does not have a dual language program.

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. Professional development meetings take place every Wednesday afternoon. Both site specific and whole school meetings are held. During this time, teachers meet in Professional Learning Communities to discuss the academic goals of their students and how to better prepare them to face the academic challenges of today's world. The Professional Learning Communities also discuss specific pedagogical issues found in their classrooms and collaborate to improve upon those issues. Students who are considered to be at risk or in need of additional services are discussed at these meetings and action plans are created. Teachers are able to reach out to the appropriate guidance counselors for help when necessary.
2. Our ELL students always have an adult to turn to in order to assist with their transition to our school. Their guidance counselor, who stays with the student for three years, develops a deep relationship with the student and is always available for any assistance necessary. Also our dean of students, faculty and administration all make it known to our students that there is an open door policy and that they can come in and talk about anything they feel is necessary. Our school community is supportive and nurturing of all of our students, especially our ELL students.
3. The minimum 7.5 hours of Professional Development will be completed in house and may include a collaboration with another high school who has a more intensive ELL program. The schools will collaborate on a PD plan to help all teachers better assist in the success of our ELL students.

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. Parental outreach and involvement is essential to the success of Brooklyn College Academy. PTA and SLT meetings are monthly events. All members of the school community, staff, guidance and administration meet with parents upon request and workshops are offered throughout the year. The school's parent coordinator sponsors many workshops and opportunities through which parents and students may achieve a better understanding of the opportunities Brooklyn College Academy provides. School events are also planned during which parents can have the opportunity to discuss relevant issues with others. Guidance schedules one to one conferences with both parent and student, telephone conferences and activities to promote the students' well being and success.
2. We do not partner with any CBO's to provide workshops or services to ELL parents. Opportunities for workshops or other assistance for parents of ELL students are available through our collaboration with Brooklyn College.
3. We evaluate the needs of the parents of our ELL students through feedback given by the PTA executive board, by members of the School Leadership Team and the Parent Coordinator. We also use the Learning Environment Survey as another set of data to evaluate parent needs. Any needs by parents of ELL students are immediately addressed by the school's administration.
4. Parental involvement activities for parents of ELL students are developed on a as needed basis. These activities would address the needs of our ELL parents specifically as the activities would be based on the feedback received by the PTA Executive Boards, the School Leadership team and the Parent Coordinator.

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
Advanced (A)									1					1
Total	0	0	0	0	0	0	0	0	1	0	0	0	0	1

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									1				
	P													

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8		1			1
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			1						1
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			1						1
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				

New York State Regents Exam

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

Native Language Tests

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1. Our school uses an literacy assessment created in house to gauge the early literacy skills of our ELL's. This information aids in the implementation of the instructional plan by providing us with an idea of the literacy level the students are currently working at. Teachers can then plan their differentiated lessons accordingly. To date our ELL students have achieved high scores on the assessment.
2. The data patterns across proficiency levels show that our ELL students are high achieving. They have all scored in the advanced category on their most recent NYSESLAT assessment. We are moving forward to push our students to even more success and have them ready to take part in our Early College program.
3. The patterns found in the NYSESLAT modalities affect instructional decisions by allowing our students to move forward toward our Early College program and function as well as any other student in our school. These scores allow us to infuse our ELL students into all of our academic classes to prepare them to be successful and college ready.
4.
 - a. After examining student results all four of our ELL students have been successful in passing New York State standardized exams taken in English. We will continue to build on this success as they are infused into our Early College program.
 - b. Due to the fact that our ELL students have all achieved the advanced status on the NYSESLAT, we allow our students to take the Periodic Assessments given in English. Our ELL's have scored highly on these assessments and have provided our teachers with data to better serve this population.
 - c. We have learned that our ELL students have the same abilities as our English speaking students. Our ELL's are just as successful and want to be successful in order to take advantage of our Early College program in the 11th and 12th grades.
5. We do not have a dual language program in our school.
6. We evaluate the success of our ELL program based on the results of standardized tests given at the end of each year. We will look to see their scores on the NY State Regents exams as well as the standardized assessment given to middle school students. We will then look to see if any changes need to be made in our ELL program. If we find that changes are necessary, then the administration will put those changes in place the following September.

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: <u>Brooklyn College Academy</u>		School DBN: <u>22K555</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Nicholas Mazzarella	Principal		12/1/11
Lois Flood	Assistant Principal		12/1/11
Karen McKie	Parent Coordinator		12/1/11
	ESL Teacher		12/1/11
Ronald Barksdale	Parent		12/1/11
Jason Goldberg/Social Studies	Teacher/Subject Area		12/1/11
Jesse Kupferman/English	Teacher/Subject Area		12/1/11
	Coach		1/1/01
	Coach		1/1/01
Audrey Delgado	Guidance Counselor		12/1/11
Cyndi Kerr	Network Leader		12/1/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **22K555** School Name: **Brooklyn College Academy**

Cluster: **1** Network: **106**

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.

Using ATS and biographical information collected from students when entering the school, we are able to assess our translation and oral interpretation needs. Parents can also request, through their child's guidance counselor, for information to be translated or interpreted into their home language. This information is collected at the beginning of the school year so that appropriate services can be implemented in a timely manner.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

We have found that our school written translation and oral interpretation needs are minimal. Our school does not have a significant ELL population where these services are needed on a large scale. We reported our findings to the School Leadership Team. The PTA President will then turnkey this information to our parents.

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.

We provide written translation services by request. Parents and students request written translation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The written translation is then done in – house by school staff.

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.

We provide oral interpretation services by request. Parents and students request oral interpretation services through their guidance counselor. The Guidance Counselor then reports the request to administration. The oral interpretation is then done in – house by school staff.

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>.

Copies of the Parents Bill of Rights in covered languages are available upon request from the grade level Guidance Counselor. Copies of the Parents Bill of Rights are also available during Parent – Teacher Conferences. Parents are notified by the school and by the PTA that these items are available. Signs regarding the availability of translation services in the covered languages are conspicuously posted at the front entrance to the school as well as in the general office and the office of each guidance counselor.