



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: THE JAMES BALDWIN SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M313

PRINCIPAL: CHRISTINE OLSON, IA **EMAIL:** COLSON@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
Christine Olson	*Principal or Designee	
Rachel Parsons	*UFT Chapter Leader or Designee	
Joe Alvarez	*PA/PTA President or Designated Co-President	
Jeanette Aybar	DC 37 Representative, if applicable	
Luis Espinal Kevin Scott	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Joseph Martone	Member/ Teacher	
Stephen Campbell	Member/ Parent	
Elizabeth Alvarez	Member/ Parent	
Seth Rader	Member/ Teacher	
	Member/	
	Member/	
	Member/	

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

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.

Attendance: Improve systems for gathering, and effectively acting upon, accurate information about student daily attendance and attendance trends. By doing this, we intend to see improvement on the progress report metric around attendance, which averages students' attendance changes from SY 11-12 to 12-13. (Last year's progress report metric revealed an average -9.5% attendance drop; we would hope to bring this down to -6% or lower.)

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.

Our attendance fell sharply in 2011-12 – to 75.6%. This is our lowest attendance rate since we opened. (In years 3-6 of JBS, our average attendance was around 78% each year. In 2010-11, we were able to raise it to close to 79%. This past year, it fell to 75.6%. Students' consistent attendance in school has huge impacts on their involvement in their Crews and the community; the continuity of their learning; and their ability to earn credits and pass PBATs; thus, to graduate. This attendance dip has been felt throughout the school community – in lower Spring 2012 PBAT pass rates, in many of our course pass rates, and in our students' abilities to show growth and improvement over time. For this reason, focusing on improving our attendance is what the teaching staff agrees is our highest priority for SY 12-13. We anticipate this as one of our highest leverage areas to improve student achievement. Both the 2011-12 and 2012-13 JBS SLTs also agree that this is the highest priority for JBS to address in 2012-13.

The JBS 2011-12 Progress Report reinforced the need for this goal. JBS showed a 9.5% average student attendance decrease from 2010-11 to 2011-12. This was our lowest area, in comparison to our peer group schools, on the 2011-12 PR, leading to a D in Student Progress. On all other Student Progress indicators, JBS scored average or above average in comparison to both the peer schools and city schools.

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.

All staff members will have a role to play in attendance:

FSFunding:

-Crew (aka Advisory) is a leverage for student attendance. Crew Advisors will make monthly phone attendance calls to all families. These calls will be in addition to daily attendance calls (made by office staff and twice daily robo calls). In addition, students will monitor, track, and reflect on their own attendance every two weeks (in their Crews).

-We will begin an initiative of personal daily late calls to students who arrive to school in the first 90 minutes of the day.

-Wellness Team will meet in weekly attendance team meetings to focus on students with lower attendance rates.

- We will continue to fund attendance incentives for students with high attendance, or who improve their attendance. (We will continue to discuss if material incentives or public acknowledgement are better incentives for strong and /or improved attendance.)
- We will facilitate a student focus group interview for students whose attendance has improved from 11-12 to 12-13 to see what we can learn from them.
- We will learn from, and continue to support, student leadership initiative around attendance.
- Our Parent Coordinator will take an increased role, especially through the admissions and intake process, in establishing expectations and communication about attendance with families from the first days of school.
- The Data Team (including administration, teachers, and network achievement support) will continue to meet to monitor attendance data and effectiveness of initiatives. They will regularly provide the staff with data for feedback about the effectiveness of attendance measures.
- Teachers will provide after school academic support to struggling students – recognizing a reciprocal relationship between school attendance and academic success. This tutoring will be extended to students in their Crews, and students in their classes.
- We will again utilize the Jumprope system for recording and communicating period attendance for students. All school staff have access to period attendance for all students using this system. Some teachers will also pilot the grading software associated with this software. We will pilot giving parents access to this attendance information, and some grading information.

Title I Funds:

- We anticipate enlisting additional social emotional support for families and students with attendance in the 60-80% range for the 2012-13 school year. We are currently investigating various options for this additional social emotional support. (Success Mentors, additional counseling, etc).
- Teachers will provide after school academic support to struggling students – recognizing a reciprocal relationship between school attendance and academic success.
- Crew Orientation Trip for students new to JBS. Students new to JBS participate in a week long Crew Orientation, led by our partner organization, New York City Outward Bound Schools.
- We will continue to support our partnership with Integral Yoga, as we have seen increased academic results for students in the semesters after they participate in the yoga at school program.
- We will hire an additional part time social studies teacher, to ensure that students have smaller classes in social studies, which is typically our greatest need area for PBATs.

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.

We will strive to provide parents with frequent information about their child's school attendance. This information will be a mix of personal and standardized communication. There will be frequent automatic phone calls to families, as well as frequent personal calls and communication. Attendance will also be mailed to parents regularly. Staff will be available for attendance meetings with all parents; many families will be requested to come in for meetings specifically about student attendance.

Through the SLT and an interim LES (Internal), we will gather feedback from parents (and students and staff) about the effectiveness of various attendance initiatives.

We will give parents access to attendance information through the Jumprope Data System.

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 Yes Title I Title IIA Title III Yes 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).

As stated above, all staff will have a role in attendance. In addition, frequent discussion and evaluation of attendance – both individual student attendance and more generalized trends – will push all staff members to identify the links between school attendance and their other roles / services.

Staff roles: Wellness team, parent Coordinator, principal, Attendance teacher(s), and Secretary: these individuals will all meet weekly (for about an hour), and then carry out specific attendance work following these meetings. While the tasks will vary depending on the role, all of these individuals will dedicate significant specific time to attendance related tasks weekly

Crew Advisors (nearly all staff): These staff will dedicate time monthly to calling all families. They will record notes of these calls, and share these with the appropriate Wellness support person.

Communication resources: Jumprope, robo calls (School Messenger), CAASS system, google docs for daily late calls (free), as well as human resources for managing each of these resources.

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.

All teachers consistently implement high leverage common practices in Crew*, including: discussion, setting goals and reflecting on academic progress, social / emotional support, and engaging in team building/ school spirit. All teachers are committed to Crew as a focal point for engaging students and families in building a positive JBS school culture, reflecting upon and engaging with JBS Crew Values, and improving academic progress.

*Crew at JBS is what is known as Advisory at many other schools.

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.

To compliment our attendance goal, and our differentiating instruction goal, we would like to have our faculty work together to redefine and recommit to what Crew looks like at JBS. As most staff are Crew Advisors, focusing on more commonalities in this area should yield results in more consistencies across teaching practices, and in improved student morale and achievement throughout the school. Through crew, students come to find what JBS is about – and how they themselves can grow and improve. Crew is also the vehicle through which students set goals, monitor academic progress, and the space through which families are engaged about students' academic progress. Student-led conferences (SLCs) are an important component of student- family communication about academic progress that is supported through Crew. The 11-12 Progress Report reveals much improvement for JBS on student credit accumulation from 10-11 (in SY 11-12, for students in all 4 grades, their credit accumulation was average or above average in comparison to the peer and city schools, an improvement from 10-11, at which JBS was below average for students entering in some of the grades) .

We would like to emphasize our “high leverage” Crew practices: discussion, setting goals and reflecting on academic progress, social / emotional support, and engaging in team building/ school spirit. These are practices, which are taught in Crew, but are reinforced throughout the school. These then become our “shared JBS culture” in addition to our Core Values. Both the JBS teaching staff in 11-12, and the 11-12 SLT, identified Crew as an important focal point for greater consistency across the school.

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.

TL Fair Student Funding:

During Monday Meetings, Crew Advisors will meet to:

-analyze both academic and attendance progress of students in their Crews.

-Meet in clusters of teachers who teach similar students to plan and implement interventions for students who are struggling.

- share best practices for common practices in Crew. Improve each Advisor's capacity in providing personal and academic guidance for students, engaging families, and in creating and maintaining a positive school climate.
- For each best practice, an especially for Crew Common Practices, a one page template of goals, sample activities, and guidelines will be developed and shared into a binder for each Crew Advisor. This will be compiled and will continue to serve as a resource for all Crew Advisors.
- Support inter-visitation of Crew Advisors to learn from each other.

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.

Crew Advisors will engage families in Student-Led Conferences (SLCs) with each student once each semester. (Note: we had to cancel the fall semester SLCs due to Storm Sandy). Crew Advisors will be the primary point of contact for all family communication. Crew Advisors will be present at most parent meetings held in the school, for whatever purpose. Crew Advisors will participate in a fall curriculum night, at which time advisors will explain progress towards graduation to parents and families. In the Spring, Curriculum Night will be replaced by workshops on important school structures, like PBATs. (These were a suggestion emerging from the Annual Title I meeting in Fall 2012.)

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.

Yes _____ 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).

-The primary resource allocated for this goal will be professional time for JBS staff. Significant PD time will be dedicated to this goal, as well as resources to support some staff attending PD with our primary partner organization, NYCOB. Two staff members will be charged with leading and facilitating weekly PD time around Crew, and this allocation of their responsibilities / time again represents a significant resource dedicated to this.

-Some funds for per diem staffing will be used to support intervisitation of JBS Crew classrooms.

-Some material (supplies) and personnel resources will be dedicated to ensure the scheduling of individual SLCs for each student / family.

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.

Increase the percentage of students earning 10 or more credits at JBS in the 2012-13 school year.

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.

On the 11-12 PR, average student accumulation was 7.58, 7.75, 9.61, and 11.97 for students who began the year with 0-11, 11-22, 22-33, and 33-38 credits respectively. On the previous year's PR, these averages were 5.57, 8.89, 10.25, and 10.42 respectively. From 10-11, JBS did better with credit accumulation for students who began the year with 0-11 credits (an average of 2 more credits per student), and with students who began they year with 33—38 credits (an increased average of 1.5 credits per student). However, JBS dropped slightly for students in the other two groups. The lowest dip for JBS was the students in the 11-22 credit range.

Given that an average of 10 credits is what is needed for grade promotion, this is an important indicator for JBS to monitor in terms of students' progression towards graduation. Careful monitoring of this is an important indicator of student academic success at JBS.

In a student focus group interview about attendance improvement, students stated that having a clear graduation date (and plan) that is 1 – 1 1/2 years away, motivated them to improve their attendance and work harder towards graduation. Based upon this, focusing on pushing students to earn 10 credits each year helps push students towards this mark (1 – 11/2 years from graduation) in a reasonable timely fashion.

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.

TL Fair Student Funding:

- Departments will analyze student work together to evaluate and improve upon differentiation in instruction.
- Teachers will provide after school academic support to struggling students, supported by per session. Targeted after school will be offered as appropriate.
- The Data Team will continually monitor and share information about student's progress grades, and progress towards graduation.
- Students, Crew Advisors, and Parents will meet during Student Led Conferences each semester to discuss student academic progress.
- Crew Advisors will recommend appropriate interventions for students who are not passing their courses at progress report times.
- Cluster interventions with students and families will target students who are failing multiple classes at each progress grade.
- We will support as much co-teaching as possible; in past years, our team-taught courses have been successful in terms of credit accumulation and PBAT

completion for students.

-School leadership will push teachers to evaluate course pass rates as frequently as possible, for evaluation about course changes that are needed.

Title I Funding:

-Teachers will provide after school academic support to struggling students, supported by per session.

21st Century Grant Funding:

-JBS PM school will provide after school opportunities for students to earn additional credits beyond the regular school day.

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 sent progress reports and grades for students twice each semester. Crew Advisors, supported as needed by our social workers and guidance counselors, will have family meetings for students who are not on track to earn ten credits in SY 12-13. As appropriate, students who are not on track to earn ten credits in SY 12-13 will be referred for PM school, and work with our many partner organizations (Hudson Guild, Mt Sinai, etc.) – families will be involved in these discussions and referrals.

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.

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

If other is selected describe here:

The 21st Century Grant will fund the JBS PM school offerings – for which students can earn additional credit.

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).

-Data Liaison and Data Team will monitor and analyze credit accumulation for students, especially at specific checkpoints during the school year.

-Additional tutoring will be provided for students who are not passing credits at an improved, or appropriate, rate.

-Mandated time during the school day will be targeted for additional academic support for some students who have failed multiple courses in the previous semester.

-Faculty meeting time will be dedicated to analyzing credit accumulation data.

-Faculty professional development and department meeting time, as well as individual coaching and feedback for all staff, will focus on improved differentiation of curriculum planning.

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	ELA Regents prep classes during the school day and after school tutoring, one on one and in small groups.	Small group and one-to-one	Both during the school day, and after school.
Mathematics	after school tutoring, one on one and in small groups.	Small group and one-to-one	Both during the school day, and after school.
Science	after school tutoring, one on one and in small groups.	Small group and one-to-one	Both during the school day, and after school.
Social Studies	after school tutoring, one on one and in small groups.	Small group and one-to-one	Both during the school day, and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	One on one and group counseling; family counseling; referrals to partner social service agencies. Full service in-school Mt. Sinai adolescent health clinic.	Small group and one-to-one	Both during the school day, 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.

All JBS teachers are highly qualified. We make efforts to recruit and retain highly qualified teaching candidates, through networks of colleagues through our partner organizations, NYC Outward Bound Schools, Expeditionary Learning, Coalition of Essential Schools (CES), and the New York Performance Standards Consortium. These partner organizations also all offer professional development opportunities which JBS staff regularly participate in. These PD opportunities ensure that teachers are getting additional training, and also that they are networking with other strong educators across New York City.

To assign teachers, we examine what credits incoming students will need, what past curriculum has been successful and gaps in our curriculum offerings. We aim to have successful curriculum repeated as much as possible. We also have as much team teaching as possible, in order to support collaboration and improve instruction. We have two special education teachers, and one ESL teacher; while we also aim to support other co-taught classes. Our newest teachers receive frequent coaching, and all teachers receive support in their departments, and feedback from our instructional guide, NYCOB School Designer, and principal. We offer weekly PD internally for all staff, and we also ensure that all of our staff participate in PD through our partner organizations.

**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

****JBS utilized this template for 2012-13 school year.**

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader C. Anselmi/Allison Sheehan	District 02	Borough Manhattan	School Number 313
School Name The James Baldwin School			

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

Principal Samantha Pugh	Assistant Principal Christine Olson
Coach	Coach
ESL Teacher Shilisha October	Guidance Counselor
Teacher/Subject Area Seth Rader, Social Studies	Parent Christine Oquendo
Teacher/Subject Area Stephanie Blanche, Special Ed	Parent Coordinator Jeanette Aybar
Related Service Provider type here	Other
Network Leader	Other

C. Teacher Qualifications [i](#)

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	245	Total Number of ELLs	12	ELLs as share of total student population (%)	4.90%
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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. When a new student registers at the James Baldwin School Shilisha October, an ESL licensed pedagogue, administers the Home Language Identification Survey (HLIS) and conducts an informal student interview in English and Spanish. Pierre Andre, a school social worker is also on hand to assist with conducting the informal student interview in French and Creole. Rehana Ali, another school social worker is available to assist with the conducting the informal student interview in Bengali. If other language assistance is needed in completing the administration of the HLIS and the interview, we will contact our network team to help coordinate. The HLIS and any anecdotes taken during the informal student interview are stored in the student's cumulative folders housed in our programming office. If survey and interview indicate that the student's home language is other than English we proceed to administer the Revised Language Assessment Battery (LAB-R) within ten days of the students enrollment. Following the DOE's assessment schedule the LAB-R is administered by Shilisha October in English or if the student's native language is Spanish. Testing materials are requested and returned to our Assessment Implementation Coordinate (AID) Marie Busiello. The LAB-R is hand scored prior to returning the answer grids to Marie. Students who have not scored higher than the designated cut scores are identified as ELL's and provided with the mandated ESL services and are also administered the NYSESLAT exam in the Spring.

The NYSESLAT is administered by Shilisha October, an ESL certified pedagogue following the DOE's assessment calendar. Testing materials are requested and returned to Marie Busiello, our AID. The NYSESLAT is administered to all ELL's identified in the RLER ATS report.

James Baldwin has both Push-in and Pull out models. Ms. October is placed in a CTT model class three periods a day at five days a week. Also during advisory she gives additional academic support to ESL students.

2. The parents of any student who was administered the LAB-R receives a letter stating the results of this assessment. For the parents of students that are determined to be ELL's based on the results of the LAB-R this letter also serves as an invitation to attend a parent orientation where the three ESL program choices are explained to them. During the orientation parents are also given an ESL program brochure and shown the parent video in English and the parent's native language. At the end of the presentation, staff are on hand answer any question parents may have.

3. Entitlement letters are distributed to students based on the results of the LAB-R. After all the program selection forms and parent surveys have been collected our school matches students with their program selections and our school's program offerings. If a particular program is selected but there are less than fifteen requests we direct parents and their child to a school that offers that particular program.

4,5 & 6. Over the past couple of years our parents have consistently chosen a free-standing ESL program. Nonetheless we continue to monitor program requests closely; if the desire for a program that we do not offer reaches the requisite level

we will make that program available.

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														0
Push-In										3	3	3	3	12
Total	0	0	0	0	0	0	0	0	0	3	3	3	3	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	12	Newcomers (ELLs receiving service 0-3 years)	1	Special Education	3
SIFE	4	ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)	8

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)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
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	0	0	3	2	1	8	1	2	12
Total	1	0	0	3	2	1	8	1	2	12

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											1			1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	1	0	0	1									

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

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?

A. To service our ELL's we use a push-in model where Shilisha October, our ESL certified pedagogue co-teaches with other teachers. Our teachers are all currently teaching within license area, and thus our ELL students are enrolled in English classes taught by English certified teachers but targeted for ELLs and other students with below standard reading and writing skills; Shelly October, a dual certified ELL and English teacher, she co-teaches and pushes into History, Mathematics and English classes where she directly services ELL students. Also during the advisory period Ms. October works directly with ELL students to give them additional academic support.

In addition to the ELA Regents Examination and RCTs, and periodic assessments, we are piloting a new reading diagnostic for students as part of the admissions process. Future professional development will be designed to expose teachers to rubrics used in this assessment and to inform teachers of how to interpret results as they design literacy teaching strategies for the classroom.

B.

Our program model is block scheduling where each academic class meets four times a week, students are grouped heterogenously. This year, we have continued to push to support ELL students in other content areas. Shelly October, the ELL teacher is currently co teaching an ELL inclusion Global Economics course where students meet for 360 minutes a week.

In addition, she is teaching a Math inclusion course that meets for 360 minutes.

Much like the prior year, our ESL teacher has an advisory that meets for 180 minutes a week. In this class, students are focused academically on reading, writing, listening, speaking. One day is focused on strategies towards college preparation in concordance with the common core standards.

The James Baldwin School has changed the schedule into longer blocks in the morning to provide more minutes for ELL students. All of our classes except advisory is heterogenously grouped.

2.

All of our ELL's are provided with the mandated number of minutes of ESL services. We have 10 students that are provided with 360 minutes of ESL services a week and 1 advanced student that is provided with 180 minutes of ELA and 180 minutes of ESL services. Once students are identified, they are programmed into classes according to their proficiency level and mandated minutes. For example, if an intermediate student needs 360 minutes a week, that student will receive priority programming for a 90 minute push-in content area

A. Programming and Scheduling Information

class which meets 4 times a week.

An advanced student receives priority programming for a push-in 50 minute content area class that meets 4 times a week. That same student also is programmed into a 50-minute English Language Arts class that meets for 50 minutes – 4 x a week.

In other words, all ELL students receive priority programming and program decisions are recommended and enforced by the ESL teacher.

3. For our push-in model, the content area changes. Currently the 2 credit push in classes are the social studies class and math class. In the next semester, the 2 credit content area for push in will be in English Language arts. In the school year 2010-2011, 1 full year was dedicated to a 2-credit push in social studies class, science and English language arts, which included Regents Preparation explicitly. In the Fall of 2012, we anticipate a push-in class for science.

The ESL teacher is also dually licensed in English Language Arts. Therefore, in the Spring semester, the ESL teacher will coteach English Regents Prep in the upcoming semester

4. Students are assessed in their native language in a number of ways. The ESL teacher has a bilingual dictionary for every primary language spoken by students. Students are given these dictionaries during class exams and class activities. In addition, there is a teacher on staff that speaks the native language for every student except for Polish. In that instance, when communicating with families, the DOE translation is utilized for conferences and/or other activities. For the Spanish speaking students, they take the Spanish Regents exam which confirms literacy in their native language as well.

5. At the James Baldwin School, we currently have 4 designated SIFE students. All 4 of these current ELL are also at intermediate proficiency level. As a way to increase their time with the ESL teacher, each SIFE student receives more than the required 360 minutes of ESL instruction. We find extra time with the ESL teacher in content areas helps these students further their proficiency level with English. In addition, these students are programmed into classes where there are two teachers available for the remaining classes that the ESL teacher is unavailable. These students are also placed with the ESL teacher on Wednesdays where the ESL teacher works with students on Rosetta Stone or reinforces other classwork that students have trouble with understanding. This class meets once a week on Wednesdays for 40 minutes.

Students who have 4-6 years of service are encouraged to work on their area of weakness on the NYSESLAT. According to our data, students are mostly having difficulty with reading and writing more than speaking and listening. As a result, students have more English classes to work on this area. Two students who exhibit weakness in reading and writing are in a scaffolded English Regents Prep class with two teachers that focuses solely on reading and writing about non fiction information.

We use the same type of intervention for students who have more than 6 years of service. The ultimate goal is for them to be in general education. We attempt to target the weakness area and work on it. We have been pleased with this method so far as students are becoming proficient from the NYSESLAT exam as well as graduating at a rate comparable or better than general education students.

6. Students who have special needs share services with the ESL teacher as well as the Special Education teacher. These students have 2 teachers in almost all of their content area classes. This is specifically designed.

Our special services team meets every week for one hour and this meeting informs recommendations made to classroom teachers working with all subgroups, as well as the collaborative curriculum planning undertaken by our three special services teachers (ESL and 2 Special Education Teachers).

We have recently purchased Rosetta Stone for English and use this program for Academic Intervention Services (AIS) for targeted students to work towards proficiency in the NYSESLAT.

In addition, as a faculty, we have all been scheduled to attend a DOE session that equates our lessons to the common core standards. The ESL teacher and Special Education work closely with the general education classroom students to scaffold lessons and content for students with disabilities as well as English Language Learners.

In Math classes, ELL students are giving multiple opportunities to engage in Math. Students often practice both their verbal and written

A. Programming and Scheduling Information

skills through inquiry based Mathematics. Students are able to use pictorial representations and graphic organizers to demonstrate what has been learned and how their thinking is organized. This not only gives the students additional supportive opportunities but also gives ESL instructor ways of quickly assessing needs in this area. Mathematical manipulatives are also given to students who are struggling. In Social Studies and Science, students also have opportunities to engage in instruction. ELL teacher works side by side with students to help students who are struggling. Use of graphic organizers and making scientific and historical time timelines and pictorial explanations help students.

7. All of special services teachers teach co taught classes at the James Baldwin School. We believe in a strong co teaching model. One special education teacher, Stephanie Blanch co teaches 2- 90 minute classes along with an advisory that meets 4 x/week. The other special education , David Ward teaches 1-90 minute class and 2-50 minute English Regents Prep classes that meets 4X/week along with an advisory. The ESL teacher, Shilisha October, teacher 2- 90 minute classes along with an ESL advisory that meets for 40 minutes 4x/week. In other words, ESL students and Special Education students receive an integrated education at all times. They receive accommodations on all exams and tests that include standardized as well as class level exams. All students receiving special services are included on all college trips as well as school wide trips. In addition, our two social workers, Pierre Andre and Rehana Ali held an event called, "Making Connections" on October 7, which integrated Parents, staff and teachers in a collaborative manner. ESL students were in attendance and had a bilingual translator present at this event. Students are also made aware of all activities and clubs both inside and outside of the school and in our history have been in great attendance and have taken advantage of such opportunities.

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

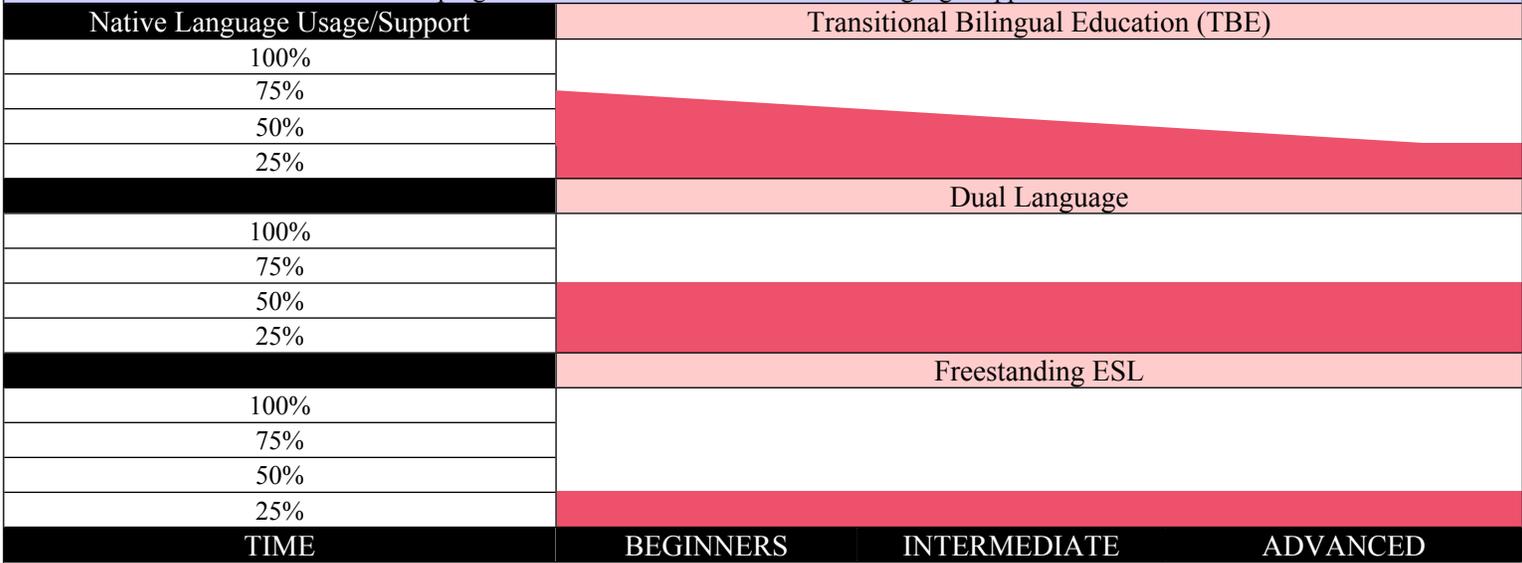
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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

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.



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?

The ESL teacher at our school has mainly an ESL advisory. During this time, students are focused on the ELA regents and practicing reading, writing, listening and speaking. On other days, students are reading a leveled book together in groups to further help prepare students with instruction.

For Global Economics class, students are programmed into the history class where the ESL teacher pushes in. As a result, students are prepared and trained to complete a performance based assessment task which is the equivalent of a Regents exam. With the help of the content social studies teacher and ESL teacher's practices, they design a curriculum to help meet the needs of ESL students as well as provide them with the necessary skills for math according to high school standards.

This is also true for the PBAT math class as well.

ESL students who have not yet passed the ELA Regents are also programmed into ESL advisory.

In the Spring terms, students will be placed in English Language arts class as well as a science class with either a special education teacher and/or an ESL teacher.

9. For students who are close to reaching proficiency, we target students area of weakness according to the NYSESLAT. Last Spring, we had 2 students reach proficiency level which indicates that our method of intervention is gaining success and momentum. In addition, we had 2 intermediate ELL students graduate in June 2011. Our ESL and students with special needs who were programmed into the ESL/ELA Regents Prep class performed well on the ELA Regents and only 2 students out of that group are retaking this course again.

This year, the ESL teacher, Shelly October, continues to teach her advisory in targeted NYSESLAT areas such as reading, listening, speaking and reading. Students who have already reached proficiency but remain at our school still receive priority programming. In other words, they receive ESL support for at least 1 block with the ESL teacher, Shelly October.

10. For the 2011-2012 year, Special services is at the forefront of our school's priorities. We will ensure as we have been doing that students are receiving their appropriate mandated minutes. In addition, the ESL teacher will be more present in more of their classes so as to reinforce their progress and continue to strive for proficiency levels. A new role for the Special Service team is to lead the school in literacy professional development. Every other Monday, 2 special education teachers and the special service ESL teacher will teach staff about best practices and provide teachers with tools and resources on how to improve their lessons and support ESL students in their classroom.

11. As a push to target ELLs specifically, the ESL teacher will not teach an inclusion class in the Fall so as to be more present in ELL classes of other content areas. This shift will allow the ESL teacher to provide more than the required minutes of students and also help them with their areas of weakness and further prepare them for the NYSESLAT.

12. The James Baldwin School is a firm believer of equal opportunity. At our school, all students are invited to be a part of major clubs, teams and events. A number of ESL students are heavily involved with senior committee planning, Fairness, art club, yoga, tutoring, girls

group, nature club, math club, team iron chef, weight room, step, mock trials, community action group.

Because our ELL population is in contact daily with Shelly October, our ESL coordinator, she personally informs students of all after school and other opportunities, and any opportunities relevant to their needs and interests.

13. The James Baldwin School has purchased the program Rosetta Stone to help reinforce English skills. We anticipate that the use of this program will strongly improve the four areas that are targeted on the NYSESLAT exam. Students are required to study this program for 50 minutes once a week with the ESL teacher to work on these skills.

We also use methods such as SIOP to help meet the needs of ESL students.

In addition, we use differentiated texts so that all kids have access to the same concepts but at different levels. On reading days, we provide leisure reading in native languages such as Spanish and French.

14. The ESL teacher has bought class sets of translation dictionaries that are used in classes. Also, there has recently been a push in content area classes for students to share their language through presentations. For example, in science, there are concept maps in science that will be in Spanish and English.

Curriculum, classroom libraries, books and bookshelves, are developed by departments with student native cultures and language in mind, for instance, an English course that allows student groupings according to cultural heritage and topic interest.

Our parent coordinator provided all mass mailings in English and Spanish. Also if ever a student's parent needs to be contacted, she contacts the parents as well and translates information to the parent/guardian in Spanish.

For other languages, we use the DOE service for translation.

15. At the James Baldwin School, we have mixed grade classes to encourage student growth and learning from each other. The services provided correspond to mandated minutes rather than grade level but all classes are driven to the college ready standard of the common core.

16. Prior to enrollment any new ELL student meets with Shelly October, ESL coordinator, and Advisor, to assist with transition into our program. Students are targeted for Crew (guidance class) with Shelly to assure continuity during transition.

Our admissions officer, Adam King makes sure to introduce every new ELL to Shelly October to discuss the potential program model, offerings and to answer any questions. New students are also paired up with current ELLs to help smooth the transition of coming to our school.

17. All students are offered independent study opportunities for any languages not offered at the school during a given semester.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. There is currently only one licensed ESL teacher, Shelly October. She follows the professional development given by CFN 102 and also the professional development given to our general teaching staff.

Professional development in basic literacy instructional strategies is a major theme this year. For two years, we funded a literacy consultant that worked closely with the special service team to develop further strategies for students with special needs and English language learners. In addition, every teacher new to our school is required by our partner, ELOB, to attend week-long reading and writing workshops. In addition, teachers are trained by ELOB to use rubrics and standardized assessment data to inform teaching. All teachers have weekly common planning and meeting time.

In addition, our school is a Performance Based school which provides multiple opportunities to show student strength and growth. Part of our professional development has been looking into other schools to find other best practices and support for ELL students.

2. To support staff, the ESL teacher leads literacy workshops to help teachers assist ELLs from middle school to high school. Some of these workshops include teaching SIOP, reading and writing workshops and cultural differences.

During faculty meeting, we have a protocol called, “student protocol” where teachers discuss and share helpful information about new students that can range from academic challenges and weaknesses to socio-emotional well being. The ESL teacher provided helpful information to content area teachers about best practices and strategies to work with these kids.

3. Shelly October attends professional development with our Partner, NYCOB and CFN 102 including site visits to other schools with ELL programs to study and learn from.

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. The primary means of communication between families and teachers is the Student Advisor system. Each student has a personal academic advisor, with whom s/he meets 5 periods per week. The Advisor is the primary liaison between school and parents, and ELL related communication is provided to parents through the Advisor.

All parents are provided an orientation to the school upon admission, with translation services as needed.

In the 2007-2008 Academic year, we added a Spanish speaking parent coordinator to our staff. The parent coordinator, Jeanette Aybar, serves as a liaison between students and teachers for teachers who are not bilingual.

2. Partners of the James Baldwin School include the LGBT Community Center, Hudson Guild social service agency, NYC Outward Bound, the Integral Yoga Center, all of whom offer direct services to students and families, on and off-site.

3. Our assessment of our families' needs is conducted: through the intake process by which every student is admitted to the school; by student Advisors through weekly phone calls home, during which school-to-parent communication, parent conferences; through the consultation of ATS data.

4. Our guidance, college office, social work office and CBOs, address the needs of families on a personalized level via guidance conferences, when behavioral concerns arise. For specific grade level concerns, such as juniors preparing for the SAT, or seniors and college financial aid, we conduct group meetings of families, with translation offered.

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)											4		7	11
Advanced (A)												1		1
Total	0	0	0	0	0	0	0	0	0	0	4	1	7	12

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													3

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
READING/ WRITING	P											3	1	5
	B													
	I											4		7
	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					0
NYSAA Bilingual Spe Ed					0

NYS Math

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

NYS Science

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

New York State Regents Exam

Number of ELLs Taking Test		Number of ELLs Passing Test	
English	Native Language	English	Native Language

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English	6		3	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. The James Baldwin School operates at the high school level. We do not explicitly test for early literacy skills with a specific assessment tool. However, during the interview process to attend our school, students meet with the ESL teacher, Shelly October and have a small oral conversation so that she can gauge speaking proficiency. Then, students proceed to write a one page essay on the day of the interview and finally students are asked to read an excerpt from James Baldwin with the interview committee. We use this information as a way to holistically gauge student assessment.

2. Looking at the proficiency data, it seems that students fair relatively well with the listening and speaking modality, but seem to struggle in the reading and writing modality, although most students are at the intermediate or advanced level.

3. There have been discussions around reading and writing workshop implementation at our school. Furethermore, the literacy team which consists of two special education teachers and the ESL teachers are looking for targeted ways to improve reading and writing instruction in all content areas. In addition, we have found great success with our coteaching ELA Regents Prep model. Not only are students becoming proficient, but they are scoring better than they have been on the ELA Regents. We will continue to utilize this model unless results indicate otherwise.

4. At the James Baldwin School, we only have an ESL program. There isn't much of a difference where kids fair on modalities across grade level. What we think attributes to the similarity across grade levels is that our school has heterogenous mixed grade classes. There is essentially not a freshman, sophomore, junior, senior class. Our philosophy is that students learn from each other across grade levels and this type of program seems to be working out consistently well. We will continue to utilize this model unless our data indicates a need for a change. In addition, ESL students are targeted by classroom teachers and consult with the ESL teacher for further scaffolds for these student types.

b. Teachers use the NYSESLAT exam as a way to inform what classes will have two teachers. In those classes, teachers are in close collaboration with the ESL teacher with regard to best practices to support these students.

c. Our school is learning that we are a supportive environment that allows students to develop naturally and intentionally at the same time. Students feel well supported and on their own time, they find their voice and are able to have multiple opportunities to practice reading, writing, listening and speaking. Ways that native language is promoted and used is in the form of some projects. Some students are able to use their native language for parts of their projects to help show understanding of a concept or content. During our town meetings, students can highlight their culture through language or other forms as well as identity in afterschool clubs.

5. N/A

6. We evaluate the success of our program by our graduation rate as well as the progression of ELL students progress on the NYSESLAT. One intermediate student who remained intermediate for a number of years, has now achieved proficient status on the 2011 NYSESLAT exam. Another long term ELL student from Kindergarten had been with us only one full year and was able to score a proficient on the

NYSESLAT exam along with two other high school graduates who have since gone off to college. Other students have moved up in proficiency level which also helps to determine success. In addition, our school is a performance based high school. As a result, we have students presenting and defending papers in the four content areas in front of a panel. These students are performing this graduation rate successfully which makes our school recognize that our current model is working. Something we also noticed is that we need to work on grammar with students. As a result, we have included grammar instruction as a more explicit practice in our English classes. We also decided to purchase Rosetta Stone as a more intimate and individualistic way to provide students with practice in reading, writing, listening and speaking.

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.

The James Baldwin School is proud of the work that has been done over the past few years since we've hired an ESL teacher in 2007. Creating the program from scratch, Shelly October was able to assess which program model would work best for our ESL population. We have tried many different methods and have found comfort and success with the full time push-in co teaching model. Every Spring the ESL teacher will co teach the English Regents Prep class and a 90 minute ELA course. We also have committed to maintaining an ESL advisory that fosters targeted learning for ESL students. In addition we have found great and consistent success with our two 90 minute content area courses cotaught.

Part VI: LAP Assurances

School Name: <u>The James Baldwin School</u>		School DBN: <u>02</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Samantha Pugh	Principal		10/15/11
Christine Olson	Assistant Principal		10/15/11
	Parent Coordinator		
Shilisha October	ESL Teacher		10/15/11
	Parent		1/1/01
Seth Rader, Social Studies	Teacher/Subject Area		10/15/11
Stephanie Blanch, Special Educ	Teacher/Subject Area		10/15/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

School Name: The James Baldwin School

School DBN: 02

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M313 **School Name:** The James Baldwin School for Expedi

Cluster: 02 **Network:** Allison Sheehan

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.

Upon in-take each parent and student fills out a survey that indicates what is their preferred language. We generate a spreadsheet with student preferences and it also has parent language preference as well. We use this information when we call homes, invite parents to meetings. School has a full-time ESL teacher and a bilingual (English/Spanish) Parent Coordinator. Also, upon intake of all families, the parent coordinator assesses the oral skills for the family; in addition, the Parent Coordinator works with the Wellness team (Guidance Counselors) to best assess the parental language needs. We also indicate on blue cards and use the home language surveys to update in ATS. All materials are translated in-house (English to Spanish) by Parent Coordinator, to provide timely information in a language they can understand.

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.

Our school needs for translation are both oral and written, for English and Spanish language needs. Approximately, twenty of our families need both oral and written in Spanish. Also upon intake we have discovered that we have one student's family who prefers Benjali translation. We have one person on staff who speaks in this language. If she is not available we have utilized the DOE's translation services. The school's findings have been reported via weekly teacher meetings, and are also regularly communicated from the school's parent coordinator, and advisors who maintain clear communication with each of their student cohorts.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

All of our written correspondence is translated into Spanish and we make sure that our Bengali family is communicated to in their native language. School mailings and electronic calls are given to our Parent Coordinator so she can ensure that special attention is given to native languages. New events that service both English and Spanish speaking families, such as: college financial aid events, written communications to parents, lunch form guidance, crew advisory notices, SLCs that all meet the needs of our different families. Our in-house school parent coordinator provides the oral and written translation for our language assistance needs. When additional services are needed, she has reached out to the DOE's translation unit.

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.

Events that service both English and Spanish speaking families, such as: college financial aid events, written communications to parents, lunch form guidance, crew advisory notices, SLCs that all meet the needs of our different families. Our in-house school parent coordinator provides the oral and written translation for our language assistance needs. When additional services are needed, she has reached out to the DOE's translation unit. The oral interpretation services take place in-house, with the school parent coordinator along with two other of our staff members who are fluent in both Spanish and Bengali.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

All parental notification requirements for translation and interpretation services are fulfilled through both oral and written communications, provided and/or supplemented by the in-house parent coordinator. We make sure that we order signs and legal notices in English, Spanish and now Bengali. During intake, Student Led conferences, parent informational meetings we make sure parents are aware of their rights. All parental notices are translated and communicated via phone and/or written correspondence.

