

2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)
UPDATED 2014-2015

School Name: BEDFORD ACADEMY HIGH SCHOOL
DBN (i.e. 01M001): K595
Principal: ADOFO MUHAMMAD
Principal Email: AMUHAMMED@SCHOOLS.NYC.GOV
Superintendent: KAREN WATTS
Network Leader: JEAN MCKEON

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Adofo Muhammad	*Principal or Designee	
Steve Burrell	*UFT Chapter Leader or Designee	
Michelle Stewart	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
Diomary Tejada, Thierno Diallo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lateefah Shabazz	Member/ Parent	
Stacey Borden	Member/ Parent	
Adrienne Boyd	Member/ Parent	
Cluny Lavache	Member/ Assistant Principal	
Earline Mensah	Member/ Parent	
Sharon Suite	Member/ Teacher	
Renu Budhraj	Member/ Teacher	
Johanna Aragon-Dennis	Member/ Teacher	

**Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- 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 2015, all teachers instructing English and United States History will enhance instructional strategies that promote student centered instruction, resulting in 85% of scholars earning a passing grade as measured by the NYS York State Regents examinations.

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.

Based upon Advance data, teacher observations and the 2013-2014 principal performance review report, teachers need to increase attempts at providing instructional strategies that promote student centered instruction including engagement in high quality discussions, students initiating and formulation of questions, students responding to peer inquiries and by promoting sufficient wait time for student responses.

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. Within their professional learning community teachers collaboratively plan instruction that takes into account the specific learning needs of each student, requires students to provide recommendations on how best to plan for their individual learning, developing open ended scaffold questions that build on and use students' responses to questions and challenge students to justify their reasoning as well as the reasoning of others and the effective use of philosophical chairs and Socratic seminars.

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

1. Teachers, network support, partnership support, principal and assistant principal

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

1. New York State Regents results, teacher failure reports, student failure reports, student progress reports, Advance data

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

1. From September 2014 to June 2015

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

1. Teachers will take part in professional learning 80 minutes on Mondays. Examples include grade level team meetings, academic intervention service meetings and data inquiry meetings. Also, there is a need for consultants and other specialists who will conduct some of the workshops. Technological resources, Charlotte Danielson's domain 3, common core learning standards, DOK, Cognitive Rigor Matrix, and other relevant instructional materials will be utilized within the professional learning community.

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).

We will provide materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology. We will have different workshops to assist parents in the use of the school's online grading system. Teachers will also take part in using 75 minutes on Tuesdays for parent- teacher interactions.

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.

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Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015, school leaders will set high goals for quality instruction by examining classroom practices and monitoring student progress which result in 85% of the scholars being successful in the accumulation of credits as measured by Teacher Failure Reports and Student Failure Reports.

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 needs assessment is predicated upon an analysis of a two year trend of scholars entering Bedford Academy from middle school, a study of our schools Regents Exam Report coupled with the study of Bedford Academy's analysis of students completing at least 10 credits per year shows that some students struggle and are not meeting Bedford's historical expectations of completing 3 to 4 Regents in their first year of study.

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. Within their professional learning community, teachers will receive training on ways to conduct ongoing checks for understanding during instruction, methods in which to use the information from these ongoing checks for understanding, effective strategies for providing regular and explicit feedback to students based on assessment data, strategies for enabling students to conduct self and peer assessment and performing reflections based upon teacher feedback and track their own individual progress by means of rubrics.

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

1. Teachers, student peer tutors, network support, partnership support, principal and assistant principal

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

1. Targets will include marking period grades, progress reports, Advance data, Engrade data, which is an on-line progress report system, in addition to teacher student failure reports, student progress that is captured in ARIS (Achievement Reporting and Innovation System).

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

1. From September 2014 to June 2015

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

1. Teachers will take part in professional learning 80 minutes on Mondays. Also, there is a need for consultants and other specialists who will conduct some of the workshops. Student work products, portfolios, sample rubrics, assessment data, technological resources and other instructional materials will be utilized within the professional learning community.

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).

We will provide assistance to parents in understanding City, State and Federal standards and assessments in relationship to the CCLS(Common Core Learning Standards). Parent coordinator will provide parents with an understanding of City, State and Federal standards. Teachers will also take part in using 75 minutes on Tuesdays for parent- teacher interactions.

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 #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 2015, 95% of teachers of 11th grade scholars will implement instructional strategies that will result in 50% of the scholars earning a 1250 or higher on their SATS as measured by the SAT examination and Act examination.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 Our on-going agenda is to properly prepare our scholars with all aspects of College Readiness. Our SAT assessment data indicates that we need to develop an SAT/ACT program that promotes the growth of student outcomes thereby allowing scholar's access to more competitive Universities and Colleges that should translate into successful and productive outcomes as the scholars move into adulthood.

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. Within our professional learning community, teachers will continue to support SAT prep classes that are part of students' daily schedule. One of our primary strategies is hiring Kaplan trained instructors that come in and effectively prepare scholars for their forthcoming SAT examinations. The SAT Prep process also includes diagnostic exams, post exam analysis and on-line support services. Students will take a Junior and Senior seminar course to prepare them for college success.
- B. Key personnel and other resources used to implement each strategy/activity**
1. Teachers, student peer tutors, network support, Kaplan partnership support, Principal and Assistant principal,
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Targets include SAT exam results and student marking period grades.
- D. Timeline for implementation and completion including start and end dates**
1. From September 2014 to June 2015
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. SAT instructional materials, student work products, portfolios, sample rubrics, assessment data, technological resources and other instructional materials will be utilized within the professional learning community. The programmatic details are provided by Kaplan.

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).
 Includes the grade-wide meetings in September and February which focus on college and universities protocols. Parent coordinator will facilitate meet and greet events which promote college readiness. Parent coordinator will facilitate webinars using social-media to increase parental involvement and awareness in the college process.

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in ELA	The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2015. In addition, Bedford Academy has created a system of small group instruction within the framework of our afterschool program that allows for academic interaction between teachers and students	This program in addition to the aforementioned intervention programs takes place on Tuesdays, Thursdays and Saturdays. Peer tutorial services are provided on Tuesdays and Thursdays in addition to the services already provided.
Mathematics	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Mathematics.	The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2015. In addition, Bedford Academy has created a system of small group instruction within the framework of our afterschool program that allows for academic interaction between teachers and students	This program in addition to the aforementioned intervention programs takes place on Tuesdays, Thursdays and Saturdays. Peer tutorial services are provided on Tuesdays and Thursdays in addition to the services already provided.
Science	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Science	The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2015. In addition, Bedford Academy has created a system of small group instruction within the framework of our afterschool program that allows for academic interaction	This program in addition to the aforementioned intervention programs takes place on Tuesdays, Thursdays and Saturdays. Peer tutorial services are provided on Tuesdays and Thursdays in addition to the services already provided.

		between teachers and students	
Social Studies	After-school tutoring in small groups will be created to address student who are struggling to meet the state standards in Social Studies	The Saturday Academy will also allow student additional opportunity to receive assistance. In addition, scholars will be provided tutorial services after-school Tuesday, Thursday and Saturday; and will also be provided intense 9 am to 9 pm tutorial services three to four weeks prior to their Regents examinations in January and June of 2015. In addition, Bedford Academy has created a system of small group instruction within the framework of our afterschool program that allows for academic interaction between teachers and students	This program in addition to the aforementioned intervention programs takes place on Tuesdays, Thursdays and Saturdays. Peer tutorial services are provided on Tuesdays and Thursdays in addition to the services already provided.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	The students who will be serviced will be provided counseling and strategies to deal with conflict resolution, peer mediation and character development	Group and one on one counseling	During school

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

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

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, Bedford Academy, 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, community and families. Bedford 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. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology and translation of documents related to student progress in their home language;
- 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 through various workshops to understand 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Bedford Academy, 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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 13	Borough Brooklyn	School Number 595
School Name Bedford Academy High School		

B. Language Allocation Policy Team Composition [i](#) 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 Mr. Adofu Muhammad	Assistant Principal Ms. La Vache
Coach N/A	Coach N/A
ESL Teacher Ms Garry	Guidance Counselor Mr Burrell
Teacher/Subject Area Ms Aragon	Parent Ms Samb
Teacher/Subject Area Mr. Southwood/SETSS	Parent Coordinator Ms. Pamela Tate
Related Service Provider None	Other N/A
Network Leader(Only if working with the LAP team) type here	Other N/A

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	359	Total number of ELLs	3	ELLs as share of total student population (%)	0.84%
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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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Pull-out										1	1			2
SELECT ONE										1				1
Total	0	0	0	0	0	0	0	0	0	2	1	0	0	3

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	2			1						3

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	2	0	0	1	0	0	0	0	0	3
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

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	
	ELL	EP	ELL	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	
TOTAL	0	0	0	0	0	0	0	0	0	0	

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): ____	Number of third language speakers: ____	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino: ____
Native American: ____	White (Non-Hispanic/Latino): ____	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)										1				1
Intermediate(I)														0
Advanced (A)										1	1			2
Total	0	2	1	0	0	3								

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
SPEAKING	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					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
The school is driven to provide high quality instructional opportunities for all learners at Bedford Academy. There is a very small population of ELLs from year to year. Teachers provide basic skill diagnostic exams for incoming students.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

(LAB R/NYSESLAT) shows that the majority of the students have challenges with reading and writing.

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](#))

In consideration of this data analysis, ESL instruction and academic intervention is geared towards improving reading and writing skills at the secondary level with an emphasis towards college readiness.

4. For each program, answer the following:
- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

c. We learn the use of language, ELL's communication skills, oral and written skills. We learn needs of our ELLs. Assessments show us who is approaching the NYS CCLS standards. Our students use their native language during interactions with their peers.

They prefer not to use it within the classroom and it is not used during assessments.

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?

We use state tests reports, authentic, teacher-created assessment data as well as interviews with parents of our ELLs to identify the stage of the students' second language development. We align teachers' instructions to the ESL/ELA standards and assessment data analysis. ESL teacher and classroom teachers plan and accomodate instructional decisions to support the student's second language aquisition. This includes language(s) objective, academic vocabulary, a background knowledge component, appropriate texts and translation of resources when needed. RTI and DI are utilized to support the individual needs of the students in order to achieve academic succes here at Bedford Academy. The school has a Free Standing ESL pull out program in existence.

7. For dual language programs, answer the following:

- How are the English-proficient students (EPs) assessed in the second (target) language?
- What is the level of language proficiency in the second (target) language for EPs?
- How are EPs performing on State and City Assessments?

N/A

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

The success of the program is evaluated by the NYSESLAT, results of Regents exams and teacher-created authentic assessments results. Progress is also evaluated based upon our students development in social and academic language. Social language is demonstrated by the NYSELAT listening, speaking, reading and writing as well as their classroom performance. The current sophomore ESL student has passed all four regents that were taken. In addition one of the incoming freshman students will be taking the Integrated Algebra regents in January 2014 and 3 others in June 2014.

Part IV: ELL Identification Process

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

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

These are the steps for the initial identification of the students who may possibly be ELLs at this school which includes screening , initial assessment, program placement and annual assessments: The first step is upon registration the parents complete the Home Language Identification (HLIS) form and Ethnic Survey with the assistance of the ESL Teacher. Translation and Interpretation services are provided upon request with the completion of the registration process. We have staff in our school that read, write and speak Spanish and Creole and are available for translation. The Assistant Principal is bilingual certified and speaks Haitian Creole while the Spanish teacher is fluent in Spanish. In the event that a staff member is not available to translate or the DVD does not come in the language spoken by the parent, then the translation services unit will be contacted. Next, the ESL teacher will determine the new admits' home language and if they are eligible for LAB-R testing by conducting an informal interview in native language and English. Then the parents are informed about their options upon the three program choices – ESL , Dual Language or Bilingual Transitional and have the opportunity to watch the DVD in their native language and complete the Parent Survey & Program Selection form.

Within the first ten days of enrollment, the new admits that are entitled are tested with LAB-R by the ESL Teacher using the RLER report via ATS. If the new admits with native language of Spanish do not test out with the LAB-R, they are also tested with the Spanish Lab within the first ten days of enrollment by the ESL teacher. A parent orientation will be conducted in their native language via DVD or internet link. An oral interview with the parent and/or student will also take place to determine eligibility and the student will be placed in a program. Afterwards, the ESL Teacher will assist the Pupil Accounting Secretary in the input of the correct home language using the information from the HLIS for each new admit and place them in the appropriate program. In the spring, NYSESLAT will be administered to the ELLs.

Every September, the ESL Teacher & Data Specialist print out ATS reports – RNMR & RLAT and aggregate the NYSESLAT data and creates an EXCEL NYSESLAT spreadsheet and disseminate to the entire staff that provide instruction to ELLs in order to differentiate their instruction. The NYSESLAT spreadsheets are organized by individual students and across the grades 9 to Grade 12. The data includes proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate classroom instruction. All beginning and intermediate students receive 540 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The Data Specialist will provide the data to the teacher of ELLs who students take the Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking.

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.
Within the first two weeks of students enrollment parents structures that are put in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language & ESL self-contained). First and foremost that the parents must complete the HLIS (Home Language Identification Survey) to determine the home language of the child. Based on the language responses, parents are informed about all programs (ESL selfPage 27 contained, TBE and Dual Language) available by Ms Garry the ESL Teacher. During parent orientations, parents are then given pamphlets and shown a DVD that details the three programs offered and available in their native language. Translation services are provided by Ms Luvache the Assistant Principal and Ms Garry the ESL teacher. Parents are given Parent Survey & Program Selection form to choose the program that they deem appropriate for their child. Parents who did not view the DVD have another opportunity to attend orientations in their native language to complete Parent Survey & Program Selection Survey. If unavailable, the Parent Survey & Program Selection form is not completed via school orientation, one-on-one meeting or phone call then the school will provide the current Free Standing ESL Program.
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 [\[see tool kit\]](#).)
Each year, the school's ESL Teacher will compile the entitlement letters once the LAB-R, Spanish Lab and/or NYSESLAT results confirmed that the students are entitled and continuing ELLs. Using the RLAT report in ATS the number of students and their ESL levels are determined based on their NYSESLAT scores of the previous year. Newly admitted students that do not have a NYSESLAT score are identified on RLER which is an ATS program informs of the students that need services and NYSESLAT for spring.
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.
The criteria used to place identified ELLs students in bilingual or ESL instructional programs is that once the student is identified as an ELL, he or she is placed in a program based on the Parent Survey and Program Selection form completed by the parents and/or consultation (translation provided upon request) with parents upon registration. The entitlement letters (translated in parents' preferred language) are sent home, a copy of the letter is kept on file in the office. After the orientation, the ESL Teacher will

collect the Parent Survey and Program Selections forms that are completed and returned after viewing of the DVD in their native language. Once completed, the ESL Teacher will place them on file in the office. If the Parent Survey and Program Selection form have not been completed nor returned, then the school will continue outreach to the parent and the current Free Standing ESL Program will be provided in consultation with the parent/guardian. Within 20 days, after the results of the LAB-R and the orientation the results as well as the parent's choice are placed within ATS (ELPC).

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.

As the ELLs continue their education within the DOE system each year they take the New York State English as a Second Language Achievement Test (NYSESLAT). All ELLs who do not achieve proficiency on the previous years NYSESLAT continue to receive ESL services. At the beginning of the school year, the parents of these students are sent a Continued Entitlement Letter in their native language. A copy of this letter is kept on file. Prior to the administration of the NYSESLAT, there are periodic reviews of the RLER, which is the ATS report indicating the students eligible to take the NYSESLAT. The data includes proficiency levels, the scale scores for listening/speaking and reading/writing and LAB-R scores. Teachers of ELLs use the NYSESLAT data to differentiate classroom instruction. All beginning and intermediate students receive 540 minutes of ESL instruction per week and all advance students receive 180 minutes of ESL instruction per week as per CR Part 154 instructional requirements. The Data Specialist will provide the data to the teacher of ELLs who students take the Periodic Assessments given throughout the year. The teachers will use the Periodic Assessments to drive and differentiate instruction across the four modalities - reading, writing, listening and speaking. All four modalities of language—listening/speaking/reading/writing are included in all ESL lessons. The teacher in the ESL program implements scaffolding in each lesson: Modeling/Contextualization/Text Representation and Metacognition. The ESL program at embodies the conceptual understanding of challenging content and well developed learning strategies that will prepare ELLs to think critically, solve problems and communicate in everyday life situations. They will demonstrate their academic rigor in some of the following ways: making connections to texts, learning experiences, prior knowledge, use of language in discussions, group work, and in presentations, understand the multiple meanings of words, collect, analyze and organize information, perform multi-step tasks.

6. 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 viewing the Parent Survey and Program Selection forms for the past few years, the students vary in the languages they speak. In addition due to limited ELLs in the school there really is no majority of students (Spanish, Hatian Creole and Fulani languages). The maximum number of ELLs has been usually two to three students in the past few years. The Free Standing ESL Program is in alignment with Parent Choice Surveys and Parent Selection. This is based on parents understanding and the parent orientation provided.

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])?

Bedford Academy High School has the following organizational model of Free Standing ESL self-contained. The program model for ESL classes are heterogeneous, students are performing on different proficiency levels. Our ESL classes are self-contained. Where the student(s) receive their mandated ESL instruction – all beginners & intermediate students receive 540 minutes/360 minutes of ESL instruction per week and all advanced students receive 180 minutes of ESL instruction per week in compliance with CR Part 154 instructional requirements.

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 ELL students are held to the same high academic standards as our monolingual students. All students including ELLs participate in all content area high school course work. The beginners and intermediate students receive 540 and 360 minutes of mandated instruction and the advanced students receive 180 minutes of instruction. At this time there is one ELL student receiving Advanced level services at Bedford Academy High School. All beginning and intermediate students receive 540 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students receive 180 minutes of ESL instruction and 180 minutes of Language Arts per week as per CR Part 154 instructional requirements.

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.

Students in the ESL self-contained model receive all instruction in English across all content areas with native language support (e.g. bilingual dictionaries, and content area glossaries, technology and buddy system). ESL methodologies and scaffolding are also used in all content areas such as ELA, mathematics, science and social studies.

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

The ELLs are appropriately evaluated through content teacher assessments (exam aligned to the Common Core Learning Standards/NYS Regents and ESL Teacher assessments.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

We currently do not have any SIFE students; however, if so, these students will receive rigorous grade level instruction in all content areas, taught in their native language and English. ELLs that are in US schools for less than three years and are beginning and intermediate students will receive 540 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. All advanced students will receive 180 minutes of ESL instruction per week, in compliance with CR Part 154 instructional requirements. Our school will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards and SED NLA

Standards in all content areas. We will provide afterschool programs to support content area instruction in math, science, ELA and social studies.. ELLs that have special needs or IEP's be provided them with the related services according to their individual mandates which include Speech Therapy, Occupational Therapy, Physical Therapy, Guidance Counseling and/or SETSS.

Our newcomers (ELLs in school less than three years) receive support in all areas of their educational endeavor. As a result of HLIS, LAB-Rs & NYSESLAT data, newcomers are placed in their appropriate setting (ESL self-contained) by parental options. Once placed in an organizational model (ESL) the ELLs are given mandated instruction in ESL as per CR Part 154 instructional requirements. In addition, the ELLs are immersed in a variety of school-wide programs such as afterschool, Saturday Academy, clubs and extended day.

Our ELLs receiving service 4 to 6 years receive support in all areas of their educational path. As a result, NYSESLAT and ELL Periodic Assessment data will be used to plan instruction for these students according to areas of needs across the four modalities –listening/speaking and reading/writing. Once placed in an organizational model, (ESL or Dual Language), the students will remain in their program and are given the mandated instruction in ESL and/or NLA per week as per CR Part 154 instructional requirements. In addition, the students are immersed in a variety of school-wide programs such as afterschool, ELLA, Saturday Academy, clubs and extended day. These students receive academic intervention based on data received from assessments (formative & summative) in small-group instruction to meet their needs.

At the current time, we do not have Long-Term ELLs. We have one student that is a newcomer. If we had students in our school for more than 6 years or more, we will provide rigorous grade level instruction fully aligned with the SED ESL Learning Standards.

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 teachers of ELL-SWDs use a variety of instructional strategies using differentiated instructional best practices.. during balanced literacy.

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?

We had ELLs with special needs whose IEP recommends ESL instruction received their mandated hours (540 minutes for Beginners and 360 minutes for Intermediate or 180 minutes for Advanced) based on the NYSESLAT and/or LAB-R results. They would receive self contained ESL classes in a mixed ability grouping along side their general education peers.. The ESL Teacher record "First Attendance Reporting system for ESL and record the student's attendance on SESIS. ELLs with disabilities whose IEP recommends bilingual instruction receives bilingual instruction that are standards based and aligned with K-3 curriculum. ELLs with disabilities whose IEP recommends a bilingual paraprofessional is assigned to one and he/she works side-by-side in accordance to the recommendations of the IEP. The bilingual paraprofessional will record "First Attendance Reporting System" and record the student's attendance on SESIS. Testing accommodations and related services (PT, OT, Speech, SETSS, and/or counseling) will be provided within the individual guidelines for the ELLs students with disabilities. Technology will be provided and utilized to enrich and support ELLs with disabilities.

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:	N/A			
Social Studies:				
Math:				
Science:				

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

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

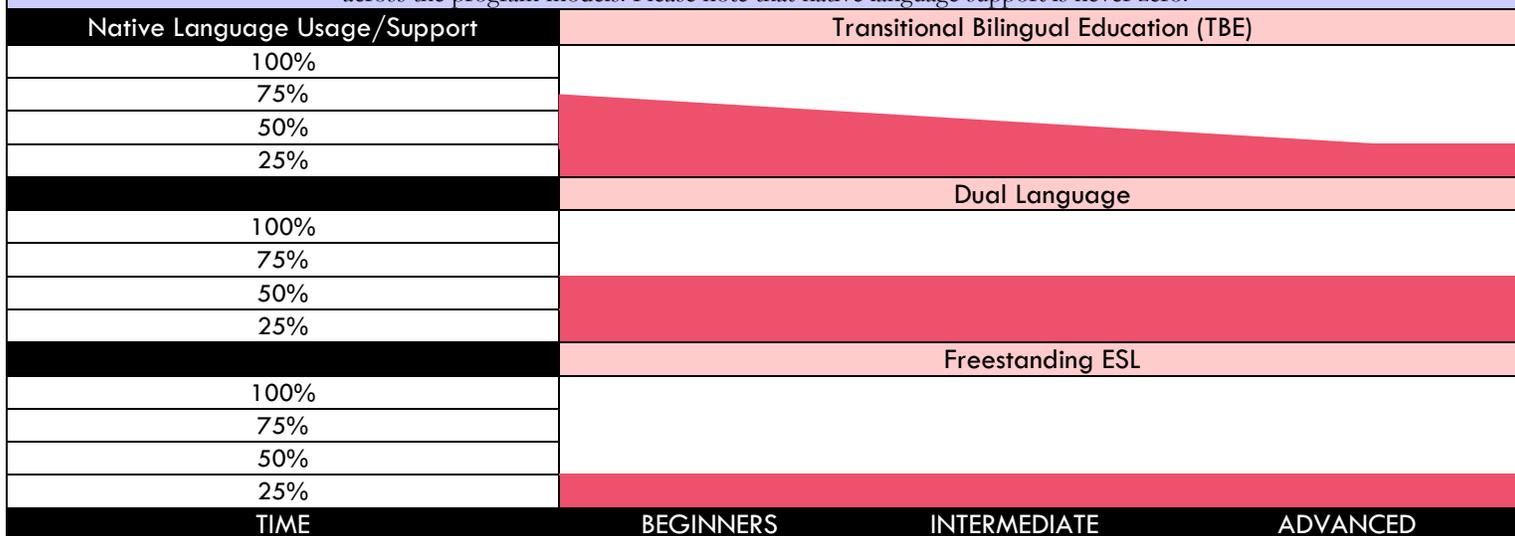
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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.
- Targeted intervention for ELLs in ELA / Math and other content areas : Peer to Peer Intervention (All Content Areas), Saturday Academy, (All content areas) Regents Prep, 9am to 9pm Regents Prep for three to four weeks prior to Regents and AP exams, SAT Prep Course, PSAT Prep Class. ZThe courses are supported by ESL Certified Teacher and Content Area teachers. Invervention is individualized and based on student data.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The programs evaluation is is still pending related to student success, the effectiveness will be based on student success on the Regents examinations and NYSLAT exams.
11. What new programs or improvements will be considered for the upcoming school year?
- Additional native language materials and resources will be provided to support esoteric languages and promote cultural awareness and promote student self esteem.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs or services being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs. All programss are available to the students, and there is a advisory class (referred to as the "family group" which supports the student socially and academically). Students have the opportunity to participate in peer tutoring, Saturday Academy and various test prep classes.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The teachers are supporting students with SMARTBOARD, Text on ROM, and graphing calculator technology to support ELLs in the content area .
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is provided through the use of bilingual glossaries and dictionaries in the content areas. The ESL teacher supports the student in the usage of these instructional tools in the ESL Stand Alone Model (pull out).
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- These supports begin in August and September during the school year. Parent and student orientation is mandatory and the administrative team supports the needs of the whole child and parent involvement. N/
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.
- The support services and resources definetly support the ESL student. He is a ninth grader and the Summer Intensive Program promotes and supports academic success for the transitioning student from middle school to high school. The advisory support class is geared towards the needs of the ninth grade students with support in study skills and student goal achievement.
18. What language electives are offered to ELLs?
- The students at Bedford Academy are offered Spanish as a language elective.:
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)?
 - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

1. The Professional Development Plan for all ELL personnel consists of Differentiated Instruction for ELLs, Content Area Support for ELA and Math, Common Core and Literacy and MathTasks for ELLs .2. The staff is provided with weekly departmental meetings and school wide meetings on Common Core and College Readiness, RTI and Interdisciplinary literacy. 3.The school admnistration also provides workshops in the following areas: Social Dynamics of the Whole Child, Creation of SMART Goals for Students, Symptoms and Signs of Child Abuse, Examination of Students Social and Academic Strengths and Weaknesses. 4. ELL Training will beprovided by the Network Support Specialist and OELL Trainings in the following areas:: Supporting ELLs in the Content Area Classroom, BICS and CALP, Academic Language for ELLs, and Diffrentiated Instuction for ELLs.

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?

Parent Involvement is extensive in the Bedford Academy High School. Parents communication is provided through email, flyers, backpack, mailings and school messenger system. There is a yearly greet the teacher meeting and the following workshops/meetings: Health: Diabetes, Graduation Requirements, Content Area/Curriculum Meetings, Student Expectations and Course Offerrings and School Leadership Team Meetings open to all parents and teachers in the school community, Parent Teacher Conferences: and Principal's Address are on a monthly basis and all parents in the school community participate. Parents are provided with a survey for the most effective means of communication and the parents preferred language 2. The Community based Organization utilized at Bedford Academy is the Bedford Stuyvesant YMCA which provides the following workshops for parents: Defensive Driving, Health and Physical Fitness (Aerobi Classes), CPR Training, Entrepreneursip and Financial Literacy. 3. The needs of the parents are evaluated through the use of PTA surveys and the Environmental Survey by the DOE and parental suggests. 4. It addresses the transition of students from middle school to high school and the alleviation of fears regarding academic success in the academic high school environment. The activities are also evaluated by the parents and suggests and recommendations are always welcome. Current health trends and information are provided to support student success. The whole child is nutured at Bedford A.academy.

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.

The school has a very low number of ELLs generally and at this time there are three . The students are participating in a Free Standing ESL (pull out) Program.

Part VI: LAP Assurances

School Name: <u>Bedford Academy</u>		School DBN: <u>13K595</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Adofu Abdullah Muhamad	Principal		
Cluny Lavache	Assistant Principal		
Pamela Tate	Parent Coordinator		
Ms. Garry	ESL Teacher		
	Parent		

Ms. Aragon	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Mr. Burrell	Guidance Counselor		
Ms. Jean McKeon	Network Leader		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 13k595 School Name: Bedford Academy

Cluster: 2 Network: 211

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

Part A: Needs Assessment Findings

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

In order to assess our 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 we used classroom surveys. Classroom surveys gives us an idea of languages spoken written and read in student's homes. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We also provide information on parent communication needs in the Language allocation Plan for the school. The parent coordinator and ESL Teacher confer with the parents by telephone, and in one to one conferences on their individual communication needs.

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

Our school is located in Bedford Stuyvesant a working class section of Brooklyn. The community as a whole very diverse. Approximately .5% of our students are recent immigrants. The majority come from Haiti, Africa, Jamaica and the Dominican Republic. The school is comprised of 89 African- Americans, 7% Hispanics and 4% others. We used our classroom surveys, the inventory of languages from the HLIS report to assess the oral language needs of parents. We found that the major language group was Spanish. This information is delivered during faculty and other staff meetings.

Part B: Strategies and Activities

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

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole, French, Arabic and Spanish. Written translation is available when needed and the Translation Interpretation Unit is contacted to support school translations. The notices announcing events will be translated into two major languages occurring in our school (Haitian Creole, French, Arabic and Spanish). ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole, French, Arabic and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy, Grade Level Meetings and Math Nights and Parent-Teacher conferences.

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

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Arabic, French, Haitian Creole, Spanish. Since the major language group is Spanish, we have teachers to interpret in Haitian Creole, Arabic, French and Spanish during school activities. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. Teachers, paraprofessionals and/or school aides also attend these functions to support parents and students.

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

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them. We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided. At the present time we have enough staff members to accommodate our translation needs. We do have signs in the lobby of our school advertising such services. We, the school administrators, make every effort to accommodate our parents oral and written translation needs.