



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RONALD EDMONDS LEARNING CENTER II
DBN (i.e. 01M001): 17K 484
Principal: MICHELE LUARD
Principal Email: MLUARD@SCHOOLS.NYC.GOV
Superintendent: BUFFIE SIMMONS
Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Michele Luard	*Principal or Designee	
Patricia Straker	*UFT Chapter Leader or Designee	
Robert Tuten	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Rick Miller	CBO Representative, if applicable	
Hebetalla Mostafa	Member/ Teacher/UFT	
Rachelle Jean- Gilles	Member/ Teacher/ UFT	
Jack Mitchell	Member/ Teacher/ UFT	
Dawn Campbell	Member/ Parent/UFT	
Aisha White	Member/ Parent/UFT	
Charmaine Gabbidon	Member/ Parent/UFT	
Tatianna Greene	Member/ Parent/UFT	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By May 2014, all content area teacher teams will have collaboratively aligned subject area curriculum maps to incorporate the Common Core Learning Standards and where applicable the State Standards to ensure planning for and implementation of rigorous habits and critical thinking skills to cognitively engage diverse learners

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.

- There is a need to ensure engaging, rigorous, and coherent curricula in all subjects, accessible for a variety of learners and aligned to Common Core Learning Standards and/ or content standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Sending key personnel to core curriculum and network trainings ensuring an opportunity for turn- keying and monitoring impact.
2. Schedule gives opportunity for grade teams and departmental teams to have common planning time in order to ensure vertical planning and school wide systems.

B. Key personnel and other resources used to implement each strategy/activity

1. Mathematics and E.L.A teachers and teacher leads will attend the P.D and implement their learning with other staff including those of other disciplines, new core curriculum, curriculum supports such as workbooks and manipulative.
2. All teachers meet for departmental meetings 90 minutes weekly and grade level meetings 45 minutes weekly.
- 3.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By December 2013, fifty percent of teachers including the instructional leads will have their lesson plans and curriculum aligned and their lessons will be implemented to demonstrate rigor for all students. By March 2013, 85 percent of teachers will have coherent curriculum reflective in their lesson execution and plans for all learners in their classroom. This will be evidenced by curriculum and unit and lesson plans available in the classroom and main offices as well as online for parents
2. Lesson planning templates, unit plan templates and curriculum maps revisions based on data and experience of execution

D. Timeline for implementation and completion including start and end dates

1. September – December 2013, teacher groups will begin working on Curriculum maps using the New Curriculum and the State and Common Core Learning Standards, January – March 2013, teachers groups will refine curriculum and have lesson plans and unit plans to reflect rigor and engagement for all learners. April - June revision of curriculum maps using data with a projection for 2013- 2014 school year.
2. September to June ongoing

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers meet each week for 90 minutes to plan, afterschool professional development, lunch and learns.
2. Teachers meet weekly for 90 minutes to plan along with lunch and learn and per-session activities.

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).

September- Curriculum Night, where parents are given an overview of the curriculum their students will be given, Curriculum Parent meeting, information on websites.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

X	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

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Goal and Action Plan #2

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.
 By June 2014, all teachers would have received support so as to build teacher capacity to deliver effective instruction inclusive of student participation and diverse pedagogical practices enabling all students to participate cognitively and attain success.

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.
 There is a need to develop teacher pedagogy from a coherent set of beliefs about how students learn best that is informed by the instructional shifts and Danielson Framework for Teaching, aligned to the curricula, engaging, and meets the needs of all learners so that all students produce meaningful work products.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Professional development activities by principal, colleagues and network based on teacher need identified by the above resources and from teacher professional goals. These meetings will continue throughout the year and on professional development days
2. During the school year teachers will conduct teacher to teacher inter classroom visitations using low inference feedback. The feedback will be shared with the guidance of the instructional leads from the network and the principal. The administrators will discuss strategies for and make peer to peer recommendations to strengthen teacher practice. Administrators will also facilitate these meetings.

B. Key personnel and other resources used to implement each strategy/activity

1. The Principal, network support staff, and consultants
2. The administrators, network support coaches, teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers lesson plan, improved instructional strategies such as the use of differentiated lessons, targeted grouping, ongoing assessment of learning order to assess students' understanding.
2. Teachers to teacher feedback for inter-classroom visitation.

D. Timeline for implementation and completion including start and end dates

1. By February teachers would show improvement in their instruction by evidenced by more data driven classrooms and student to student talk. By June 2014, 85% of teachers would show growth in their instruction evidenced by diverse pedagogical practices that cognitively engage students.
2. By December 2013, teachers would begin giving feedback to colleagues from inter-visitations. They would use the feedback to help improve the practice of each other supported by research. By June 2013 teachers would have used the feedback received from informal walk through and knowledge to improve teacher practice evidenced by the coherent lesson planning and effective instruction.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Teachers will be given provisional development during lunch and learns, after school professional development days, faculty conferences, and grade team meetings.
2. Teachers have prep schedules that allow them to visit colleagues of their discipline who will be teaching as well as inter subject visitation. The schedule further permits them to meet during subject area common planning as well as grade team meeting. Teachers also have the same lunch time.

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).
 Title I parent meeting , P.T.A meeting where parents are informed of the various types of instruction being used and what they should expect when they speak with their child about what and how they are taught.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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.
 By May 2014 90% of teachers will be able to integrate assessment into instruction by using assessment of learning and assessment for learning while utilizing a variety of feedback from colleagues, self and teachers to advance student learning.

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.
 There is a need to align assessments to curricula, use on-going assessment and grading practices, and analyze information on student learning outcomes to adjust instructional decisions at the team and classroom levels.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- A. Strategies/activities that encompass the needs of identified subgroups**
- Differentiated professional development will be given by Principal, Assistant Principal, and network coaches to teachers based on their survey results, previous and ongoing observation and classroom walk through.
 - Professional Development will be given to all teachers to ensure the norming of assessments, and the calibration of rubrics including the Charlotte Danielson rubric to ensure that all teachers can assess students for and of learning.
- B. Key personnel and other resources used to implement each strategy/activity**
- Principal, Assistant principal, lead teachers, network coaches
 - Principal, Assistant principal, lead teachers, network coaches and talent coaches.
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Teacher assessment data, observations, and benchmark assessments will measure student learning. This data will be analyzed and tweaked to ensure a positive growth measure.
 - Teacher assessment data, observations, and benchmark assessments will measure student learning. This data will be analyzed and tweaked to ensure a positive growth measure
- D. Timeline for implementation and completion including start and end dates**
- In September assessment P.D, teachers will be assessed for the evidence of the P.D in their classroom. By December 2013, teachers will begin reviewing assessment data and strategies, and using the feedback to advance student learning. By June 2014, 90% of teachers will be able to effectively integrate assessment into their instruction thereby enhancing student's learning.
 - In September assessment P.D, teachers will be assessed for the evidence of the P.D in their classroom. By December 2013, teachers will begin reviewing assessment data and strategies, and using the feedback to advance student learning. By June 2014, 90% of teachers will be able to effectively integrate assessment into their instruction thereby enhancing student's learning.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Teachers meet each week for 90 minutes to plan, afterschool professional development, lunch and learns.
 - Teachers meet weekly for 90 minutes to plan along with lunch and learn and per-session activities

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).
 Parents have access to engrade and the school's website, they will also be given training on how to understand the new report card, and how they can assist their child based on the results of the report card.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	x	Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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.

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.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, 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	Interactive and repeated readings and writings Extended day program	Small group instruction is provided twice each week for all students, students receive enrichment during lunch and learn, pull out based on their need	During the school day and after school.
Mathematics	Practice problems and models.	Small group instruction is provided twice each week for students. Students will also receive intervention individually based on their needs.	During the school day and after school
Science	Science content support through E.L.A and Mathematics	Small group tutoring and one on one lunch and learns with teacher.	lunch, after school
Social Studies	Social Studies content support through E.L.A	Small group tutoring, one to one lunch and learns.	Lunch and after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor counsels students who are mandated individually and in small groups. The Psychologist also counsels students on a needs only basis. The Nurse provides immediate attention and assessment of students' medical needs.	The Guidance counselor provides weekly for mandated students, twice per year for all other students. The psychologist provides counseling on a needs only basis, and the nurse provides medical attention on a needs only basis.	Individually, group.

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

In an effort to ensure all teachers are highly qualified only teachers of the required content area are recruited based on the needs of the school. Teachers are also provided professional development by trained consultants and administration at the school. Teachers are also encouraged to continuously improve their P. D and share knowledge with colleagues

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Professional development are provided by instructional leaders, consultants, talent coaches and network staff

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

STH funds are used to provide students with supplies, uniforms and when possible pay for graduation events. Parent Involvement money is used for corresponding with parents through the websites, and hard copy. Parent money is also used to pay translation for non english speaking parents.

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are given surveys that allow them to choose professional development. Teachers meet to discuss types of assessment used in the classroom but in some cases teacher autonomy is used.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

Ronald Edmonds Learning center II Parent Involvement Policy (PIP)

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 that will ensure effective involvement of parents and community in our school. Therefore, Ronald Edmonds learning Center II will put into operations programs, activities and procedures for the involvement of parents, consistent with Section 1118 of Title 1, Part A of the No Child Left Behind (NCLB) Act. Those programs, activities and procedures will be developed, planned and operated with meaningful consultation with parents. Our school's policy is designed to keep parents informed by actively engaging 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 Teacher's Association, and Title 1 students by:

- Providing materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, through evening programs and workshops during the school day.
- 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 language 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;

The school will incorporate this parental involvement policy into its school improvement plan. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title 1 parents to improve the academic quality of our school. The findings of the evaluation through school wide surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title 1 program. This information will be maintained by the school.

The school will incorporate this parental involvement policy into its school improvement plan. Our school community will conduct an annual evaluation of the content and effectiveness of the parent involvement policy with Title 1 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 1 program. This information will be maintained by the school.

In developing the Title 1 parent Involvement Policy, parents of Title 1 participating students, parent members of the school's Parent Association (or parent- teacher Association), as well as parent members of School Leadership Team, were consulted on the proposed Title 1 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 1 program as outlined in the Comprehensive Educational Plan including the implementation of the school's Title 1 Parent Involvement Policy and School Parent Compact;

- Engage parents in discussion and decision regarding the required Title 1 set aside funds which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that the title 1 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 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 dedicated staff member to serve as a liaison between the school and families. This 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. They will also maintain a log of events and activities planned for parents;
- 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 an annual Title I Parent Meeting on or before December 1st of each school year to inform 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, other than the parent association meetings with flexible times such as meetings in the mornings or evenings 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 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-Teacher Association and Title I Parent Committee;
- 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
MAY BE LAST YEARS BUT MUST BE UPDATED

Ronald Edmonds Learning Center II, 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

We will 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;
- Ensuring all students are provided with rigorous and engaging assignments throughout the school day
- All staff will be punctual and well prepared to serve and educate all students regardless of age race or economic status.

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;

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;**
- **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;**

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 30 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-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:

- **Internalize and adhere to the uniform dress code**
- **Abide by the discipline policy**
- **attend school from 8:00am to 3:00pm Monday – Thursday and 8:00 am – 2.20pm on Fridays;**
- **be required to maintain excellent attendance and punctuality**
- **complete all school based projects reports , etc on a timely basis.**
- **Complete two hours of homework daily**
- **Attend RELCII summer success academy;**
- **Attend after school and Saturday program when it is available;**
- .

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 17	Borough Brooklyn	School Number 484
School Name Ronald Edmonds Learning Center II		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Michele Luard	Assistant Principal Mecca Cummings
Coach	Coach
ESL Teacher Natasha Danova	Guidance Counselor Ms. Holly
Teacher/Subject Area Ms. Francis	Parent Ms. White
Teacher/Subject Area Ms. Jean- Gilles	Parent Coordinator none
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Craig Edwards	Other

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program		Number of teachers who hold both content area and ESL certification	
Number of certified bilingual teachers currently teaching in a bilingual program		Number of certified NLA/foreign language teachers		Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification		Number of special education teachers with bilingual extensions	

D. Student Demographics

Total number of students in school (Excluding Pre-K)	148	Total number of ELLs	6	ELLs as share of total student population (%)	4.05%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K 1 2 3 4 5
6 7 8 9 10 11 12

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out							4	2	2					8
SELECT ONE														0
Total	0	0	0	0	0	0	4	2	2	0	0	0	0	8

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	6	Newcomers (ELLs receiving service 0-3 years)	3	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	3		1	2		1	1			6
Total	3	0	1	2	0	1	1	0	0	6

Number of ELLs who have an alternate placement paraprofessional: 1

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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							3	1						4
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic								1						1
Haitian									1					1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	0	0	0	0	3	2	1	0	0	0	0	6

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)							1	1						2

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	3				3
7	1				1
8	1				1
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	2		1						3
7	1								1
8	1								1
NYSAA Bilingual (SWD)									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 (SWD)									0

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

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
Our school uses DRA and Fountas & Pinell assessment tools for all students. The data tells the strength and weaknesses, students' independent and instructional reading levels. We have incorporated our ELLs with native English speakers. This system includes small groups. We utilize the data obtained from the DRA and F&P to tailor instruction to all students.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
A review of the LAB-R and NYSESLAT scores indicates that the following numbers of students scored at the Beginner level: Grade 6-1 student, Grade 7-1 student, Advanced: Grade 6- 2 students, Grade 7- 1 student, Grade 8- 1student . The analysis of the data shows that our ELLs are weakest in listening and writing. Our students show improvement in speaking. The analysis of the NYSESLAT also shows that all tested ELLs indicate an increase in the number of students who are at the Advanced level of proficiency.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))
The RNMR is not available as of October 15, 2013.
4. For each program, answer the following:
 - a. 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?

a. We found out that the earlier ELLs start the program the faster they test out. Also, if the student shows high level of knowledge in his native language, the better are the results in English language acquisition. Our students choose not to take state tests in their native languages.

b. The school leadership and teachers use the results of the Periodic Assessments to plan and provide rigorous instruction for our ELLs aligned with the State ELA/ESL Standards. We utilize differentiation of instruction to meet the needs of ELLs who are at different levels of the English language proficiency. Teachers focus on reading in the content areas with an emphasis on the development of appropriate content area vocabulary and comprehension skills. Teachers also include a wide range of print, visual, and digital resources in everyday teaching.

c. We learn the use of language, ELL's communication skills, oral and written skills. We learn needs of our ELLs. The periodic assessment show us who is approaching the NYS CCLS standards. Our students choose not to use their native language during Periodic Assessments. ESL classroom library contains bilingual and native language books in the native languages spoken by our students. Our school library has books in different languages that reflect our schools diverse population. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students in our program. Also during classroom instruction we use help of our bilingual paraprofessional if needed.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)
We use data to differentiate instruction. We also group our ELLs homogeneously or heterogeneously to target area of instruction informed by the LAB-R and the NYSESLAT.
6. How do you make sure that a child's second language development is considered in instructional decisions?
We use RLAT and RNMR results, state tests reports, authentic, teacher-created assessment data as well as interviews with parents of our ELLs to identify the stage of the students' second language development. We align teachers' instructions to the ESL/ELA standards and assessment data analyses. ESL teacher and classroom teachers plan and accomodate instructional decisions to support the student's second language aquisition. Due to the low number of ELLs our school has only ESL program model. There is a bilingual paraprofessional who uses the native language support student's second language development for everyday classroom instruction. We encourage our ELLs to practice their native language proficiency within their personal communication a swe have noticed that if the child shows high level of knowledge in his native language, the better are the results in English language

acquisition.

7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

The success of the program is evaluated by the NYSESLAT, ELA, Math and Science state tests, DRA and , F&P periodic assessments, and teacher-created authentic assessments results, students' performance tasks aligned to the NYS Standards.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At RELC II upon registration every parent is given the Home Language Identification Survey (HLIS) in his native language. These surveys are written in various languages such as Chinese, Spanish, Urdu, Haitian-Creole, Albanian, Arabic, Korean, Polish among others. As part of the initial screening our ESL teacher or a trained pedagogue with a valid NYS license explains this HLIS form and is assisted by members of our school community who are fluent in various native languages, such as Spanish, Haitian-Creole, Arabic, Russian, and Polish for translation purposes, when necessary. After the parent completes the form our ESL teacher or a trained pedagogue screens the HLIS and conducts an informal oral interview with the parent and child in English to determine if the child is eligible to take the LAB-R. The LAB-R will be administered within the first ten days of the child's admittance. LAB-R determines which students are entitled to ESL services. The Spanish LAB (if necessary) is conducted by a teacher who is proficient in the Spanish language. For children that were transferred from other public schools we look at their test history to find out their previous LAB-R or NYSESLAT scores. The administrators and the ESL teacher analyze the trends in the NYSESLAT scoring to help determine the best approaches for assisting our ELLs during the school year.
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.

Placement procedure requires that parents will be given an opportunity to make an informed decision of the correct program for their child. Parent Orientation meetings are held within ten days from the registration and evaluation of the newcomer. At the Orientation meeting the ESL teacher together with the Parent Coordinator explains to the parents that they have rights to choose any of the offered programs. However, due to the small number of ELLs RELC II only offers an ESL program. The video explaining the parents' choices is available in different languages as well as translator's services from the school staff. We have staff members who speak Spanish, Haitian-Creole, Arabic, Russian, and Polish. It is explained in detail that if parents should choose any option other than Freestanding ESL program, their child would be required to go to another school. The ESL teacher is ready to give information about location of available bilingual schools. Program Selection forms are distributed after parents view the video. The ESL teacher is responsible for the distribution and collection of Parent Survey and Program Selection forms. Any parent who decides to keep their child in our school must accept the Freestanding ESL program as this is the only program offered in RELC II. Very few parents choose to send their children to other schools. Most parents accept the program that we offer. After reviewing the Program Selection forms for the past few years the trend in program choices that have been requested by parents is the ESL and Transitional Bilingual programs. A Transitional Bilingual program is not offered in the school because of the low number of students whose parents are requesting a Bilingual program. The program model offered in P.S. 12 is aligned with the parents' request.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are

returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)

The ESL teacher is responsible for the distribution of Entitlement letters to the parents/guardians of ELLs, as well as the collection of Parent Surveys and Program Selection forms. The copies of the Entitlement letters and Program Selection forms signed by ELLs' parents are securely stored. We request the parents to return the Program Selection Forms in a timely fashion and if they are not received the ESL teacher calls the parents to discuss the selection over the phone. If necessary teachers meet with parents after school to assure that these forms are returned. If the form is still not returned we document this and use the default program for ELLs, which is TBE as per CR Part 154. After the initial LAB-R testing has concluded and the NYSESLAT scores are reviewed, ESL teacher meets with the administration and presents a roster of all eligible ELLs. New entitlement, continued-entitlement and non-entitlement letters are completed in the appropriate languages and handed out.

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.

After parents of ELLs make a program selection, they are informed in their native language that a freestanding ESL program is offered in our school. They are also informed that a Transitional Bilingual program is not offered because the number of students whose parents request this program is too small. We provide parents with information about schools that offer Transitional Bilingual program. In addition parents receive a Parent Brochure in English and their native language with information for parents of English Language Learners. At RELC II students who are identified as ELLs are placed in ESL instructional program according to their level of English Language Proficiency (as per LAB-R or NYSESLAT results) and receive a mandated number of minutes of ESL instruction per week.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

In the spring of each school year, we administer the annual assessment, New York State English as a Second Language Achievement Test to all of our ELL students. The RLER, ATS report for both NYSESLAT and LAB-R, is printed by ESL/Testing Coordinator and used to determine which students are NYSESLAT eligible. A testing memo of the NYSESLAT is then crafted by the ELL/Testing Coordinator. The ESL teacher pulls out the students on a one-on-one basis to administer the speaking component. The Reading, Listening and Writing components are scheduled on three different days. Students with disabilities are provided with the modifications indicated in their IEPs. The ESL/Testing Coordinator ensures that every student completes all four components of the NYSESLAT exam. The screening for LAB-R and the NYSESLAT is done by our Data Specialist and ESL teacher. The ESL teacher and Data Specialist administrate and evaluate the NYSESLAT exams.

6. 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.) 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.  For the past few years RELC II didn't have ESL program due to the very low number of ELLs, so the data on Parent Survey and Parent Selection forms is not available. The program model offered in RELC II is aligned with the parents' request.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?
 - a. Instruction in the ESL program is provided through pull-out/push-in services. The ESL instructional program is aligned with mandated ESL/ELA and content learning standards and the Common Core Standards. Students at the Beginning and Intermediate Levels in the freestanding ESL program receive 360 minutes of instruction each week, and students at the Advanced Level receive 180 minutes of instruction each week in ESL and ELA. This explicit ESL instruction is delivered according to CP Part 154.
 - b. The ESL groups are mixed up heterogeneously for targeted area instruction as informed by the LAB-R and /or the NYSESLAT. There are two groups of ELL students that receive ESL services. Group 1 consists of students from grades 6 and 7 who are at the Beginning Level. Group 2 has students from grades 6, 7, and 8 who are at the Advanced Level. There are no students at the Intermediate level receiving ESL service at this time. The schedule of our ESL teacher is adjusted to the needs of the students so that all ELLs receive the appropriate amount of time needed to meet the state requirements. The ESL program stresses integration of the four ELA components: listening, speaking, reading, and writing. The ESL teacher pushes-in to the classrooms during various times of the day thereby assisting during all content areas. During the pull-out classes content-based books are used for ELA instructions. The needs of all students are met through differentiated instruction. To help the ELL population meet the NYS Learning Standards, instructional strategies such as small group models, pair work, modeling, Phonemic Awareness, author and genre studies, use of multimedia materials, use of multicultural literature, graphic organizers and class presentations will be utilized. The school provides ELLs with an access to computers in the classrooms as well as an access to language-appropriate software that is aligned to standard-based curriculum. The ESL room has leveled books, author and genre studies materials, multicultural literature, Spanish library, audio and visual equipment. In addition, the ESL teacher uses different instructional materials to support students of all levels of proficiency: research-based reading programs IOpeners, Good Habits/ Great Readers, multiple manipulative materials, and variety of dictionaries.
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)?

At the beginning of the school year, the ESL teacher and the administration meet to ensure that all ELLs are receiving their mandated number of instructional minutes in our program model. In ESL program model students on beginning and intermediate levels are programmed for 360 minutes per week of ESL instruction. Advanced students receive 180 minutes of ESL instruction a week. For all ELLs, beginner, and advanced, students receive 450 minutes of ELA instruction.
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 foster language development and meet the demands of the Common Core Learning Standards.

In ESL program model content area is incorporated into ESL instruction. Every reading and writing unit in each grade is content area based. Thus, content area instruction and language learning will be combined. Our ESL model supports content area instruction. Teachers use strategies that scaffold instruction for English Language Learners. Some of the strategies we implement in our lessons are activating student's prior knowledge, making connections, using visual aides, organizers, and realia. Bringing

realia to the classroom helps teachers in providing comprehensible input. Prior to the lessons ESL teacher will front load information for optimal comprehension. Explicitly teaching key vocabulary from the text and focusing on concepts and connections is also a main component of ESL instruction. ESL teacher models correct thinking process in all subject areas, so that learners become capable to work independently. Our program model implements differentiated and direct instruction providing research based, standard aligned and data driven ESL lessons that focus on content area vocabulary development, phonemic awareness, grammar and writing across the curriculum. ELLs in the ESL program attend all content-area and ELA classes with their regular class cohort. Content-area and ELA instruction is delivered in English, but students have access to native language support through the use of bilingual dictionaries, texts in their native languages and levelled books . Same-language buddies are assigned within the regular classrooms whenever possible to provide native language support to ELLs.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
N/A

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teacher in the ESL program implements scaffolding in each lesson: Modeling/Bridging/Contextualization/Schema Building/Text Representation and Metacognition. The ESL program at RELC II embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, and in presentations, understand the multiple meanings of words, collect, analyze and organize information, perform multi-step tasks.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

a. At RELC II we have no SIFE students. However, if they enroll at our school we are well prepared to meet the needs of these students. If these children arrive at our school they will receive 360 minutes of ESL services weekly. They will receive academic intervention services in both reading and math if necessary. These students will participate in our extended day program where they will be in a small group environment four days a week. Also, these students will be invited to participate in all after-school and extra curricular activities.

b. RELC II maintains English instruction for newcomers by providing all teachers with professional development. The ESL

teacher

with collaboration of the General/Special Education teachers modify the assignments for them and provide productive work that engages newcomers in language learning. Newcomers participate and show comprehension through pointing, nodding, drawing, using actions of simple responses. Our school uses extended day time to provide additional instruction for newcomers

by

a fully certified ESL teacher. When necessary, children participate in AIS for additional small group instruction. We are sensitive

to

our newcomers' emotional needs in adapting to a culture so we pair beginners with more advanced students who share a common native language. We use translators as needed, and in particular, where applicable, in testing situations.

c. Our students who are in ESL for four to six years require additional help in reading and writing based on the NYSESLAT

scores:

both during mandated ESL periods and in the classroom they receive instruction that focuses on building high-order reading

skills.

Extended day affords these students small group instruction.

d. The needs of the students receiving services for 4 to 6 years are carefully examined. The data is disaggregated to verify as whether the issue is based on a language deficit or an instructional deficit. Long-term ELLs are required to participate in the extended day programs. If necessary our IEP teacher provides small group interventions. All of these children are strongly urged to attend our after-school and Saturday programs.

e. A student who has exited the ESL program will be monitored formally for at least two full school years. The ESL teacher in cooperation with General and /or Special education teacher are responsible for monitoring these ELLs. Monitoring consists of the following measures of student performance: report card grades, test scores, student performance, teacher observation, and

progress in meeting the NYS Learning Standards in all areas. The ESL teacher will help assist to adopt and modify materials and instructions to the exited student, thereby facilitating the transition. As required by the city, these students receive extended time when taking any tests.

7. 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?

ELL students with special needs receive instruction based on their IEPs. Special consideration is given to their specific needs. The ESL teacher uses different strategies helping students to acquire academic language, use context to figure out unknown words and expressions, one-on-one instructions, buddy-peer mentoring, manipulatives, or a behavior plan when necessary. The ESL teacher uses challenging but understandable materials. The teacher encourages students to participate in group discussions, and students gain advantage by receiving feedback from the teacher and their peers through modeling grammatically correct statements. The ESL teacher conducts meetings with classroom teachers who have ESL students in their room. The ESL teacher also helps students with their classroom work and projects. There are currently 2 special education students in the program. These students are included in the groups with general education students for the duration of the ESL program.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

At RELC II the curriculum is modified to meet the needs of ELLs-SWDs. During mandated ESL classes the teachers focus on the skills in reading and writing that will enable these children to meet the standards. Our special education students are pulled out and mainstreamed with other ELLs who are at the same proficiency level. These children are provided with targeted instruction to meet their learning needs. These children receive small group instruction to help them build and develop their English literacy skills.

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:			
Spanish	Spanish		

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

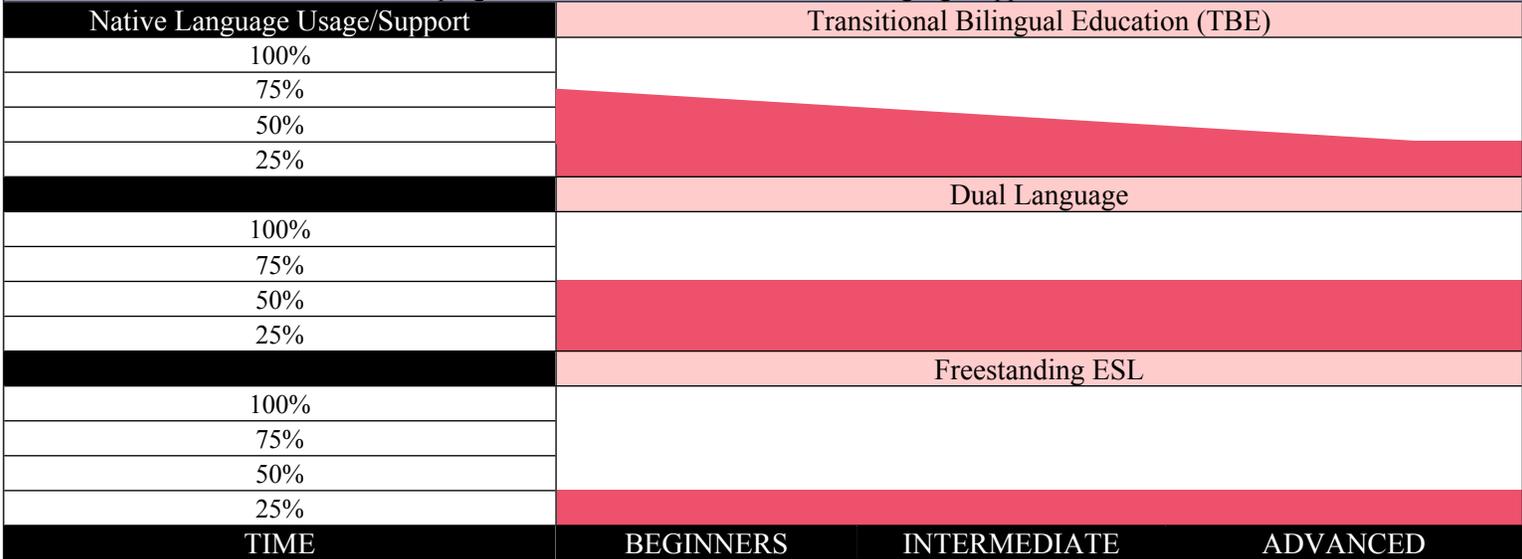
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

9. 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.

At our school we offer a variety of targeted intervention programs in order to meet the needs of ELLs in ELA and content areas. All of our reading and writing units in every grade are content-area based. ESL instruction is incorporated into Social Studies and Science reading/writing units thus combining content area instruction and language learning. Our pull-out model supports content area instruction. Our Science cluster teachers use hands-on learning and ESL techniques to introduce new concepts to the ELLs. Our Math program supports ELLs by incorporating hands-on activities, use of manipulatives and Internet technology. Classroom teachers have been made aware that for ELLs two lessons are being learned at once: a set of new concepts as well as a set of new words to describe the concepts.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The ESL teacher uses interactive strategies through cooperative learning activities which include, but are not limited to: peer buddies, small-group activities, think/pair/share, role playing, dialogue journals, field trips, and KWL charts. In fostering the transition from BICS to CALP for ELLs, we introduce proficiency words and academic language. As mentioned before to maximize comprehension specific academic language is taught in conjunction with content area instruction.

11. What new programs or improvements will be considered for the upcoming school year?

In the 2013-2014 school year our school will have an Art program, Computer Lab, and a Science Lab available for all grades. The addition of these classes allows for all students, including our ELLs, to have access to Art, Technology use, and Science instructions. Our after-school program was a success last year, so in the coming year, if financial circumstances allow, we plan to continue this program in the upcoming school year.

12. What programs/services for ELLs will be discontinued and why?

We are not planning to discontinue any programs for the upcoming school year.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

ELLs are afforded equal access to all school programs. ELL-SWDs are integrated into the regular ESL-classroom and have equal access to ESL with the regular Ed ELL population. Sports, art, study skills and homework help programs are available to all students, including ELLs. Our after-school classes will be available to all students. After-school program will be using the Targeted Reading Intervention program. Targeted Reading Intervention specifically offers differentiation suggestions for English Language Learners as well as preteaching activities to develop content-related vocabulary essential to comprehension.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Our school uses classroom computers to supplement classroom instruction in various content areas. Technology integration is supported through ESL appropriate software in our computer lab. There is on going professional development assisting teachers who want to be become more adept with technology use when working with ELLs. Most of our classrooms are equipped with Smart Boards. Professional Development will be provided to assist all teachers in the use of this technology.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Our ESL classroom library contains bilingual and native language books in the native languages spoken by our students. We have bilingual dictionaries and glossaries as well. All of these books are available to all of our students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

At RELC II all required services support, and all resources correspond to ELLs' ages and grade levels.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Parents of newly enrolled ELLs are welcomed by the administration and ESL teacher and are given an orientation to the school. At the time of registration, the procedures for identifying and placing ELLs is carried out as described above in Part IV. New ELLs and their parents are invited to our orientation sessions, and interpreters are available to facilitate communication.

18. What language electives are offered to ELLs?

N/A

19. For schools with dual language programs:

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?

- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

We have one ESL teacher who attends all available professional development sessions from DOE and/or our Empowerment Support that is applicable to middle school students. Teachers demonstrate self-learning and self-motivated professional development by attending off-site workshops, seminars and conferences related to ELLs. Embedded in all of our professional development are strategies that would work for ELL students as well as others. When purchasing materials teachers are consulted so as to make sure that all students have the appropriate materials. 7.5 hours of of ELL training is provided for all staff members during Professional Development days and Faculty Meetings and cover topics such as Who is an ELL?; NYS LEP Identification Process; LAB-R and NYSESLAT; Proficiency Levels; Testing and ELLs; Promotion Policy for ELLs; Second Language Acquisition; ESL Strategies; SIFE.

Teachers of students transitioning into high school contact the new school and provide them with necessary information about each ELL student. They try to arrange visitations for the students and their parents. Guidance counselor and the ESL teacher provide staff with support to assist ELLs as they transition from one school to another. Applications (available in different languages) and information about the dates for high school orientations are distributed. Teachers write recommendation letters for students. Guidance counselor and the ESL teacher ensure continuity of ESL services for ELLs as mandated.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

All parents including ELL parents take part in our parent involvement activities. When planning our parent involvement activities we survey and listen to our parents as how we can best serve their needs. We host a series of workshops to support parents in understanding the curriculum. During these workshops parents are made aware of current data and are informed of student and parental expectations. Translators are available at all parent teacher conferences, parent workshops and PTA meetings. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. Parents are invited up for curriculum conferences to meet with their child's teachers in order to learn academic expectations for the school year and how they could assist at home. Parents are proactive in creating schoolwide activities. Parents are constantly encouraged to become a member of our PTA in order to assist us in addressing their needs. In addition, parents are invited to open school week to observe instruction and get techniques that they can utilize at home.

Our school provides translation services for ELLs' parents. All important notices are sent in the home languages. Letters are translated by school personnel, when necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at RELC II. We will have a translator from the Translation Unit on site to assist parents when necessary. We keep an updated list of available personnel who can assist with translation and interpretation services. Our school ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. Parents of ELLs attend Parent/Teacher Conferences as well as ELL Parent Orientations where parents meet the teachers and discuss their child's progress. During fall and spring Parent/Teacher conferences parents of ELL students are strongly encouraged to visit the ESL room. The ESL teacher also visits each classroom of the students she services to remind the parents and teachers to visit the ESL room. Parents have an opportunity to communicate their concerns with the ESL teacher and review their child's work folder to get a better understanding of their child's needs and achievements. The school leadership, Guidance Counselor, SLT and PTA members invite parents/guardians of ELLs to attend workshops that address the educational needs of ELLs, make translators available, disseminate materials and notifications in the home languages of the parents/guardians, and provide information about needed support services.

Parent needs are evaluated through feedback from the New York City Learning Environment Surveys. Our parent involvement activities address the needs of our parents because they are geared towards not only our core curriculums but the recommendations that come out of our surveys and their feedback at various meetings.

E. 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.

Part VI: LAP Assurances

School Name: Ronald Edmonds Learning Center

School DBN: K484

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Michele Luard	Principal		1/21/14
Mecca Cummings	Assistant Principal		1/21/14
	Parent Coordinator		1/1/01
Natasha Danova	ESL Teacher		1/21/14
	Parent		1/21/14
Ms. Babb	Teacher/Subject Area		1/21/14
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ms. Holly	Guidance Counselor		1/21/14
Ms. Jean Mc Keon	Network Leader		1/21/14
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 17K484 School Name: Ronald Edmonds Learning Center II

Cluster: 02 Network: CFN 211

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The school gathers data to determine its written translation and oral interpretation needs. Source data will include ATS reports including RAPL, RPOB and RHLA. Though not all our students are eligible for ESL instruction. Presently we have four preferred languages, of the four preferred languages, 68 % spanish, and 21% haitian creole. We regularly review parent request for translation and interpretation in order to ensure their needs are met. Translation and interpretation services are available to all parents who require them, and not just to parents of ELL'S.

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 primary languages spoken at are English, Spanish, Haitian-Creole . All letters and notices that are sent home are translated into the appropriate language for non-English speaking parents and caregivers. These findings are communicated to the school community through the School Leadership Team meetings; staff meetings; and Parent-Teacher meetings.
When oral translation is needed we use either school personnel or when necessary parents.

Part B: Strategies and Activities

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

All important notices are sent in the home languages. Letters are translated by school personnel; however should it be necessary we will use the NYCDOE Translation Service Unit to translate our letters and notices into various languages spoken at RELC II. We will have a translator from the Translation Unit on site to assist parents when necessary. Administration gathers information about level of literacy and written proficiency in the languages needed. We keep an updated list of available personnel who can assist with translation and interpretation services. RELC II ensures that parents and caregivers are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education.

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

Oral interpretation services will be provided to parents with preferred spoken languages other than English, by in-house school staff, parent volunteers and the Office of Translation and Interpretation Services. We have staff members that are able to assist our parents with oral interpretation, Spanish, is done by Ms. Caesar- Babb, Hatian Creole is done by Ms. Holly or Mr. Sanvilus. . If interpretation is needed a member of the staff is asked to interpret for the parent. The school administration ensures that the level of provided written and/or oral interpretation services represents a level of language that is objective and accurate. Should no one be available we ask a parent volunteer to assist us, or call the translation office for over the phone interpretation.

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

At the beginning of the school year and/or at the registration time parents are notified in writing of their right to receive notices in their home language. According to the Chancellor's regulation A-663, a welcome sign issued by NYCDOE is posted in the main office that explains parental rights. Parents are provided with a copy of the bill of parent's rights and responsibilities which explains their rights regarding translation and interpretation services. Parents are provided this document in their primary language. RELC II has posted at the main entrance the availability of interpretation services.