Department of Education

Dennis M. Walcott, Chancellor

2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: BARD HIGH SCHOOL EARLY COLLEGE QUEENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q299

PRINCIPAL: VALERI J. THOMSON EMAIL: VTHOMSON@SCHOOLS.NYC.GOV

SUPERINTENDENT: JUAN MENDEZ

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Valeri J. Thomson	*Principal or Designee	
Kristy McMorris	*UFT Chapter Leader or Designee	
Kim Nitchman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Xavier Edwards	Member/Elected Student	
	Member/Elected Staff	
Robin Burnett	Member/ Elected Parent	
Danielle LaSusa	Member/Elected UFT	
Poon Tsang	Member/Elected Parent	
Julia Robinson-Surry	Member/Elected UFT	
Courtney Smith	Member/Elected Parent	
Lisa Brody	Member/Elected Parent	
Mark Williams	Member/Elected Student	

** 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.

Our goal is to have at least 95% of our graduating students accepted to at least one post-secondary education program. In addition, we would like to ensure that the Bard College credits could transfer as easily as possible to the post secondary programs.

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.

We would like to assure that the quality of service provided for the college transfer process is maintained and improved over the years as we prepare the students who complete our early college program to move on seamlessly to appropriate further higher education. As in previous years, a significant number of our students will be the first in their families to go to college. First-Generation students are typically less likely to have access to information about the college admissions and financial aid processes and have a much lower college-going rate than students whose parents completed 4-year degrees in the U.S. In addition many of our students come from low income families and count on the college credit from our school to help decrease the cost of their next college.

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.

- *Last year we expanding our program so that there CTO advisors each have a case load of 20 students on average.*
- *All faculty CTO advisors receive a course reduction in the fall, during the heaviest time of applications, so that they can devote sufficient time to working with students on the college application process.*
- *We will send some of our CTO Advisors to Workshops from Options/Riverside and from Prep For Prep to increase their expertise as CTO advisors particularly in helping them navigate the scholarship and financial aid possibilities for students.*
- *The Director of CTO will develop weekly curriculum for the CTO advisors to follow and we will hold weekly meetings for CTO Advisors at a designated time for training and best-practice sharing.*
- *We will host representatives from a large number of colleges so that our students have an opportunity to learn about different types of colleges in a small setting.*
- *We will keep students and advisors informed of special opportunities, grants, and scholarships for ALANA and low income students.*
- *We will hold grade-based College Prep Family Nights where we will present on topics such as Early Preparation, Testing, the Application Process and Financial Aid.*
- *We will organize a multi-state College Visit Trip for approximately 75% of the graduating class. Scholarship will be available for any students demonstrating financial need.*
- *We will train all of our students how to use Naviance to help with their college application process.*

- *We will train all of our CTO advisors how to use Naviance as a tool for monitoring student progress and for helping to guide them in the college application process.*
- *We will form a Standing Commission with representation from all of the Early College campuses to discuss issues of credit. The commission will include individuals from Bard College, Simon's Rock, BHSEC M, BHSEC N, and BHSEC Q. The commission members will work collaboratively and while allowing individual campuses to maintain autonomy and will also provide forums for the discussions to set common goals and curricular emphasis between the campuses. One of the goals will be to discuss the transfer of credits from BHSEC to other colleges.*
- *We will create brochures that help to outline the differences between the BHSEC schools and traditional high schools and highlight the similarity between BHSEC and Simon's Rock so that other colleges can recognize the value of the Bard Credit.*

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 hold meetings for parents and students so that they are aware of what is required *to apply to colleges (including taking standardized tests, filling out the applications, applying for financial aid, and going on college tours).*

Budget and resources alignment

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

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

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

If other is selected describe here:
We will use funds raised by the Bard College Development Office.

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).

Bard College will provide the funds for the salary of the CTO director and for travel to conferences and workshops. We currently have two full-time faculty who are CTO advisors and who receive a course reduction in the fall semester. The faculty salary is paid for through Tax Levy funding. Funds for travel to have the standing commission meetings and for visiting other colleges will be paid for by Bard College. The funding for the support staff to gather materials and create documents that clearly outline our program and how it is distinguished from other early colleges will also be covered by Bard College.

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.

To provide sufficient support so students entering BHSEC Queens from Schools Under Registration Review or from Schools In Need of Improvement can maintain a grade point average of 2.0 or greater so that they may remain at BHSEC Queens. These students are noted as our Smart Scholars.

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.

Approximately 20% (29/145) of the BHSEC Queens 9th grade class and 22% (71/309) of the 10th grade and Year I college students were specifically recruited from Schools Under Registration Review (SURR) or from Schools In Need of Improvement (SINI). We are reaching out to these schools with fewer resources so that these students are aware of the opportunities offered by BHSEC. We want to ensure that we provide appropriate academic support for students who come to our school from schools recognized by the state as under performing or with a high percentage of economically disadvantaged families.

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 smart scholars will be invited to participate in a 4-week summer preparation program with courses the humanities, math, study skills and dance. This will provide additional support during the summer prior to entering BHSEC.*
- *We will maintain a ½ time position for a director of the Learning Commons to work with Faculty and guidance to identify students who need support and help ensure students receive support.*
- *Hire an individual in a new position to act as a new guidance counselor specifically for the ninth grade. She will be in touch with faculty to determine if students are in need of additional academic support, and will act as a liaison between student, faculty, and learning commons staff.*
- *Assessment of student math skills before they enter Bard will be done using an online program, ALEKS. Students will have the opportunity to continue using this program to increase their math skills throughout the summer prior to entering Bard. Summer progress will be monitored and student who require additional support will have the opportunity to work in a small group setting and continue work on ALEKS in the fall.*
- *9th grade students were underrepresented in the Learning Commons last year, additional encouragement from faculty and guidance will inform students of Learning Commons resources in classes and in advisories.*
- *Faculty will advise Smart Scholars to attend one-on-one tutoring sessions in the Learning Commons, and refer all 9th graders who need assistance to the Learning Commons.*
- *A staff member will visit 9th grade advisories to conduct study skills workshops.*

- *We will monitor the GPA of 9th grade Smart Scholars and compare the percentage of those with greater than 2.0 with that of the entire ninth grade. Adjust plan as necessary.*
- *Given our high immigrant population, we will also monitor the GPA of students with a home language other than English to determine if they need additional academic support. Adjust plan as necessary.*

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.

- *Provide a schedule with Learning Commons' hours, and the letters and emails used to announce new workshops to families.*
- *Provide the schedule for the hours of Learning Commons workshops and tutorials hours and post throughout the school, and distribute the information to families via email and distribution at parent teacher conferences.*

Budget and resources alignment

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

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

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

If other is selected describe here:

We will use funds raised by the Bard College Development Office.

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 partial salary for the director of Learning Commons (see above) is funded through Bard College.*
- *The partial salary for the individual who is acting as guidance counselor for the 9th grade class is funded through Bard College.*
- *The partial salary of the individual who provides the data analysis for the GPA comparisons of various cohorts is funded through Fair Student Funding.*
- *ALEKS software (online math program) for students is paid for through Fair Student Funding (see following section for details)*
- *Smart Scholars summer program, two (2) BHSEC Q teacher salaries for four week session preparing students for transition to BHSEC Q source Summer Scholars budget, Smart Scholars Federal Grant.*

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.

We would like to maintain use of the online program ALEKS for all incoming students to support mathematical competency.

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.

Students enter our school from a wide variety of public and private middle schools. Many require additional support to succeed in a high school mathematics course.

This summer 145 incoming ninth graders were enrolled in the ALEKS Algebra Readiness program. Of those students, 15 had not finished the Algebra Readiness course over the summer and continued the program this fall, dedicating one supervised hour per week to the program at school with a faculty member in groups no larger than 6.

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.

- *Pay for a subscription to ALEKS for all students for the three months before they enter Bard.*
- *Train incoming students on how to use access ALEKS during the summer before they enroll.*
- *Follow up with students who are not using the program effectively throughout the summer.*
- *Promote students to higher levels when they finish each course, so that they can continue to be challenged during the summer.*
- *For students unable to progress independently using the online program, set up courses during the school year where they can utilize the program with faculty or staff support on a regular basis throughout the first semester.*
- *We would also like to provide opportunities for faculty in different disciplines to share the data on how students are progressing in math skills so that they can receive appropriate support in other subjects that require facility with mathematical skills.*

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 receive a narrative report indicating how students are progressing during this course mid-way through the first semester and at the end of the semester.

Budget and resources alignment

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

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

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

If other is selected describe here:
We will use funds raised by the Bard College Development Office.

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).

- *Information technology specialist time to set up and train new students using ALEKS, salary paid through Bard College*
- *Information technology specialist time during the summer to track and follow up with students and parents, salary paid through Bard College*
- *Three faculty hours per week are dedicated to supervising ALEKS Algebra Readiness sessions and approximately one faculty hour per week is used to manage administrative responsibilities, salary provided through Fair Student Funding*
- *We will provide per session funding for faculty discussions outside of the school day to discuss the ALEKS data and how to provide support for individual students in other courses requiring facility with basic Algebra skills.*

ANNUAL GOAL #4 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 #4

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

There is a special emphasis in our school to encourage students to become independent thinkers after two years, by the start of our college program. Our goal is to build a close-knit community of autonomous and rational students by encouraging more student involvement in extracurricular activities, school planning, and policymaking.

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.

As we enter our fifth year, there is an interest in a strong community counsel and student government structure as well as consistently active extracurricular activities. Implementing these programs would positively affect the academics of students, the social life, and the development of collegiate life that is so important to us at Bard.

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.

- *In the fall semester of 2012 we would like to have all advisory groups elect one representative member to the Community Council. The council meetings will be open to all faculty members, administration, and other members of the student body. It would be used as a forum for ideas from our Student Government to be heard and to developed. This would help to implement ideas that are generated in the Student Government. The Community Council will meet one per month*
- *A staff member would be the advisor of the student government, which would primarily be run by and attended by BHSECQ students.*
- *Utilize the current advisory structure, which encompasses the entire student body and meets weekly, to make the governing structure more transparent and provide a forum so that students understand how to be involved in creating school policy.*
- *Continue support for existing and emerging clubs and events at BHSEC Queens. The PTA currently helps provide funding for clubs activities. This year we will hire a Student Activities Coordinator to help provide a structure for students to implement their ideas.*
- *We have a few traditional whole school events annually: International Night, Arts Night (occurs twice a year), theatre performances (occurs twice a year) and a Bard Extravaganza. We would like to have more options for whole school events and extracurricular activities to build a more cohesive community.*
- *Increase the number of student-led and teacher-led symposiums to enhance the collegiate nature of BHSEC Queens. In the fall faculty will have an opportunity to sign up to be the director of a speaker series. Throughout the year invited speakers, and student readings will be advertised through posters, notes home, and advisory announcements.*

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.

All school-wide student events would be advertised by phone using School Messenger and by email. For families that do not have email we will send writing announcements.

Budget and resources alignment

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

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

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

If other is selected describe here:
We will use funds raised by the Bard College Development Office and the PTA donations

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 faculty time would fulfill the circular 6 obligations as the leaders of community council, student government, and advising. Per session funding may be available for additional club advising. The salary of the newly hired Student Activities Coordinator will come from Bard College.

ANNUAL GOAL #5 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 #5

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

We would like to increase outreach to underserved schools and increase the involvement of our current students in this outreach

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 maintain the diverse culture that make learning at BHSEC a deeply rich experience, we want to include a student population that is representative of the economic and ethnic diversity of the borough in which we are located. As we become better known and as demand for our particular Early College model increases, the number of students who find out our school through top guidance counselors and those who are very familiar with the NYC public schools system also increases. If we are to maintain the diverse nature of our school we need to redouble our recruiting efforts in areas that do not have the knowledge or support systems in place to distribute that knowledge.

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:
    - e) strategies/activities that encompass the needs of identified student subgroups,
    - a) key personnel and other resources used to implement these strategies/activities,
    - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
    - c) timeline for implementation.

In the fall of 2012, we will hire a Smart Scholars outreach director who will increase recruitment at SINI and SURR schools. Throughout the fall semester, she will travel to different communities to visit schools, talk with prospective students (current 8th grade students), provide opportunities for students to take our admissions assessment in their own neighborhood, and set up opportunities for eligible students to come to our school for an interview.

In the fall we will also provide opportunities for our own students to volunteer as student ambassadors. These students will work with the director of admissions to give tours of the school, speak with prospective students and their families, and help at all of our admissions open houses, information sessions, high school fairs scheduled throughout the fall semester.

In the spring we will continue the smart scholars outreach with the current seventh grade students and invite them to an open house in the spring. We will also work with our student ambassadors to visit schools that are particularly located in neighborhoods that have been identified as having low college readiness scores. The student ambassadors will work with the college admissions director to visit any schools in these neighborhoods and expand the visits to additional community organizations.

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 also invite our current parents to talk with prospective parents during out open houses, assessments, and the borough-wide and city-wide fair. We also keep

parents informed about the recruiting efforts and the admissions data at our School Leadership Meetings, our PTA meetings, and in our notes home.

Budget and resources alignment

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

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

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

If other is selected describe here:
We will use funds raised by the Bard College Development Office.

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).

We will pay for the salaries of the Director of Admission and the Smart Scholars Coordinator using funds provided by Bard College. The transportation to different sites will also be paid using Bard College funds. For translation of any of our printed material that is used for outreach to students and families in middle school we will use our Title III funding.

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	Faculty tutors and learning commons staff work with students to review drafts of papers, review rules of grammar, and work on developing a thesis as well as supporting a thesis with evidence from a text to create a linear argument. We also offer additional services (before school only) for students who are either ELL or former ELL students who benefit from working with our certified ELL instructor. We also have peer tutors available to aid students for reviewing drafts of their papers.	In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction. The peer tutors for the most part provide one-to-one instruction.	The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule. The peer tutors are available during and after school. The ELL support is available before school.
Mathematics	Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons. In addition we have purchased an online mathematics support course, ALEKS. This course identifies areas of strength and weaknesses and provides specific instruction and practice	In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction. The peer tutors for the most part provide one-to-one instruction.	The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule. The peer tutors are available during and after school. The ALEKS course is something that can be done at home. Students with problems completing the first portion

	problems to meet the students' needs.		of the course during the summer after their 8th grade year, are enrolled in a course at BHSEC Queens. Participants in the ALEKS course are scheduled for an extra class for 50 minutes/week during school hours.
Science	Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons. In addition, for students who have failed the Living Environment Regents Examination we provide additional regents review sessions. The students are asked to complete practice problems and then review topics that were difficult for the students in after school sessions.	In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction. The peer tutors for the most part provide one-to-one instruction.	The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule. The peer tutors are available during and after school. The regents support is scheduled for after school
Social Studies	Faculty tutors and peer tutors go over individual questions, review key topics, and provide homework support for students in our Learning Commons. In addition, for students who have failed the US History or Global Regents Examinations we provide additional regents review sessions. The students are asked to complete practice exams and then social studies faculty review topics that were difficult for the students in after school sessions.	In the learning commons faculty tutors and staff provide either one-to-one tutoring or small group instruction. The peer tutors for the most part provide one-to-one instruction.	The faculty tutors are available before, during, and after school and that is advertised in the Learning Commons schedule. The peer tutors are available during and after school. The regents support is scheduled for after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social	All students with IEP or 504s are integrated into our general education curriculum. We have	Dependent on the needs	Dependent on the needs

Worker, etc.)	no students who require ICP or Individual Instruction. For students with IEPs we train only the specific faculty members who have these students on how to access the information on the SESIS system so that they can review the accommodations needed. We provide laptops and allow notes to be taken on laptops if this is recommended by the IEP. If there are academic difficulties we do routine guidance screens to monitor the student progress across all classes and when appropriate set up additional parent meetings to discuss support.		

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 of our faculty are Highly Qualified as defined by NCLB (Highly Qualified Teachers: To be deemed highly qualified, teachers must have: 1) a bachelor's degree, 2) full state certification or licensure, and 3) prove that they know each subject they teach.)

We advertise our positions in nationally recognized peer review journals and academic sites following the same protocol used to advertise at Bard College. The majority of our candidates have a Ph.D. in their field. We review resumes and publication histories, contact references, and ask all promising candidates to submit an anecdote describing an experience that has influenced him/her as a teacher as well as a lesson plan that would be appropriate for a ninth grade audience. We specifically ask for the ninth grade lesson plan because while having a Ph.D. is an indication of depth of knowledge in the field, it does not necessarily guarantee that one relates well to a 14 year old. We then choose the top candidates to come in and present their lesson plans to an audience of students and faculty. We ask the students for feedback, faculty and administrators meet both individually and in a group form with the candidate. The most well suited candidate is then selected for the position.

We provide funding and time for faculty to pursue their field of interest while they are faculty members at BHSEC Queens. All faculty here have a reduced teaching load compared with other NYC public schools, although the contact hours are greater than at a traditional college. We also have allotted $12,000 annually to help fund the professional development of our faculty members.

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

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
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 ⓘ.

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Corrine Rello Anselmi/N. Scala	District 24	Borough Queens	School Number 299
School Name Bard High School Early College Queens			

B. Language Allocation Policy Team Composition ⓘ

Principal Valeri J. Thomson	Assistant Principal Sue Leung Eichler
Coach type here	Coach type here
ESL Teacher Susana Tressler	Guidance Counselor Elizabeth Canty
Teacher/Subject Area Zachariah Pickard/ELA	Parent Jan Clarke
Teacher/Subject Area Theresa Mawn/Mathematics	Parent Coordinator Valerie Kaplan
Related Service Provider type here	Other Heather Duffy Stone
Network Leader	Other Marina Woronzoff

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total number of students in school	630	Total Number of ELLs	2	ELLs as share of total student population (%)	0.32%

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.

Paste response to questions 1-6 here

1. Potential ELLs are identified through the Home Language Survey. The Admissions Committee, comprising of the Associate Director of Admissions, Jennifer Demello, teachers, Principal Valeri Thomson, and Assistant Principal, Sue Leung Eichler, is responsible for administering the HLIS and conducting oral interviews as part of the school's admission process. Ms. Demello is a native Spanish speaker and Ms. Eichler is proficient in spoken Chinese. If a student, enrolling in a NYC school for the first time, is found to have a home language other than English, Assistant Principal Eichler is responsible for administering the LAB-R exam within ten days of enrollment. Within this time period, she contacts the students identified as LAB-R eligible and administers the Listening, Reading and Writing portions of the exam to all them as a group. Then, she makes individual appointments to administer the Speaking section to each student. To annually evaluate our ELLs, Assistant Principal Eichler administers the NYSESLAT.

2. If the school enrolls any ELLs new to the country, the ESL teacher would hold a parent orientation where she would inform the parents/guardians of the three program choices: Free Standing, Transitional Bilingual and Dual Language. The assistant principal would inform parents/guardians about the parent orientation, through letters mailed home, the weekly newsletter disseminated by the Community Associate, Valerie Kaplan, and a message delivered to the parents/guardians' residence via the School Messenger system. Here is the way the process is supposed to work:

When a new student is being enrolled for the first time in a NYC school, the parent/guardian is given a Home Language Identification Survey to complete. The survey is reviewed by the Admissions Coordinator, Jennifer Demello, and/or the Assistant Principal, Sue Leung Eichler, who conducts an informal interview with the parent/guardian to determine possible ELL status and/or SIFE status. A translator is used, if necessary. If it is indicated that the home language is not English, Assistant Principal Eichler administers the LAB-R exam within ten days of the student's enrollment. The LAB-R is hand scored before being sent to be scored officially, to determine placement and services needed. If the student is indeed determined to be an ELL, the parent/guardian is sent an entitlement letter in their home language and is invited to the school for an orientation within ten days of the student's enrollment. At the parent orientation, conducted by the Community Associate, Valerie Kaplan, and Assistant Principal Eichler, the parent/guardian is given information about the three programs available to students in NYC: Free Standing ESL, Transitional Bilingual, and Dual Language. The parents would be given brochures on the program choices in their native language. Using the Program Selection form provided at this orientation, the parent/guardian selects a program for the student. If the parent/guardian chooses a Transitional Bilingual or Dual Language program. He or she is provided with information on the schools that have such programs. To date, we have not had any ELLs new to NYC enroll in our school.

Every year, continued ELL status is determined by the administration if the NYSESLAT. To determine NYSESLAT eligibility, the Assistant Principal checks the RLER report in ATS. The NYSESLAT exam is administered by the Assistant Principal in consultation with the ESL teacher, whom we share with another school in the building campus. The exam is housed in a secure location until the testing dates and each component of the assessment is administered within the time frame, regulations, and guidelines set forth by the New York State Education Department. Testing modifications for each student eligible to take the NYSESLAT are reviewed and provided as required. For students who do not receive a proficient score in the NYSESLAT taken the previous Spring,

parents/guardians are sent continued entitlement letters at the beginning of the school year.

3. The school would mail home the entitlement letters, the Parent Survey and Program selection forms to parents/guardians of ELLs. School staff, including Community Associate Kaplan and Assistant Principal Eichler, would follow up with telephone calls if parents/guardians did not return the forms within the prescribed time.

4. We have placed identified ELLs in an ESL class in another school in the building campus, with which we share an ESL teacher.

5. Our ELL students are being serviced per parental choice.

6. Our school is utilizing the services of an ESL teacher, Susana Tressler, whom we share with another high school in the building in order to provide the mandated instructional minutes to our ELL students. In this way, we are working towards our goal of having alignment between parent choice and program offerings.

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	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**	**Tot #**
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0	0	0	0	**0**
Dual Language (50%:50%)										0	0	0	0	**0**
Freestanding ESL														
Self-Contained										0	0	2	0	**2**
Push-In										0	0	0	0	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**2**	**0**	**2**

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	2	**Newcomers (ELLs**	1	**Special Education**	0

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. ⓘ

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	1	0		1	0	0	0		0	2
Total	**1**	**0**	**0**	**1**	**0**	**0**	**0**	**0**	**0**	2
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish														**0**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Yiddish														**0**
Other														**0**
TOTAL	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		**10**		**11**		**12**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: 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
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean												1		1
Punjabi												1		1
Polish														0

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
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	2	0	2

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

1. Our ELLs are placed with an ESL teacher whom we share with another school in the building. All students, including ELLs, are placed in heterogeneous classes, except in Mathematics where high school students are placed according to mathematical skills and knowledge based upon an initial placement test when they first enroll in the school and upon assessments in the specific courses.

2. The school utilizes the services of an ESL teacher whom we share with another school in the building campus to provide the mandated minutes per proficiency level of each ELL student as per CR Part 154. Our ELL students have been scheduled in the ESL class for a period five days a week or three days a week, depending upon their proficiency level, in the effort to fulfill the mandated time requirements.

3. English is the language of instruction for all content areas at Bard High School Early College Queens. To make instruction comprehensible and to enrich language development, teachers employ a variety of strategies in their instruction and in their assignments. Seminar discussions, group work and lectures facilitate the development of speaking and listening skills. Daily homework assignments and long-term research projects aid in the development of reading and writing skills.

4. ELLs are given the opportunity to take the Regents in English or their native language, if available.

A. Programming and Scheduling Information

5. Bard High School offers a challenging early college program to which students are admitted after a competitive selection process. All ELLs are placed in heterogeneous classes where differentiation of instruction in assignments and class work is provided to all students by the instructors.

a. For SIFE students, the guidance counselors Heather Duffy-Stone and Elizabeth Dunn Canty track the academic progress of any student in this subgroup who is struggling or who raises concern through "guidance screens" which solicit feedback from teachers about a student's performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to SIFE students in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the SIFE students' academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

b. For newcomers, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through "guidance screens" which solicit feedback from teachers about a student's performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to newcomers in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the newcomer students' academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

c. For ELLs receiving service 4-6 years, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through "guidance screens" which solicit feedback from teachers about a student's performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to ELLs, 4-6 years, in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine these students' academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

d. For Long-Term ELLs, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through "guidance screens" which solicit feedback from teachers about a student's performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to Long-Term ELLs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the Long-Term ELL students' academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

6. Teachers of ELLs-SWDs employ a variety of strategies in teaching this subgroup as well. They utilize seminar discussion format, small and large group activities, small writing assignments and large writing projects among others. Grade appropriate and content rich text materials in each discipline are provided to these students to help them enhance their English language development as well as their knowledge in the content areas.

7. The guidance counselors review the IEPs and 504s of ELLs-SWDs to recommend faculty assignments and course placements to accommodate the special needs of this population. In addition, the guidance counselors track the academic progress of any student in this subgroup who is struggling or who raises concern through "guidance screens" which solicit feedback from teachers about a student's performance and they review the narrative reports and grades that are given by instructors at mid-semester and at the end of the semester. The guidance counselors provide academic counseling to ELL-SWDs in meetings with the students and with their parents/guardians. Also, a placement exam in Mathematics is administered when students initially enroll in the school. On-going course assessments are used to determine the ELL-SWD students' academic needs in order to provide them with the necessary support. Tutoring services are available to this subgroup on both a voluntary and mandatory basis during the school day and after school.

Courses Taught in Languages Other than English

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

- classes that are taught in English using books in the native language

- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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.

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

8. The ELL students are additional support in ELA, math and other content areas in the English language by staff in the Learning Commons at our school. These students can also receive one-on-one assistance from their instructors. In addition to these voluntary tutoring sessions, ELLs are also expected to attend mandatory tutoring sessions with their teachers or an assigned peer tutor.

9. The progress of ELLs reaching proficiency on the NYSESLAT is monitored by the guidance counselors. Heather Dufy Stone and Elizabeth Dunn Canty, who oversee academic performance of all the students. The guidance counselors and the assistant principal also inform teachers of ELLs reaching proficiency about the requirement of providing modifications for exams for two years subsequent to reaching the proficiency level.

10. The school will continue to research and purchase instructional materials that would aid ELL students and the instructors of the ELL students. The school will continue to look for teachers with certification in ESL in its recruitment of foreign language instructors.

11. No programs or services for ELLs will be discontinued.

12. All ELLs are fully integrated into the school programs, thereby having equal access to all of them. ELL students may take advantage of all tutoring programs offered to all students in the Learning Commons during and after the school day. In addition, ELLs have equal access to computers and online resources in the school library, Computer Lab and classrooms.

13. Instructional materials used to support ELLS include bi-lingual dictionaries and some textbooks that are at a lower reading level. There are also graphic novels of famous works (e.g. Darwin's "Origin of the Species") that aid those ELL students who have a visual learning style. In addition, the Library Director, Jessica deCourcy Hinds, selects databases with a translation feature.

14. There are dictionaries and reading materials in the native languages of ELLs in the school's library. The Library Director continuously seeks to expand its collection of native language reading materials. For example, she has purchased Korean language books to include in the collection. Dual language books in our library collection include works in Spanish, Chinese, Polish and Arabic.
If it were necessary, a buddy system would also be created whereby students speaking the same native language as the ELLs would provide additional support to their ELL classmates.

15. The school attempts to provide instruction that meets ELLs' grade level and age. Because Bard High School is an early college, it provides instruction and materials that are appropriate for highly motivated high school students which includes our ELL population.

16. The guidance counselors meet with newly enrolled ELLs in order to review each student's program of study. They work with teachers to adjust expectations and assignments where appropriate. Before the start of the school year, incoming students, including ELLs, participate in a three-day orientation program.

17. ELLs have the opportunity to enroll in any of the schools' language electives: Spanish, Latin and Mandarin Chinese.

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.

Paste response to questions 1-3 here

1. The ESL teacher attends conferences and workshops related to ELL pedagogy. All teachers are encouraged to participate in ESL professional development workshops offered by the Department of Education. The school administration will continue to seek the support of the CFN on ELL related matters.

2. To assist ELLs in their transition from middle to high school, all teachers learn about the demographics of our school population. They are informed about the needs of the individual ELL students and collaborate with the guidance counselors in making modifications to students' course of study when necessary. Teachers are also informed about test modifications for ELL students.

3. The Foreign Language department will be asked to deliver professional development on strategies for teaching ELLs at faculty/staff meetings during the year. Topics will include differentiation of instruction and use of graphic organizers. Professional Development for the teaching of ELLs is scheduled for the Chancellor's Conference Day on January 30 and the Faculty Meeting on March 5. To supplement this professional development, teachers are encouraged to attend workshops on ESL offered by the Department of Education.

E. Parental Involvement

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

1. Parents are involved in our school through different venues. Parents, including parents/guardians of ELLs, are members of the PTA and serve on the School Leadership Team. On a more informal basis, they participate in after-school functions such as "International Night" where they share foods and artifacts representative of their culture and nationality. Parents also volunteer to assist in the library and as guest speakers.

2. The school has developed a partnership with the American Symphony Orchestra, which has offered the talents and knowledge of its musicians in providing individualized instruction to our students. All students, including ELLs, benefit from this association in which music is a universal language. The Parent Coordinator is also reaching out to Queens organizations such as the Queens YMCA, which may be able to provide services to parents of ELLs as well as to all other parents.

3. The needs of parents are evaluated based upon surveys distributed by the Executive Board of the PTA and our Community Associate, Valerie Kaplan. In addition, some parents take the initiative to contact the Community Associate and administrators about their concerns and needs; the latter assess the nature and extent of concerns and follow up with the appropriate actions. All parental concerns are addressed in a timely manner.

4. PTA programs, many created in collaboration with the Community Associate, Valerie Kaplan, are designed based upon the needs of the parents, including the parents/guardians of ELLs. For example, ARIS training for parents is conducted on an annual basis to address the needs of parents for information about their children's academic performance and progress. The assistant principal has annually presented an overview about the Regents exams in response to parents' concerns about the state assessments. Guidance counselors have also presented workshops on specific guidance topics and the College Transfer Associate Director, Elena Yesner, presents information on the college application/transfer process and on financial aid resources.

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)												1		1
Advanced (A)												1		1
Total	0	0	0	0	0	0	0	0	0	0	0	2	0	2

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												2	

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

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									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	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	1		0	
Integrated Algebra	2		2	
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment	2		2	
Physics				
Global History and Geography	2		1	
US History and Government	1		1	
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

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

Paste response to questions 1-6 here

1. Our Admissions assessment in English is used to assess the literacy skills of all applicants to Bard High School Early College including our ELLs. Students are expected to read from a literary work and to respond to it in an essay that reflects their voice and understanding of the passage. Students, including ELLs, who pass this portion of the assessment demonstrate excellent writing skills. In addition, the math skills of all applicants are assessed in a 30 question exam. Students who pass both portion of the written exam are then invited to an oral interview. All students who are then admitted demonstrate their capacity to perform high level work to be successful at Bard.

2. Data patterns across proficiency levels on the NYSESLAT and grades on state assessments reveal that our ELLs are progressing in their English proficiency and succeeding in their academic subject areas. Students who have taken the LAB-R exams have all attained proficiency levels and are, therefore, not entitled to ESL services.

3. One of the two ELL students has reached the Advanced level on the NYSESLAT exam while the other student has attained an Intermediate level. Our instructional program provides multiple opportunities for our students to develop their skills in listening and speaking. Because many of our courses, especially those in the humanities, are conducted in college seminar style, our ELLs have many occasions to listen to their peers and instructors and also to express their own ideas. Students are often encouraged to take a position on a topic and to argue this point in a coherent and logical manner. They do this through regular class discussions in multiple disciplines and through formal debates in their social studies classes. For the student who is on the Intermediate level, she receives the instructional benefits of her classes as well as the additional tutoring support offered by her individual teachers and the staff in the Learning Commons.

4. All ELL students take their exams in the English language and they have demonstrated that they are succeeding on the school and state assessments.

6. Several measures indicate that our ELL students are doing well and thriving in our school program. Their passing rate on the state Regents exams and the grades on their report cards point to a successful learning experience at Bard High School Early College.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Bard High School Early College			School DBN: 24Q299
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Valeri J. Thomson	Principal		12/15/11
Sue L. Eichler	Assistant Principal		12/15/11
Valerie Kaplan	Parent Coordinator		12/15/11
Susana Tressler	ESL Teacher		12/16/11
Jan A. Clark	Parent		12/15/11
Zacharia Pickard/ELA	Teacher/Subject Area		12/15/11
Theresa Mawn/math	Teacher/Subject Area		12/15/2011
	Coach		
	Coach		
Elizabeth Canty	Guidance Counselor		12/15/11
	Network Leader		
Marina Woronzoff	Other Learning Commons		12/15/11
Heather Duffy-Stone	Other Guidance Counselor		12/15/11
	Other		
	Other		

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q299 **School Name:** Bard High School Early College Q

Cluster: _____ **Network:** 107

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.

Our school's written and oral interpretation needs have been assessed through thefollowing procedures:
1. Blue Card responses
2. Home Language Surveys
3. ATS reports detailing parent preferred oral and written language (Parent information has been entered into ATS by Community Associate)
4. Guidance counselors ' conversations with students requesting additional parent contact information and preferred spoken language
5. Informal one-on -one parent meetings with Community Associate, Community Aide, and other faculty and administration

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

The majority of our parents are interested in receiving written information , however we do have a significant population of non-English speaking parents. Parents have translation and interpretation needs in the following languages: Bengali, Spanish, Chinese, Polish, Romanian, Albanian, Urdu, Korean. We will send letters verifying that these needs are still in effect, then we will inform faculty and staff by emailing an Excel spreadsheet. The Community Associate will also verbally inform the PTA President about the general parent language needs (not divulging any confidential information), and coordinate possible parent volunteers to assist with translations during PTA meetings.

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.

When mailings are sent home using the postal service, an additional copy of the letter(s) translated into the appropriate language(s) will follow. The Community Associate will contact the DOE's translation unit to obtain these written translation services.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

During the Fall Parent Teacher conferences, outside vendor- provided interpreters were used by the school and were available on site for both the evening and the afternoon conferences. These interpretation services will also be provided for parents during the Spring 2012 conferences. We use school staff and/or students to assist with interpretation when parent walk-ins need these services. We also have the DOE's Translation and Interpretation Unit's phone service number with our front desk security office, main office and faculty.

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.

We will continue to use our translation budget to hire outside vendors for translation and interpretation when our translation and interpretation needs cannot be met through our parent and student volunteers, or through free Department of Education services.

We will finalize and institute a standard cover letter to attach to written communication home so that parents know how to request translation when it is not initially provided by the school.

The Community Associate will gather all information received from the Translation and Interpretation Unit, as well as additional pertinent information obtained at DOE professional development sessions. This information, including, but not limited to, translation unit access/help

numbers,and parent language cards, will be distributed to all security and front office staff and shared with the school community at an upcoming faculty-staff meeting.