



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: BELL ACADEMY
DBN (i.e. 01M001): 25Q294
Principal: DAVID ABBOTT
Principal Email: DABBOTT@SCHOOLS.NYC.GOV
Superintendent: DANIELLE DIMANGO
Network Leader: DIANE FOLEY

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
David Abbott	*Principal or Designee	
Keith Chobot	*UFT Chapter Leader or Designee	
Christie Yiannis-Les	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Paul Perskin	Member/ Assistant Principal	
Jennifer Agneta	Member/ Parent	
Diane Klein	Member/ Parent	
Jennifer Cardillo	Member/ Parent	
Soula Kalikatzaros	Member/ Parent	
Lauren Reiss	Member/ Parent	
Robin Russell	Member/ Teacher	
Christine Chu	Member/ Teacher	
Jocelyn Pollina	Member/ Teacher	
	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)
	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 June 2014, school leaders will conduct four to six formative observations on all teachers based on their selection of Option 1 or 2 and provide feedback and support based on the teacher's developmental needs to improve instructional practices based on Charlotte Danielson's Framework for Teaching. This will be evidenced by 70% of pedagogues' instructional improvement based on the four domains over the course of one school year.

Comprehensive Needs Assessment

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

The 2013-2014 Citywide Instructional Expectations mandate the implementation of a new teacher evaluation based on Charlotte Danielson's Framework. While implementing this new rating system, it is our goal to see teachers grow and improve on their delivery of instruction to their students. Since this is a new evaluation system, we will look for teachers to grow in their practice through this framework and the components it represents.

The inquiry teams at our school have identified Component 3B as a particular area of emphasis for this school year. This belief has led to our school's instructional focus: Through the use of effective questioning, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

Through improving the questioning practices of our teacher, we feel student achievement will be directly impacted, which will help support all of our school's CEP goals.

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. Teachers have identified students who have performed at lower levels of achievement on 2013 ELA and Math assessments as well as baseline assessments and will work to support struggling students achieve.
2. During grade and the school inquiry teams school staff discusses strategies to meet the needs of learners in all identified sub groups
3. Individual and group conferences will be held with students to focus on skills and strategies where students struggle based on relevant data
4. Teachers will be programmed for one inquiry period per week with their grade team to discuss best practices and ways to target students of all abilities
5. Students will set goals each quarter towards meeting progress with skill and strategies where they struggle
6. The ESL teacher participates in school inquiry team meetings to discuss strategies
7. Time will be used in inquiry meetings to examine student work and evaluate their progress
8. During formal and informal observations, administrators will focus on competencies in domain three
9. Professional development and inquiry time will be used to help teachers improve their practices in Domains 1B and 1E

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

1. Administration will provide professional development to aide with the implementation of this evaluation system
2. Additional professional development will be available to staff members to ensure their understanding of the Danielson Framework and its components

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

1. Teacher observation reports as evidenced in Advance

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

1. The implementation of this goal begins at the start of the school year when teacher's hold their initial planning conferences and Danielson self assessments at the start of the school year.

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

1. Teacher inquiry meeting time will be dedicated towards meeting these expectations
2. Professional development meetings will be directed towards familiarity with the Danielson Framework and benchmarking successful lesson and strategies
3. Department meetings will discuss best practices in instructional areas along with ensuring vertical alignment within the department of skills to improve student outcomes.

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).

Special attention will be paid at School Leadership Team, Parent Teacher Association, and parent seminars during the school year to help introduce the expectations of this system to parents. This communication will emphasize how the new Danielson Framework supports student learning in the classroom and is an accountability system for teachers that should ultimately improve teacher practice. This goal was created with input from the School Leadership Team and will be discussed at SLT meetings throughout the year.

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	Grants
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 June 2014, school leaders and committee members will select Measures of Student Learning (MOSL) as a local measure to improve student academic growth as evidenced by 70% of students increasing their performance from the baseline assessment.

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.

This goal is aligned to the citywide instructional expectation that schools will "organize the school to meet the needs of all students". Our instructional focus is: Through the use of effective questioning, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. This meets the expectation that "students will experience rigorous instruction". Our school is focusing its efforts on providing rigorous instruction that will help focus efforts on improving performance between baseline assessments and end of the year assessments.

This goal is in line with hoping to improve our results on the New York State English Language Arts and Math Assessments. Our intention is that our efforts will help increase our percentage of students who score a level three or four in English from 45.9% and from 45.7% in math. We also hope our continued efforts will help increase our average student proficiency from 2.92 (ELA) and 3.00 (Math) as our curriculum becomes more directly aligned with the Common Core Learning Standards. We also hope adopting the CMP3 (math) and Expeditionary Learning (ELA) will help our students become more proficient at Common Core aligned assessments.

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. Teachers have identified students who have performed at lower levels of achievement on 2013 ELA and Math assessments as well as baseline assessments (administered September 2013) and will work to support struggling students to achieve.
2. During grade and the school inquiry teams school staff discusses strategies to meet the needs of learners in all identified sub groups
3. Individual and group conferences will be held with students to focus on skills and strategies where students struggle based on relevant data
4. Teachers will be programmed for one inquiry period per week with their grade team to discuss best practices and ways to target students of all abilities
5. Students will set goals each quarter towards meeting progress with skill and strategies where they struggle
6. The ESL teacher participates in school inquiry team meetings to discuss strategies
7. Time will be used in inquiry meetings to examine student work and evaluate their progress
8. Inquiry and professional development time will be used to develop best practices in Domain 1B for teachers to understand the level of performance of their students and can work on helping students improve their performance over the school year.

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

1. Administration will provide professional development to aide with the implementation of this evaluation system
2. ELA and Math teachers will receive professional development on the implementation of CMP3 and Expeditionary Learning

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

1. Benchmark dates to monitor the progress of our students.
2. Ongoing individual student conferences.

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

1. Implementation begins with the administration and grading of the baseline assessments in September and October
2. The end date will be the completion of end of the year and state assessments in the spring

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

1. Teacher inquiry meeting time will be dedicated towards meeting these expectations
2. Professional development meetings will be directed towards implementing successful lesson and strategies that will improve benchmark performance
3. Department meetings will discuss best practices in instructional areas along with ensuring vertical and horizontal alignment within the department of skills to improve student outcomes.
4. Six early dismissal days to help focus on student achievement and strategies to promote academic success.

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).

Special attention will be paid at School Leadership Team, Parent Teacher Association, and parent seminars during the school year to help introduce the expectations of this system to parents. This communication will emphasize how the inquiry team and staff believe that student discourse supports student learning in the classroom. This goal was created with input from the School Leadership Team and will be discussed at SLT meetings throughout the year.

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	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, grade level, and cross grade level teams, will examine student work products in ELA and Math in order to monitor student progress and ensure that instruction addresses the Common Core Learning Standards. This will be demonstrated by performance tasks with 60% of the students meeting the standards as evidenced through rubrics aligned to the units of study.

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.

This goal is aligned to the citywide instructional expectation that schools will "organize the school to meet the needs of all students". Our instructional focus is: Through the use of effective questioning, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking. This meets the expectation that "students will experience rigorous instruction". Our school is focusing its efforts on providing rigorous instruction that will help focus efforts on improving performance between baseline assessments and end of the year assessments.

This goal is in line with hoping to improve our results on the New York State English Language Arts and Math Assessments. Our intent is that our efforts will help increase our percentage of students who score a level three or four in English from 45.9% and from 45.7% in math. We also hope our continued efforts will help increase our average student proficiency from 2.92 (ELA) and 3.00 (Math) as our curriculum becomes more directly aligned with the Common Core Learning Standards. We also hope adopting the CMP3 (math) and Expeditionary Learning (ELA) will help our students become more proficient at Common Core aligned assessments.

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. Teachers have identified students who have performed at lower levels of achievement on 2013 ELA and Math assessments as well as baseline assessments and will work to support struggling students achieve.
2. During grade and the school inquiry teams school staff discusses strategies to meet the needs of learners in all identified sub groups
3. Individual and group conferences will be held with students to focus on skills and strategies where students struggle based on relevant data
4. Teachers will be programmed for one inquiry period per week with their grade team to discuss best practices and ways to target students of all abilities
5. Students will set goals each quarter towards meeting progress with skill and strategies where they struggle
6. The ESL teacher participates in school inquiry team meetings to discuss strategies
7. Time will be used in inquiry meetings to examine student work and evaluate their progress

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

1. Administration will provide professional development to aide with the implementation of this evaluation system
2. ELA and Math teachers will receive professional development on the implementation of CMP3 and Expeditionary Learning

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

1. Ongoing weekly grade level inquiry meetings are used to monitor the progress and effectiveness.

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

1. Implementation begins with the administration and grading of the baseline assessments in September and October
2. The end date will be the completion of end of the year and state assessments in the spring

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

1. Teacher inquiry meeting time will be dedicated towards meeting these expectations
2. Professional development meetings will be directed towards implementing successful lesson and strategies that will improve benchmark performance
3. Department meetings will discuss best practices in instructional areas along with ensuring vertical and horizontal alignment within the department of skills to improve student outcomes.

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).
 Special attention will be paid at School Leadership Team, Parent Teacher Association, and parent seminars during the school year to help introduce the expectations of this system to parents. This communication will emphasize how the inquiry team and staff believe that the baselines are used as a barometer for student learning in the classroom. This goal was created with input from the School Leadership Team and will be discussed at SLT meetings throughout the year.

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	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
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List any additional fund sources your school is using to support the instructional goal below.

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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 instruction focused close reading of passages similar to those that have challenged the reader in the past. Closer focus paid to readings completed in class.	Small group, One-to-One, Push-in, and Pull Out	During the School Day. Also, AIS teacher provides extra services as part of extended period schedule.
Mathematics	Small group instruction focused on the steps and procedures present in multi-step problems	Small group, One-to-One, Push-in, and Pull Out	During the School Day. Also, AIS teacher provides extra services as part of extended period schedule.
Science	Related to ELA AIS services.	Small group, One-to-One, Push-in, and Pull Out	During the School Day. Also, AIS teacher provides extra services as part of extended period schedule.
Social Studies	Related to ELA AIS services	Small group, One-to-One, Push-in, and Pull Out	During the School Day. Also, AIS teacher provides extra services as part of extended period schedule.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Developing strategies and goals for students to work towards as part of their daily routines.	Small Group, One-to-One	During the School Day.

**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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X 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.

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).

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

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.

BELL Academy

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. BELL Academy'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. BELL Academy 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;

BELL ACADEMY'S
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 25	Borough Queens	School Number 294
School Name BELL Academy		

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 David Abbott	Assistant Principal Paul Perskin, Catalina Marte
Coach	Coach
ESL Teacher Dana Murillo-Romeo	Guidance Counselor Megan Liendo
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator Lori Belcastro
Related Service Provider Christine Chu	Other
Network Leader(Only if working with the LAP team)	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	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	1	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)	367	Total number of ELLs	11	ELLs as share of total student population (%)	3.00%
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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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In							2	2	1					5
Pull-out							7	8	3					18
Total	0	0	0	0	0	0	9	10	4	0	0	0	0	23

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	11	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	1
SIFE	0	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	1

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8	0	0	2	0	1	1	0	0	11
Total	8	0	0	2	0	1	1	0	0	11

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	3	0					4
Chinese							3	1	1					5
Russian							0	0	0					0
Bengali							0	0	0					0
Urdu							0	0	0					0
Arabic							0	0	0					0
Haitian							0	0	0					0
French							0	0	0					0
Korean							0	0	2					2
Punjabi							0	0	0					0
Polish							0	0	0					0
Albanian							0	0	0					0
Other							0	0	0					0
TOTAL	0	0	0	0	0	0	4	4	3	0	0	0	0	11

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							1	2	0					3

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)							1	0	0					1
Advanced (A)							2	2	3					7
Total	0	0	0	0	0	0	4	4	3	0	0	0	0	11

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual (SWD)									0

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

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

In order to assess the literacy skills of our students we look at the data from the English Language Arts baseline as well as the item analysis from the English Language Arts state exam. The results of this assessment are used to plan and guide instruction for both the ESL and content area teachers. This data is shared during team planning so that it can be used to foster discussion among the teachers and create action plans for academic success.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The majority of our students at BELL Academy tested advanced on the NYSESLAT. Out of our seven advanced students, one of them is a long-term ELL, five of them have had zero to three years of service, and one of them has had four years of service. This tells us that our students in the zero to three years of service subgroup are progressing and our two students that have had four years of service need to be closely monitored so that we can work to move them in the direction of proficiency. We have one student on the intermediate level that has had two years of service. This particular student has shown progress and we will continue to monitor him so that his progress continues throughout the year. We have three beginning ESL students at BELL Academy this year. One of our beginning students is a long-term ELL-SWD. This student has not been previously x-coded and is therefore not eligible for ELAND review the ESL teacher works closely with the self-contained special education teacher and our IEP team to ensure that this student is meeting her IEP goals and making academic progress. Our two other beginning students have both had two years or less of service in ESL and are showing a great deal of academic growth.
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 [AMAQ tool](#))

N/A

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?

We have a variety of proficiency levels in grades six and seven. However in grade eight we have all advanced students. When the results of the Fall 2013 ELL Periodic Assessments are available, the school leadership and teachers will discuss the results and use the data to drive our instruction. At this time, the school leadership and teachers will also look at other school based assessments that the ELL students have been given. The native language is used to support the second language acquisition of our students by encouraging them to read in their native language in school and at home. We are committed to expanding our native language library each year. The native language development of our ELLs is also supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. The ESL teacher uses New York City's Department of Education translation website to translate material for the students if the material will support the learning of English.

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?
During our team planning meetings the ESL teacher and content area teachers discuss how to incorporate multiple points of entry for ELLs in lessons and tasks. The ESL teacher provides the content area teachers with scaffolds and sentence frames that can be used to foster the development of the students' academic and social language in the content areas. The goals for each individual student are shared during the meetings among the content area teachers so that they are aware of the specific goals that we have for each ESL student. As the ESL teacher gathers data throughout the year regarding the ESL students she shares it in the team planning and inquiry meetings.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

N/A

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

At BELL Academy the success of our program for ELLs is evaluated each year by the academic performance of our students. Some of the data sources that are analyzed include but are not limited to: NYSESLAT scores, ELA scores, Math scores, and ELL Periodic Assessment scores. The results of these assessments show that our students are benefiting from instruction in both push-in and pull-out classes.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).) All parents or guardians of newly enrolled students are required to complete a Home Language Identification Survey (HLIS) provided in their home language. This survey allows us to identify what language other than English is spoken at home. The ESL coordinator reviews the HLIS and an informal oral interview with both the parent and child is conducted by the ESL teacher. A translator will assist in conducting the interview as necessary. Bilingual pedagogues that aid in translation are: Christine Chu - Mandarin, Catalina Marte - Spanish, Ms. Yang Synn - Korean, and paraprofessional Rikky Ma - Mandarin. The ESL teacher determines Language Assessment Battery - Revised (LAB-R) eligibility. If the HLIS indicates that the child uses a language other than English, within 10 days of entering the school as a new admit, the ESL teacher (Dana Murillo-Romeo) will administer the LAB-R. Performance on this exam determines whether the child is eligible to receive state-mandated ESL services. Students who score below proficiency on the LAB-R become eligible for ESL services and are provided with the Entitlement Letter that can be found on the Department of Education website. The students who have taken the LAB-R, and whose home language is Spanish must also take a Spanish LAB to determine underlying transferable skills in Spanish and language dominance. When it is necessary to give the LAB it is administered by our bilingual Assistant Principal, Ms. Catalina Marte. Parents of students who scored at or above proficient on the LAB-R are sent letters of non-entitlement. These letters are sent to their parents in their home language along with a notice informing them of a Parent Group Orientation meeting.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines. Once the necessary students have been given the LAB-R/LAB and the exams are scored on site, parents of entitled students are given entitlement letters in their home language. At this time parents are invited to an orientation held in the the school by the ESL coordinator and the parent coordinator. Translators are always present when necessary or indicated by the parent as per the Parents' Preferred Language Form. During the Parent Program Orientation the ESL coordinator provides the parent with the opportunity to view the Parent Orientation Video in the parent's home language. Once the Parent Orientation Video has been viewed the ESL Coordinator will provide the parent with an ELL Parent Brochure in their home language which further explains the three program choices offered in New York City. After the parent has the opportunity to view the materials the ESL coordinator will answer any questions that the parent has. A Parent Survey and Program Selection Form will be handed out in order for the parent to make the best choice regarding their child's education.
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](#)].) Once the LAB-R has been administered and scored, letters of entitlement and non-entitlement are sent home to the parents in their home language. Students that score below proficient on the LAB-R are sent letters of entitlement to notify the parents that their child is entitled to English as a Second Language Services. The parents are also given a date and time to attend the Parent

Program Orientation hosted by the school. After the parent attends the Parent Program Orientation the ESL coordinator will collect the Program Selection forms. Once all of the forms are returned, copies are made and filed in the ESL coordinator's records. The student is then placed in their chosen 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.

Once the LAB-R has been administered and scored, letters of entitlement, non-entitlement, continued entitlement, and non-entitlement transition letters are sent home to the parents in their home language. Copies are made of all letters that are sent home and stored in the ESL Coordinator's files. All identified ELL students are placed in the program selected by the parents on the Program Selection form. At BELL Academy we have a freestanding ESL program. Parents and students that select a transitional bilingual education or a dual language program work with the ESL coordinator and guidance counselor to find an open spot in another school that has the program they would like to enroll in. All communication with the parent is supported with a translator if the parent indicates that he or she needs one. This year at BELL Academy we did not have students that were eligible to take the LAB-R, therefore we did not hold a Parent Program Orientation. All of our current ELLs wish to be in our freestanding ESL program.

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

In the beginning of the year the ESL coordinator orders the New York State English as a Second Language Achievement Test (NYSESLAT) for the ELL population in the school. Weeks prior to the administration of the NYSESLAT, the ESL coordinator works along side the testing coordinator to create a schedule that aligns to the testing window allocated for the NYSESLAT by New York State. The ESL coordinator attends rubric training in the spring and selects a NYSESLAT committee to help administer and score the NYSESLAT. The ESL coordinator will turnkey the information provided from the rubric training and train the NYSESLAT committee on how to score the NYSESLAT according to the training guide provided by New York State. All students taking the NYSESLAT are provided with a letter that will inform them and their parents of when the NYSESLAT is going to be given. All letters are sent home in the parent's home language. The speaking subtest is the first portion of the NYSESLAT to be administered. The speaking test is administered by the student's teacher while a disinterested teacher listens simultaneously and scores the student's responses. The speaking portion is administered individually. The listening, reading, and writing subtests are administered next. However, each subtest is administered on a different day within the testing window.

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. 

After reviewing the Parent Survey and Program selection forms for the past few years, the trend has been for the students to remain at BELL Academy in the Freestanding ESL program. The program that we offer at BELL Academy has been aligned with parent requests for the past seven years.

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])?

The program at BELL Academy is a Freestanding ESL program that consists of both push-in and pull-out services. The ESL teacher pushes-in to the English Language Arts class on each grade level at least once a week. The ESL teacher also pushes-in to science two times a week for the eighth grade ESL students taking the regents exam. The ESL teacher supports literacy based content and vocabulary development during lessons. The ESL teacher and content area teachers will decide whether to teach the group as a whole or work in small groups. These decisions depend on the content that is being taught as well as student performance. The general education and self-contained classes are grouped heterogeneously. The ESL teacher pulls students out to work in small groups several times a week. Half of the pull-out groups are grouped heterogeneously while the other half of the pull-out groups are grouped homogeneously.
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)?

All students are programmed to meet their mandated amount of instructional minutes by the ESL coordinator and the programming coordinator. Beginning and intermediate students are programmed for 8 periods a week (360 minutes) and advanced students are programmed for 4 periods a week (180 minutes). The ESL teacher spends 90 minutes a week in the sixth grade ELA class and 45 minutes a week in the seventh and eighth grade ELA classes with ESL students.
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.

The ESL teacher pushes-in to content area classes. All content area classes are taught in English. The ESL teacher and the content area teachers work together to provide multiple entry points for the students. By building appropriate scaffolds the ESL students are able to complete the rigorous tasks that our non-ELLs are completing. At BELL Academy our emphasis and use of accountable talk also provides ESL students with the stepping stones that they need to engage in academic discourse with their peers and feel comfortable with classroom conversation.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

Reading, writing, listening, and speaking are all built into the ESL and English Language Arts teaching periods. The ESL teacher uses the NYSESLAT individual parent reports to align student goals to the ESL curriculum. The ESL teacher meets with content area teachers during common planning time to make sure that reading, writing, listening, and speaking are built into daily routines and lessons. The ESL teacher shares best practices for ESL students with the staff such as, the Frayer Model and Shades of Meaning for vocabulary development, the SIOP (Sheltered Instruction Observation Protocol) model, and Accountable Talk. The materials that the ESL department orders this year will be aligned to the NYSESLAT and the common core learning standards in reading, writing, listening, and speaking. The ESL teacher will use these materials to assess the students in all four modalities throughout the year.
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).

At this time, we do not have any SIFE students in our ESL population. However, our plan for SIFE students is to build supportive environments that will help the students adapt to the social, cultural, and academic changes they may be faced with. One way that we plan to do this is by pairing our SIFE students with students that were once new to the country but have now adapted to the United States. We will pair these students so that they have the same home language. This peer mentoring program will help our SIFE students ease into the school system with as little social anxiety as possible. One program that we would plan to use with our SIFE students is Rossetta Stone in English. The ESL teacher and technology teacher will work together to assist the students with this individualized program. The ESL teacher will work closely with the SIFE students to assess and build early literacy skills in English using manipulatives and visuals. Our newcomers are taught in small groups during pull-out periods. Most of our newcomers have a strong foundation of early literacy skills. However, pull-out instruction often focuses on strengthening these skills in order to deepen the students' understanding in reading, writing, listening, and speaking. Push-in services for these students also promote growth in all four modalities. Our ELLs receiving services for four to six years and our long-term ELL receive AIS in addition to their state mandated ESL services. All the faculty members are given a data sheet in the beginning of the year that provides them with information regarding the students' years of service. The ESL teacher works with the content area teachers in order to provide them with information and strategies that will be helpful for this particular population of students. All former ELLs that have tested proficient within the last two years are seen by the ESL teacher during push-in periods, so that the ESL teacher can provide the students with extra support in the content area. Former ELLs that have tested proficient within the last two years are also given the same testing accommodations as our current ESL students.

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?

The ESL teacher's schedule is programmed to meet the diverse needs of ELL-SWDs in the least restrictive environment. The BELL Academy ICT program provides students with disabilities to travel and interact with their general education peers in all classes while receiving support from the ICT teacher as well as the content area teacher. The ESL teacher supports ELL-SWDs by pushing-in to their English Language Arts class. This year we do not have any ELL-SWDs in the ICT model. The ELL-SWD in the self-contained classroom is also seen by the ESL teacher during English Language Arts. The self-contained teacher and the ESL teacher collaborate to plan lessons that are well suited for the learning styles and needs of each student. This small classroom setting is a positive environment that emanates academic and social success for individual students.

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?

The collaborative efforts made by the content area teacher, ICT teacher, and ESL teacher foster an environment that is conducive to learning and academic growth. Time during team planning meetings are allocated for these teachers to look over and assess student IEP goals. Each student's IEP goal and action plan is reviewed on a monthly basis in order to ensure that ELLs attain English proficiency.

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:			

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

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
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.



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

B. Programming and Scheduling Information--Continued

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.
Our intervention programs for ELLs in ELA, math, and other content areas include small group instruction, differentiation, AIS services, and after school programs.
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 program is meeting the needs of our ELLs in both content and language development by looking at data (state exams from the year before and formative and summative assessments throughout the school year) and providing the students with data driven instruction in small groups. As a Renzulli school all students take an interest-a-lyzer in the beginning of the year. This information provides the teachers with the interests and learning styles of all of the students. This information is also used to determine how students should be grouped.
11. What new programs or improvements will be considered for the upcoming school year?
As a school we are constantly evaluating rigorous materials that will guide and support our students in a productive struggle of learning for the upcoming year.
12. What programs/services for ELLs will be discontinued and why?
At this point we do not see the need to discontinue any of our programs.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are given equal opportunity and encouraged to participate in all school programs. As a part of our Renzulli program each week all students participate in an academic enrichment cluster. These clusters are picked by the students and range with topics from sports and sportsmanship to oragami. This is wonderful opportunity for students to exercise their use of social language while being engaged in a topic that they find interesting.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Renzulli Learning and Odyssey Learning are all computer based programs that are used as instructional materials for ELLs. These programs provide teachers with the opportunity to differentiate for each student based on their learning style and personal strengths and needs. A wide variety of materials are used to promote language during pull-out classes. NYSESLAT workbooks are leveled by grade while standards-based ESL texts are designed to use with students of a specific proficiency level. Laptop computers are readily available for ELLs in pull-out and push-in classes.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
The native language development of our ELLs is supported by our faculty members that are fluent in the students' language. Students use their native language/English dictionaries in each content area. Students are also encouraged to read books in their native language. The ESL teacher uses New York City's Department of Education translation website to translate material for the students if the material will support the learning of English.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
All required services and resources correspond to the ELLs' ages and grade levels. All instructional materials are aligned with the age and grade of the students.
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.
This year we do not have newly enrolled ELL students. In years when we do have newly enrolled students we will have a welcome program for the newly enrolled ELLs and their parents. At the beginning of each school year newly enrolled ELLs and their parents that are a part of the welcome program will receive information about the school and its community on an ongoing basis. Field trips and workshops will be held in order to help the students and their families acclimate to the school and community. Students that enroll throughout the school year will also be a part of the welcome program and its activities.
18. What language electives are offered to ELLs?
All eighth students at BELL Academy offered Spanish.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
 - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - How is language separated for instruction (time, subject, teacher, theme)?
 - 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.

BELL Academy provides a variety of workshops to help teachers increase their professional knowledge on how to be more supportive of English Language Learners, strategies to improve instruction in all content areas and embracing cultural diversity to improve learning. Teachers attend in-house professional development and are encouraged to attend outside professional development sessions throughout the year. A weekly team planning meeting is programmed into all of the teachers' schedules. A portion of team planning is designated to "Kid Talk" which allows teachers to meet as a grade level and discuss the progress of specific students in each content area. During our team planning meetings all content area teachers are taught strategies to deepen their knowledge of best practices for ELLs by the ESL teacher. The ESL teacher is scheduled to attend seven monthly liason meetings with the network, and will turnkey the information to all teaching staff during the scheduled team planning meetings. The materials and activities are planned around the liason meetings and professional developments that the ESL teacher attends. Attendance records from these weekly inquiry meetings are stored with the school administration. At this time our schools' instructional focus is through the use of effective questioning, students will engage in high quality discussions, exemplified by responding to and extending each other's thinking and crafting questions to help each other deepen and elaborate upon their thinking.

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?

At BELL Academy we actively seek to have strong parental involvement among all of the parents and our students. Providing them with a variety of opportunities for participating is our main goal. The administration, teachers, Parent Coordinator, and our Parent Teacher Association (PTA) work cooperatively in reaching out to all parents. Parents of ELLs are given equal opportunities and access to all activities. Some activities include workshops, meetings, and parent breakfasts with an open discussion format for parents to present questions and concerns. To facilitate these discussions, our staff members who speak different languages are invited to assist in translation. Throughout the year parents are invited to attend and participate in field trips, which serve as a means of providing an enriching experience to the academic and social life of our ELL students. The Parent Coordinator works closely with the bilingual pedagogues, paraprofessionals, and the ESL teacher to make arrangements for all ELL parent orientation meetings, and follow-up phone calls of those unable to attend. BELL Academy also pairs with the Bay Terrace Public Library to support the English Language skills of parents. Flyers are distributed to classes in order to create an awareness of the English classes and opportunities for parents at the Bay Terrace Library. All school and community based events are posted on our school website and a biannual parent survey is sent home. ELL parents are given the option to respond in their native language.

E. Additional Information

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

Part VI: LAP Assurances

School Name:**BELL Academy MS 294****School DBN: 25Q294**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
David Abbott	Principal		11/20/13
Catalina Marte	Assistant Principal		11/20/13
Lori Belcastro	Parent Coordinator		11/20/13
Dana Murillo-Romeo	ESL Teacher		11/20/13
	Parent		
Christine Chu	Teacher/Subject Area		11/20/13
	Teacher/Subject Area		
	Coach		
	Coach		
Megan Liendo	Guidance Counselor		11/20/13
	Network Leader		
Paul Perskin	Other <u>Assistant Principal</u>		11/20/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 25Q240 School Name: Vertitas Academy

Cluster: 05 Network: 536

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.

It is the school's desire and expectation that all parents, including our non-English speaking parents, acquire excellent access to our school's general information and their children's educational options appropriately and in a timely matter. Assessment was conducted through the Home Language Identification Surveys (HLIS) for all students whose HLIS indicated speaking a language, other than English at home. This was also conducted through conversations with classroom teachers and by the ESL teacher during parent/student interviews at the beginning of the year. Based on these findings, both the school staff and the administration have agreed that both written and oral interpretation is necessary for these groups. The Parent Coordinator works closely with our School Counselor and ESL teacher to establish procedures and policies to meet the needs of our Limited-English Proficiency parents by ensuring that all documents sent home are marked with a translation stamp indicating the importance of the document and the need for translation. This translation stamp is in Korean, Spanish, and Chinese.

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 findings indicate that of the total population with written translation needs, the majority requires translation into Spanish. These findings and school based policies for ELLs were communicated to teachers during grade and department meetings. This communication is ongoing throughout the year and when new information and policies become available.

Part B: Strategies and Activities

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

All materials that need to be translated is done so by school staff members who are bilingual or by the Department of Education's translation website. An English-Spanish speaking paraprofessional assists and translates school based documents, letters, notices and invitations. They both serve as liaisons between parents and teachers by translating written notes in students' planners and by following up with parent phone calls. At this time, we have not hired an outside written translation service by an outside vendor. Our Parent Coordinator utilizes the Interpretation Unit at the Department of Education and the bilingual professionals in the building on an as need basis.

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

Oral interpretation services for parents are provided at the school level regularly. At this time, we have not hired an outside interpreter. Oral interpretation/translation support is provided at most school-sponsored parent meetings. Interpretation is also provided for individual parent meetings with teachers, counselors, and other parent activities. During our parent teacher conferences, open houses, and curriculum night, parents are informed of all translation available. In-house staff is primarily used for these meetings, although the DOE "over-the phone" interpretation is also occasionally used to facilitate interpretation.

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

The school fulfills parental notification requirements as stated in Chancellor's regulation A-663, Section VII, by posting notices of available services in key locations throughout the school. These include, but are not limited to the main entrance, the main office, and the office of the School Counselor. A welcome sign in many languages is posted by the main entrance indicating key people such as the Parent Coordinator and the District Family Advocate and their contact information. Our alternative to translation is a translation stamp on the face of the English document in the appropriate languages, indicating the importance of the document and the request for translation or interpretation. The school has designated a "Welcome Parents" bulletin board at the primary entrance with key information and documents such as curriculum and instruction based documents, translation information and other parent related information and guides. The school will provide each parent who requires language assistance services with written notification of their rights to receive these services. Specific instructions on how to obtain such services at our school will be included in this correspondence.