



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE JAMES BALDWIN SCHOOL
DBN (i.e. 01M001): 02M313
Principal: BRADY SMITH
Principal Email: BSMITH15@SCHOOLS.NYC.GOV
Superintendent: MARISOL BRADBURY
Network Leader: ALISON SHEEHAN

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
Brady Smith	*Principal or Designee	
Josh Heisler	*UFT Chapter Leader or Designee	
Ricardo Montoya	*PA/PTA President or Designated Co-President	
Jeanette Aybar	DC 37 Representative, if applicable	
Michael Nowaks	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Baraka Campbell	Member/ Student Rep	
Colin Ambrose	Member/ Student Rep	
Seth Rader	Member/ Teacher Rep	
Joe Martone	Member/ Teacher Rep	
Stephen Campbell	Member/ Parent Rep	
Annette White	Member/ Parent Rep	
	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 the end of the 2013-14 school year, the YTD attendance percentage will increase by a minimum of 1.5 % over the previous year.

Comprehensive Needs Assessment

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

Student academic success is dependent upon regular attendance in school. Attendance data reveals that the most common reason for failing classes is lack of attendance.

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. The Student Council, and more specifically, the Student Voice Collaborative (SVC), have identified student attendance as a function of engagement as their focus issue for this year. They will devise and implement student-centered strategies for addressing lateness and absences throughout the year, including funding more frequent attendance incentives, facilitating focus groups, and coordinating with other groups to improve student attendance.
2. Wellness Team and Data Team will meet weekly to focus on students with lower attendance rates.
3. Our Parent Coordinator will take an increased role, especially through the admissions and intake process, in establishing expectations and communication about attendance with families from the first days of school. Crew Orientation Trip for students new to JBS. Students new to JBS participate in a week long Crew Orientation, led by our partner organization, New York City Outward Bound Schools.
4. We anticipate enlisting additional social emotional support for families and students with attendance in the 60-80% range for the 2013-14 school year. We are currently investigating various options for this additional social emotional support. We also will continue to partially fund our social workers and guidance counselor with Title 1 funds as they are members of the Attendance Team and focus on student attendance in their social work and guidance interventions. Also, teachers will provide after school academic support to struggling students – recognizing a reciprocal relationship between school attendance and academic success. This tutoring will be extended to students in their Crews, and students in their classes.
5. We will again utilize the Jumprope system for recording and communicating period attendance for students. All school staff have access to period attendance for all students using this system. Some teachers will also pilot the grading software associated with this software with the goal of having all grades on JumpRope by Marking Period 2 of spring term.
6. We will continue to support our partnership with Integral Yoga, as we have seen increased academic results for students in the semesters after they participate in the yoga at school program.

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

1. Student Council and SVC members and staff advisors, including network adviser
2. Guidance Counselor, Social Workers, Parent Coordinator, Attendance Teacher and Administrators
3. Parent Coordinator
4. Guidance Counselor, Social Workers, Parent Coordinator and outside agencies
5. Teachers, JumpRope
6. Integral Yoga, SW.

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

1. Annual attendance and credit accumulation will improve as evidenced by interim checks at each marking period.
2. Students with lower attendance rates will increase their attendance.
3. Students and parents will sign a compact and students new to JBS will increase their attendance compared to previous cohorts of new students.
4. We will see an increase in both attendance and credit accumulation.
5. Attendance throughout the day will improve through targeted interventions based on Jump Rope data.
6. Attendance will increase each term in yoga and overall for students involved in yoga.

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

1. The Student Council will have strategies in place for the beginning of spring term, reflect on them to take them to scale for next fall.

2. Every week all year.
3. During peak intake and admissions times in September and January.
4. SW and GC are funded for the year. Partnerships will be developed in fall and run for the year. After school academic support begins in October.
5. JumpRope will be used as an attendance tool by all teachers all year and as a grading tool by all teachers starting in spring term.
6. Integral Yoga will host at least one class all year.

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

1. Student Council meets every Wednesday during Democracy Block. Resources will be allocated as per the leadership team in consultation with SC Advisors and Attendance Team.
2. Attendance Team will meet weekly in Co-Director's Office.
3. No additional resources necessary.
4. Per session from the school budget will be provided as needed to GC, SW and teachers engaged in after school activities.
5. We will fund the continued use of JumpRope through the school budget and train internally.
6. We will fund the partnership through the school budget and provide a SW to coordinate meetings.

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).

Regular parent contact around attendance will be conducted by Attendance Team members and Crew Advisors. School Leadership Team includes three parents. Attendance is discussed with students and parents at Student-Led Conferences twice per year. Attendance interventions with parents are conducted on a regular, ongoing basis. Incentives designed to appeal to parents will be implemented.

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 #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 the end of school year 2013-14, students who enter the year with 0-11 credits will earn an average of ten credits.

Comprehensive Needs Assessment

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

As a transfer school, credits are currency. Students, teachers and parents are focused on credit accumulation toward graduation. On our last three School Progress Reports, average student accumulation was below 10 credits per year. Given that an average of 10 credits is what is needed for grade promotion, this is an important indicator for JBS to monitor in terms of students' progression towards graduation. Careful monitoring of this is an important indicator of student academic success at JBS. In a student focus group interview about attendance improvement, students stated that having a clear graduation date (and plan) that is 1 – 1 1/2 years away, motivated them to improve their attendance and work harder towards graduation. Based upon this, focusing on pushing students to earn 10 credits each year helps push students towards this mark (1 – 1 1/2 years from graduation) in a reasonable timely fashion.

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. Departments will analyze student work together to evaluate and improve upon differentiation in instruction. Teachers will provide after school academic support to struggling students, supported by per session. Targeted after school will be offered as appropriate. Additionally, we will support as much co-teaching as possible; in past years, our team-taught courses have been successful in terms of credit accumulation and PBAT completion for students.
2. Regular monitoring of grades and credit accumulation will occur. The Data Team will continually monitor and share information about student's progress grades, and

progress towards graduation. Students, Crew Advisors, and Parents will meet during Student Led Conferences each semester to discuss student academic progress. Crew Advisors will recommend appropriate interventions for students who are not passing their courses at progress report times. Cluster interventions with students and families will target students who are failing multiple classes at each progress grade.

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

1. Weekly departmental meetings supported by schedule and tax levy. Tax Levy and Title 1 Funds support pm school per session.
2. Data team meets weekly. Parent Teacher Conference time is replaced by Student-Led Conferences. Co-teaching supported by Tax Levy, Title 1 and Title 3 monies. Faculty meeting time will be devoted to course passage rates each marking period.

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

1. Credit accumulation will be monitored on an ongoing basis at the departmental level and shared with leadership at each Marking Period
2. Students in danger of not receiving credit will be identified early and interventions will be designed by the next Marking Period.

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

1. Begin in September and measure course passage rates for the year in June, 2014.
2. At the end of each Marking Period, student passage rates will be analyzed.

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

1. Programmer and leadership will analyze as will departments. No additional resources necessary.
2. Weekly Data Team meetings, SLC each term and Crew Advisor interventions at frequent intervals will begin in September and run through the year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Regular parent contact around credit accumulation will be conducted by Attendance Team members and Crew Advisors. School Leadership Team includes three parents. Credit is discussed with students and parents at Student-Led Conferences twice per year. Academic interventions with parents are conducted on a regular, ongoing basis. College Counselor works with all seniors and juniors to develop and implement a post-graduation plan and parents are part of the process and are invited to several special meetings throughout the year. Progress reports are mailed home and sent via email.

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	x	Title III	Set Aside	Grants
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.

All students will gain a greater sense of connection to the community of the James Baldwin School.

Comprehensive Needs Assessment

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

As a transfer school, our student population is very mobile. Therefore, it is imperative that we acculturate new students on an ongoing basis to the unique characteristics and expectations of JBS.

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. We will form a welcoming committee consisting of connecting upper grade students with new students, use Circles to welcome new students, and increase the frequency of whole school celebratory events.
2. We will clearly express our disciplinary approach including restorative as well as traditional discipline and make explicit our ladder of consequences and how our restorative practices work together.

3. We will increase the use of the Fairness Committee and create a Peer Mediation program.
B. Key personnel and other resources used to implement each strategy/activity
1. An organizing teacher or administrator will work with representative students. Through the OYD, we will use funding to support ongoing additional training from the Morningside Center in Circles and other restorative practices.
2. We will refine our student handbook to include our complete disciplinary approach and school staff will share during intake and in Crew throughout the year.
3. FC and Peer Mediation will be designed and implemented during Democracy Block.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. The number of incidences recorded on OORS and comments in JumpRope for new students will decrease. The annual Learning Environment Survey will serve as a measure for successful acculturation, as will increased attendance.
2. Students will miss fewer days of school for infractions.
3. Students will be suspended less often.
D. Timeline for implementation and completion including start and end dates
1. The Welcoming Committee will be established by spring term and MC training will take place all spring.
2. The Handbook will be revised in advance of the school year and used throughout.
3. FC will begin in fall and run for the year. PM will begin in spring.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Sub-committees of Student Council, Student Voice Collaborative and School Leadership Team will all focus on this goal and this work. No additional resources necessary.
2. JBS Leadership will revise the handbook and share. No additional resources necessary.
3. Democracy Block every Wednesday will serve as the forum for these groups. No additional resources necessary.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
 During orientation and intake sessions, we will distribute and explain the handbook to parents as well as students. A PTA welcoming committee will welcome new parents.

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	Title IA	Title IIA	Title III	Set Aside	x	Grants
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
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	Small group and individual support.	Co-teaching and tutoring.	Before, during and after school.
Mathematics	Small group and individual support.	Co-teaching and tutoring.	Before, during and after school.
Science	Small group and individual support.	Co-teaching and tutoring.	Before, during and after school.
Social Studies	Small group and individual support.	Co-teaching and tutoring.	Before, during and after school.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Group and individual counseling and interventions and referrals.	Group and individual	During school

**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.
All current staff are highly qualified, working within license area. Our professional development time includes 2 ½ hours per week of p.d. and one hour faculty meeting. Our staff turnover last year was 15% (three teachers).

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).
In partnership with NYC Outward Bound and the Performance Standards Consortium, as well as other outside agencies, all teachers receive intensive and ongoing professional development throughout the year with options for further training in the summer.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Our two social workers and guidance counselor collaborate regularly to ensure STH, violence prevention, and other school-wide programs are in place and fully implemented.

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.).
n/a

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.
All special services teachers work with the testing coordinator and colleagues to select appropriate assessments for all students. The Consortium provides significant p.d. on PBATs and all staff are trained regularly on the incoming CCS-aligned ELA Regents exam.

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).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**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 2	Borough Manhattan	School Number 313
School Name The James Baldwin School		

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 Brady Smith	Assistant Principal Christine Olson
Coach	Coach
ESL Teacher Shilisha October	Guidance Counselor
Teacher/Subject Area Seth Rader	Parent
Teacher/Subject Area Robert Reyes	Parent Coordinator
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other t

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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	262	Total number of ELLs	15	ELLs as share of total student population (%)	5.73%
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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														
Push-In										1	6	6	2	15
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	1	6	6	2	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	1	ELL Students with Disabilities	4
SIFE	0	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	8

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	2	0	0	5	1	1	8	2	3	15
Total	2	0	0	5	0	1	8	0	3	15

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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										1	2	3	2	8
Chinese														0
Russian														0
Bengali											1			1
Urdu														0
Arabic											1			1
Haitian												1		1
French											2	1		3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other												1		1
TOTAL	0	0	0	0	0	0	0	0	0	1	6	6	2	15

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)										0	0	0	0	0

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	4	1	1	6
Advanced (A)										1	2	5	1	9
Total	0	0	0	0	0	0	0	0	0	1	6	6	2	15

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

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

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

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

3. 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](#))

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

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

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

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

5. 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](#).)

N/A

6. How do you make sure that a child's second language development is considered in instructional decisions?
At the James Baldwin School, we utilize many strategies. All coteachers prioritize planning time. During that time, teachers create lesson plans that cater to all students, specifically students with disabilities and ELLs. Some strategies that are utilized are annotation skills, writing scaffolds such as the MEAT strategy (main idea, evidence, analysis and transition). Shelly October always reminds her coteachers of Vygotsky's zone of proximal development (ZPD) with regard to language acquisition to inform student language development.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- We are an ESL freestanding program only.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We are an ESL freestanding program only.

Part IV: ELL Identification Process

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

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

The NYSESLAT is administered by Shilisha October, an ESL certified pedagogue following the DOE's assessment calendar. Testing materials are requested and returned to Marie Busiello, our AID. The NYSESLAT is administered to all ELL's identified in the RLER ATS report.
- 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.
 - The parents of any student who was administered the LAB-R receives a letter stating the results of this assessment. For the parents of students that are determined to be ELL's based on the results of the LAB-R this letter also serves as an invitation to attend a parent orientation where the three ESL program choices are explained to them. During the orientation parents are also given an ESL program brochure and shown the parent video in English and the parent's native language. At the end of the

presentation, staff are on hand answer any question parents may have.

3. 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](#)].)

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

4. 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.

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

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.

Since the James Baldwin School is deliberate about it's programming, it allows a smoother transition for the administration of the NYSESLAT exam. The ESL teacher administers the speaking component with each ELL individually. In a group setting during the later part of the morning, she administers the listening, reading and writing section respectively. Students who are absent during the group session are located on other days during the administrative window period in order to ensure a complete score.

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. 

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

Part 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. To service our ELL's we use a push-in model where Shilisha October, our ESL certified pedagogue co-teaches with other teachers. Our teachers are all currently teaching within license area, and thus our ELL students are enrolled in English classes taught by English certified teachers but targeted for ELLs and other students with below standard reading and writing skills; Shelly October, a dual certified ELL and English teacher facilitates an ELL advisory where she meets with ELLs 4 times a week. In addition, Shelly October co-teaches a US history class for H5/H7 credit and two single credit ELA Regents Preparation classes where ELL students were programmed into her class.

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

B.

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

In addition, she is teaching two afternoon English regents inclusion course that meets for 200 minutes a week.

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

The James Baldwin School has changed the schedule into longer blocks in the morning to provide more minutes for ELL students.

All of our classes except advisory is heterogenously grouped.

2. 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)?

2.

All of our ELL's are provided with the mandated number of minutes of ESL services. We have 6 students that are provided with

360 minutes of ESL services a week and 9 advanced students that are provided with 180 minutes of ELA and 180 minutes of ESL services. Once students are identified, they are programmed into classes according to their proficiency level and mandated minutes. For example, if an intermediate student needs 360 minutes a week, that student will receive priority programming for a 90 minute push-in content area class which meets 4 times a week.

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

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

3. 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.

3. For our push-in model, the content area changes. Currently the 2 credit push in classes are the social studies class and 2 - 50 minute ELA Regents Prep classes. In the next semester, the 2 credit content area for push in will be in English Language arts which meets for 360 minutes a week. In the school year 2012-2013, 1 full year was dedicated to a 2-credit push in social studies class, science and English language arts, which included Regents Preparation explicitly. All classes have been aligned to the common core learning standards.

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

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

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

All classes that the ESL teacher coteaches is common core aligned and specific focus on all 4 modalities. In social studies, students look for informational texts and write essays using primary and secondary non fiction texts. Summative assessments come in the form of essays, socratic seminars and debates which evaluate students' reading, speaking, listening and writing abilities at once. In ELA Regents Prep, students are taught specific listening strategies to prepare them for the listening section of the ELA Regents as well as writing strategies for the essay writing portion. Annotation skills and reading strategies address the reading modality. Preparing students throughout the year for the performance based assessment task as well as student led conferences allows students to progress with their speaking.

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).

6. At the James Baldwin School, we currently have 3 designated SIFE students. In previous years, as a way to increase their time with the ESL teacher, each SIFE student receives more than the required 360 minutes of ESL instruction. We find extra time with the ESL teacher in content areas helps these students further their proficiency level with English. In addition, these students were programmed into classes where there are two teachers available for the remaining classes that the ESL teacher is unavailable. These students are also placed with the ESL teacher on Wednesdays where the ESL teacher works with students in order to reinforce other classwork that students have

trouble with understanding. This class met once a week on Wednesdays for 40 minutes.

Newcomers follow the same approach listed above for SIFE students. In addition, more frequent checkins with the ESL teacher about their learning and adjustment is built into the program through advisory.

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

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

After students have become proficient as a result of the previous year's NYSESLAT, we program each student into classes with the ESL teacher to ensure further services in English as a second language. At times, if there is space in advisory, that student also is programmed into an ESL advisory. These student types additionally receive priority programming in classes where two teachers are available.

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?

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

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

We have in past purchased Rosetta Stone for English and used this program for Academic Intervention Services (AIS) for targeted students to work towards proficiency in the NYSESLAT. We are awaiting funding to renew our contract.

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

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?

All of special services teachers teach co taught classes at the James Baldwin School. We believe in a strong co teaching model. One special education teacher, Stephanie Blanch co teaches 2- 90 minute classes along with an advisory that meets 4 x/week. The other special education teacher, David Ward teaches 2-90 minute class that meets 4X/week along with an advisory. The ESL teacher, Shilisha October, teacher 1- 90 minute classes, 2- 50 minute Regents Prep classes that meet for 4x/week along with an ESL advisory that meets for 40 minutes 4x/week. In other words, ESL students and Special Education students receive an integrated education at all times. They receive accommodations on all exams and tests that include standardized as well as class level exams. All students receiving special services are included on all college trips as well as school wide trips. In addition, our admission staff holds several required meetings after intake to orient parents and families to our school and our opportunities. ESL students were in attendance and had a bilingual translator present at these events. Students are also made aware of all activities and clubs both inside and outside of the school and in our history have been in great attendance and have taken advantage of such opportunities.



Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

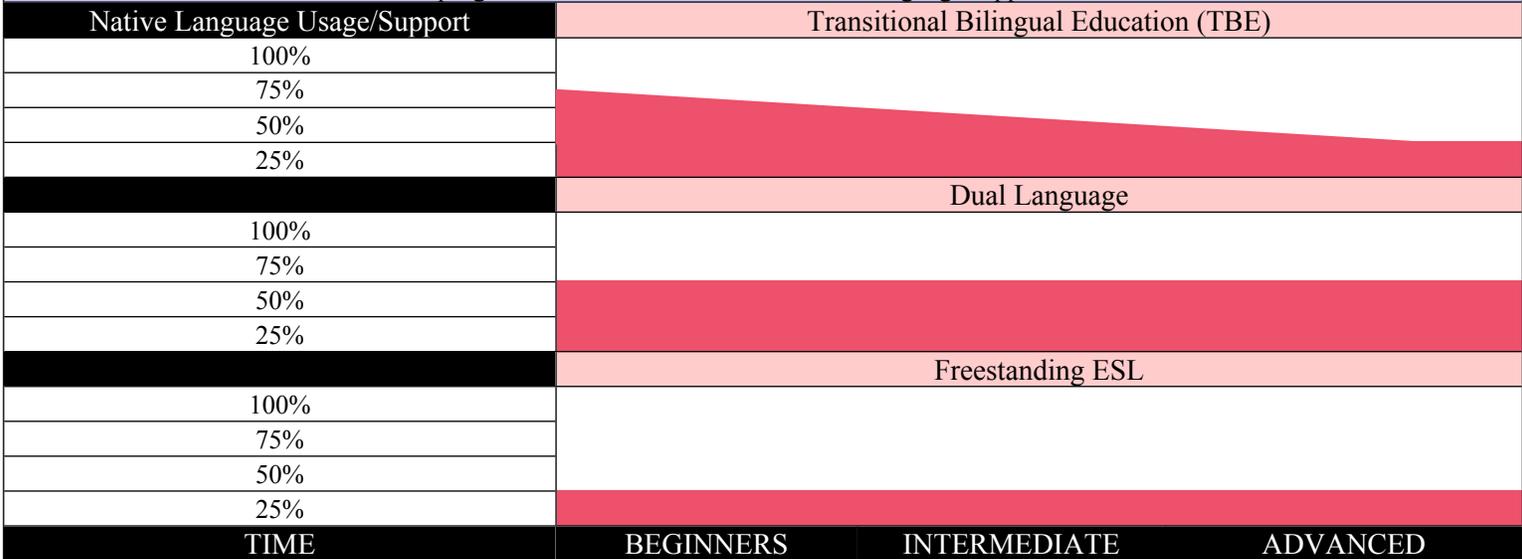
	Beginning	Intermediate	Advanced
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	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.

The ESL teacher at our school has mainly an ESL advisory. During this time, students are focused on the ELA regents and practicing reading, writing, listening and speaking.

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

ESL students who have not yet passed the ELA Regents are also programmed into ESL advisory. In addition, a Regents preparatory course is cotaught by the ELA teacher, Rob Reyes and the ESL teacher, Shelly October.

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

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

Our current ESL program is effective and deliberate. It allows students to feel supported in the content areas with two teachers in the classroom. Students also do not feel ostracized or otherized within this coteaching model. Students know that there are two main teachers in the classroom, but do not feel the common stigmas of "ESL" within their learning environment. As a performance based assessment high school, students have to meet common core standards through argument, evidence and informational texts in reading, writing, listening and speaking. This method further develops language development and content development at the same time.

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

For the upcoming year, we have decided to implement afterschool tutoring by each content area teacher before and afterschool. This provides more opportunities for students to meet in small groups with their teachers at different times for more opportunity for individualized education.

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

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

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

The James Baldwin School is a firm believer of equal opportunity. At our school, all students are invited to be a part of major clubs, teams and events. A number of ESL students are heavily involved with senior committee planning, Fairness, art club, yoga, tutoring, girls group, nature club, math club, team iron chef, weight room, sailing, mock trials, community action group etc.

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

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

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

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

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

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

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

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

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

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

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

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.

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

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

18. What language electives are offered to ELLs?

All students are offered independent study opportunities for any languages not offered at the school during a given semester. Our school provides two semesters of Spanish language and culture.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. 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.

1. There are currently only two licensed ESL teachers, Shelly October and Naomi Extra. She follows the professional development given by CFN 102 and also the professional development given to our general teaching staff.

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

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

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

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

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

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

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

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

2. Partners of the James Baldwin School include the LGBT Community Center, Hudson Guild social service agency, NYC Outward Bound, the Integral Yoga Center, all of whom offer direct services to students and families, on and off-site.
3. Our assessment of our families' needs is conducted: through the intake process by which every student is admitted to the school; by student Advisors through weekly phone calls home, during which school-to-parent communication, parent conferences; through the consultation of ATS data.
4. Our guidance, college office, social work office and CBOs, address the needs of families on a personalized level via guidance conferences, when behavioral concerns arise. For specific grade level concerns, such as juniors preparing for the SAT, or seniors and college financial aid, we conduct group meetings of families, with translation offered.

As an expeditionary learning school, students partake in a powerful experience called student-led conference (SLC). During this conference, each student meets with his or her advisor and his or her parent in order to foster a conversation about student and parent's individual needs. This occurs with the ESL teacher, all of her ELLs, the parent coordinator and parents.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: 313

School DBN: 02

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Brady Smith	Principal		1/1/01
Christine Olson	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
Shilisha October	ESL Teacher		1/1/01
	Parent		1/1/01
Robert Reyes	Teacher/Subject Area		1/1/01
Seth Rader	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: _____ **School Name:**

Cluster: _____ **Network:**

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.

School has a full-time ESL teacher and a bilingual (English/Spanish) Parent Coordinator. Upon intake of all families, the parent coordinator assesses the oral skills for the family; in addition, the Parent Coordinator works with the Wellness team (Guidance Counselors) to best assess the parental language needs. All materials are translated in-house (English to Spanish) by Parent Coordinator, to provide timely information in a language they can understand.

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

Our school needs for translation are both oral and written, for English and Spanish language needs. The school's findings have been reported via weekly teacher meetings, and are also regularly communicated from the school's parent coordinator, and advisors who maintain clear communication with each of their student cohorts.

Part B: Strategies and Activities

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

New events that service both English and Spanish speaking families, such as: college financial aid events, written communications to parents, lunch form guidance, crew advisory notices, SLCs that all meet the needs of our different families. Our in-house school parent coordinator provides the oral and written translation for our language assistance needs.

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.

The oral interpretation services take place in-house, with the school parent coordinator.

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

All parental notification requirements for translation and interpretation services are fulfilled through both oral and written communications, provided and/or supplemented by the in-house parent coordinator. All parental notices are translated and communicated via phone and/or written correspondence.