DENVER PUBLIC SCHOOLS

ENGLISH LANGUAGE

ACQUISITION PROGRAM

JANURAY 22, 1999

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Definitions

Core subject areas are language arts, social studies, mathematics, and science.

Fully qualified refers to a *fully qualified ESL* teacher or a *fully qualified ESL/Spanish language* teacher as defined below.

English as a second language (ESL) is a model for providing services to *English language learners* that includes *supported English content instruction* and *English language development.*

The ***English Language Acquisition Program (Program)*** provides services to *English language learners* including a *transitional native language instruction* model and an *English as a second language (ESL)* model. The goal of the *Program* is for students to transition to the *mainstream English language instructional program.* The *Program* is defined by the provisions of this document.

English language development is the provision of direct instruction in English language usage including: content vocabulary development, survival vocabulary development, oral language development, and the development of reading and writing skills in English.

An ***English language transition course*** is offered to students formerly identified as *English language learners* for the purpose of improving their English and supporting success in the *mainstream English language instructional program.* This course provides intensive instruction in reading, writing, speaking, and understanding English and is taught by a *fully qualified ESL* or *ESL/Spanish language* instructor.

An ***English language learner*** is a student who participates in the *English Language Acquisition Program.*

An ***English proficient*** student is a student formerly identified as an *English language learner* who has sufficient English language skills to *meaningfully participate* in the *mainstream English language instructional program.*

A ***fully qualified ESL*** teacher is one who is state endorsed in teaching the linguistically different or has satisfactorily completed the 150 hours of training provided by the district's Department of English Language Acquisition.

A ***fully qualified ESL/Spanish language*** teacher is one who is (1) state endorsed in teaching the linguistically different or has satisfactorily completed the 150 hours of training provided by the district's Department of English Language Acquisition and (2) demonstrates proficiency in speaking, understanding, reading, and writing Spanish on a test that meets the criteria in Section II of Chapter 7.

Department of English Language Acquisition regarding *Program* entry, exit, and services.

Mainstream English language classrooms are those designed to serve students who speak only English or who have been exited from the *Program*.

The *mainstream English language instructional program* is the instructional program designed for students who speak only English or who have been exited from the *Program*.

Meaningful participation (or *meaningfully participate*) is the ability *of English language learners* to benefit from the *mainstream English language instructional program* as their school and district cohorts do. "Benefit" may be documented by growth on curriculum-based measures.

Native language instruction includes the provision of instruction in one or more core subject areas in a student's native language as needed. At the elementary level, development of native language arts includes oral language development, reading, and writing. At the middle and high school levels, development of native language arts may be appropriate in identified situations. The purpose of *native language instruction* is to provide a foundation for literacy in English and/or provide opportunities for learning in *core subject areas* until instruction in English is appropriate.

The *native language instruction* portion of the day includes activities that promote literacy and cognitive development in a student's first language. This serves as the foundation for the development of literacy in English.

The *Newcomer Center* serves *English language learners* who are new to the district and identified as very limited in literacy in their native language and English. Identified students are served for one to two semesters to prepare them for participation in an *ESL* or *transitional native language instruction model*.

The program provides intensive instruction in reading, writing, speaking, and understanding English. *Native language instruction, supported English content instruction,* and *English language development* are provided as appropriate. In addition, the *Newcomer Center* provides support for a student's socio-cultural transition to schools in the United States.

The *Newcomer Center* has a low student-teacher ratio. Computer-assisted instruction is used extensively in the instructional program. Paraprofessionals provide services to students and communicate with parents in languages spoken by more than 15 students in the school.

A *professional judgment* is made by a professionally trained educator and is based on factual information, objective assessment, and a sound model of English language acquisition.

A *regular classroom* is the classroom in which a student's *core subject area* instruction is primarily provided.

A *resource classroom* is where instruction to supplement *regular classroom* instruction is provided.

core subject areas in sheltered English, which is the use of specialized strategies to increase the likelihood that content in English will be comprehended by *English language learners*. When content cannot be adequately explained in English, an explanation or feedback in the student's native language may be given.

Transitional native language instruction is a model for providing services to *English language learners* that includes *native language instruction* in Spanish, *supported English content instruction*, and *English language development*.

Transition teachers are *core subject area, mainstream English language classroom* teachers who have received 60 hours of training that addresses the academic needs of *English language learners* who are transitioning to the *mainstream English language instructional program*.

A ***zone school*** is a school that provides services for *English language learners* and where *English language learners* from other attendance areas are assigned.

CHAPTER 2

Introduction

I
English Language Acquisition Program

The *English Language Acquisition Program (Program)*[1] serves students who are *English language learners*. The *Program* is transitional in that its goal is to use efficient and effective techniques to provide students with the English language skills they need to *meaningfully participate* in the district's *mainstream English language instructional program*.

The district offers a *transitional native language instruction* model and an *English as a second Language (ESL)* model. The number of students in a school and the languages spoken determine the model used in each school. Components of the models include *native language instruction* in Spanish (*transitional native language instruction* model only), *supported English content instruction*, and *English language development*.

Transition to English begins when a student enters the *Program*. Students traditionally progress from *native language instruction* (if provided), to *supported English content instruction*, to *mainstream English language classrooms* taught by *transition teachers* with the opportunity for *English language development* support and finally, to *mainstream English language classrooms*. Students in *transition* or *mainstream English language classrooms* may receive additional support through *English language development* or an *English language transition* course. Language development in the areas of speaking, understanding, reading, and writing English is measured every nine weeks. This provides a basis for monitoring both student progress and *Program* effectiveness at each site.

The district recognizes the value of teachers who speak the language of the students that they serve. The district endeavors to hire such teachers, and a preference in the assignment process is provided.

The Department of English Language Acquisition, formerly the Department of Bilingual/ESOL Education, monitors *Program* implementation and effectiveness at each site.

[1]Phrases in italics are defined in Chapter 1.

The district's *mainstream English language instructional program* has many characteristics that make it effective for students from a wide variety of backgrounds. These characteristics include the following:

A. A challenging curriculum based on district content standards and an instructional program consistent with standards-based education;

B. Reading instruction in kindergarten through grade 12 that is based on the development of students' language skills;

C. Numerous opportunities for extra assistance that include Title 1 reading programs, reading programs in all middle and high schools, and mandatory summer school for low achievers in reading in grades 3, 5, and 8;

D. Districtwide fall and spring writing samples for the purpose of measuring progress and identifying instructional needs;

E. Districtwide fall, mid-year, and spring tests in reading in grades 2 through 9 to measure progress and identify instructional needs;

F. A large block of time in each elementary school devoted to instruction in reading and writing;

G. Individual learning plans in reading for each student reading below grade level in kindergarten through grade 3;

H. Districtwide testing of kindergarten students on developmental assessments in areas that include language, motor skills, auditory and visual discrimination, and number skills;

I. Districtwide fall and spring tests for first grade students with a reading test that provides information about each student's instructional needs;

J. Reading assistants in each elementary school;

K. English language transition classes in all middle and high schools taught by *fully qualified ESL teachers* that provide intensive instruction in reading, writing, and oral language skills; and

L. A comprehensive assessment program for grades 10 through 12 based on the skills and knowledge needed for success in a career and/or higher education.

Parent Communication, Student Screening, and Assessment for Eligibility

The Denver Public Schools identifies all *English language learners* who enroll in its schools for the purpose of providing them with access to appropriate educational opportunities.

I
Instructional Services Advisory Team

A. Each school has an *Instructional Services Advisory Team*. As described further in Chapter 6, one of their duties is reviewing the classification of students identified as *English language learners*. The *Instructional Services Advisory Team* makes recommendations, which are supported by objective evidence, regarding *Program* entry, exit, and services to the Department of English Language Acquisition consistent with the guidelines in this *Program*.

B. Establishment of an *Instructional Services Advisory Team* in a school provides a foundation for that school's accountability for identifying *English language learners*.

II
Parent Communication

At the time that a student registers to enroll in a Denver public school, the parents are asked to choose the language, from among those spoken by 100 or more Denver Public Schools students, that they prefer to be used when contacted by the school or district. Communication with the parents is also provided in other languages to the extent practicable.

III
Student Screening

A. The parents or guardian of each student (or the student if in grade 9 or above) are asked the following screening questions at the time the student registers to enroll in a Denver public school: (1) Does this student speak a language other than English? and (2) Is a language other than English regularly used by the student's parents or guardian? These questions are available in written form in each language spoken by 100 or more Denver Public Schools students and in other languages to the extent practicable.

answer to either of the screening questions is *Yes* is asked to choose a response to the following at the time of registration.

The student (choose one):

_____ 1. speaks only another language and no English
_____ 2. speaks mostly another language and some English
_____ 3. speaks another language and English equally
_____ 4. speaks mostly or only English

C. A student answering *Yes* to either screening question and for whom the response is 1 or 2 to the statements in III-B above is provisionally identified as an *English language learner. Program* services are provided in accordance with provisions of this *Program.*

Students answering *Yes* to either screening question and for whom the response is 3 or 4 are provisionally placed in the *mainstream English language instructional program*, pending the outcome of assessments as described in Sections IV and V of this chapter.

D. Students responding *Yes* to either screening question are assessed as described in Section IV of this chapter.

IV
Initial Assessment
For Students Answering *Yes* to Either Screening Question

A. Each student for whom the answer to either screening question in Section III-A of this chapter is *Yes,* is assessed in order to determine his or her English language proficiency. Assessments are completed within 15 school days, except that a student is assessed within 10 school days of enrollment if the provisional placement appears inappropriate because of the student's English proficiency. This is determined by the classroom teacher's *professional judgment.*

B. Each student for whom the answer to either screening question in Section III-A of this chapter is *Yes* is given the Language Assessment Scales (LAS) or another English oral proficiency test that is consistent with Section VII of this chapter. Each such test is administered and interpreted in conformity with the instructions of the test publisher. Additionally, the person administering the test is proficient in English.

Further Assessment
For Student's Answering *Yes* to the First Screening Question

A. If a student in grade 2 or above is determined to be orally proficient in English based on the LAS-O, the student will be further objectively assessed in the areas of reading and writing.

B. Examples of objective assessments described in the section above are as follows:

1. Norm referenced achievement tests such as the Iowa Tests of Basic Skills,

2. Criterion-referenced tests that have been shown to be reliable and valid measures of reading or writing English;

3. Norm referenced tests specifically designed to be used with *English language learners* such as the LAS R/W;

4. Performance measures such as writing samples, if such measures are scored according to objective criteria and have been shown to be reliable and valid; and

5. The Student Profile (See Attachment 1).

C. Other assessments of reading, writing, speaking, or understanding English may be administered in addition to the objective assessments described above. Such tests may be used to help determine whether or not a student should be classified as an *English language learner* in accordance with the criteria listed in Section I of Chapter 4.

D. The classroom teacher's *professional judgment* of a student's reading, writing, understanding, and speaking skills in English may also be considered. This judgment is based on student work samples or classroom observation. For classroom observation, a written description of the situation and the student's behavior is recorded.

VI
Further Assessment
for Students Answering *No* to the First Screening Question and *Yes* to the Second Screening Question

Students answering *yes* to the second screening question will be assessed in the fall utilizing standardized reading assessments and writing samples to identify the student's academic strengths and weaknesses.

The criteria for selecting an oral proficiency test are the test's reliability and validity as a measure of the language skills of *English language learners*. Reliability and validity may be demonstrated by statistical evidence or the opinion of experts in educating students whose first language is other than English. Notice with supporting materials of a change in the oral proficiency test used by the district is provided to the plaintiffs at least 30 days prior to the change.

VIII
Student Profile

Notice with supporting materials of a change to the Student Profile used by the district is provided to the plaintiffs at least 30 days prior to implementation of such change.

CHAPTER 4

Classification as an *English Language Learner* and Parent Permission for Participation

I
Classification as an *English Language Learner:* Students Answering *Yes* to the First Screening Question

A. After reviewing the recommendation of the *Instructional Services Advisory Team,* the Department of English Language Acquisition determines whether a student should be classified as an *English language learner.*

B. The Department of English Language Acquisition classifies a student as an *English language learner* if the student is not proficient in speaking or understanding English, as defined by the test publisher on an objective oral proficiency test administered pursuant to Section VII of Chapter 3. Classification decisions are made within 20 school days of enrollment. If the provisional placement appears inappropriate, classification decisions are made within 15 school days of enrollment.

C. If a student in grade 2 or above is proficient in speaking and understanding English, based on an oral proficiency test administered pursuant to Section IV of Chapter 3, the student is further assessed on one or more measures listed in Section V-B of Chapter 3, including the reading and writing sections of the English Language Development component of the Student Profile (See Attachment 1). The *Instructional Services Advisory Team* recommends that the student be classified as an *English language learner* if the student is rated lower than a three in reading or writing on the English Language Development component. This component is completed within the 10 or 15 school day period during which assessments are completed. Attachment 2 illustrates the use of these criteria to make *Program* placement decisions.

D. If the district chooses another objective measure or utilizes different criteria for classification of a student as an *English language learner*, notice is provided to the plaintiffs 30 days prior to implementation of such change.

II
Classification as an *English Language Learner:* Students Answering *No* to the First Screening Question and *Yes* to the Second Screening Question

A. The *Instructional Advisory Services Team* recommends that a student be classified as an *English language learner* if the student is not proficient in speaking or understanding English, as defined by the test publisher on an objective oral proficiency test administered pursuant to Section IV of Chapter 3.

B. The Department of English Language Acquisition determines whether a student should be classified as an *English language learner* after reviewing the recommendation of the *Instructional Services Advisory Team.*

C. Students with deficiencies in reading and writing will be provided services that may include, but are not limited to, those identified in Section II of Chapter 2.

III
Parent Permission

A. Parents choose whether or not to have their child participate in the *Program.* Parents may withdraw permission to participate at any time. Procedures are established to inform parents about the *Program* so that they can make informed decisions.

1. All eligible students are placed in the *Program.*

2. All parents are notified of a student's placement in the *Program.*

3. The district uses reasonable efforts to obtain, within 10 school days of enrollment, a parent's or guardian's written permission to have a student remain in the *Program.* Reasonable efforts may include written communication, telephone calls, and home visits. In the event that such permission cannot be obtained, the district assigns the student to the most appropriate educational setting in accordance with the provisions of this *Program.*

4. Parents may withdraw permission for a child to participate in the *Program* at any time, or a student may remain in the *Program* until eligible to exit.

B. A written description of the *Program* and of the services available in the school and the district is available to parents upon a student's enrollment in languages spoken by 100 or more district students. The information below is also provided to the parents:

1. Upon request of the parents, an interpreter for a language spoken by 100 or more district students, or other languages to the extent practicable, is provided to explain the *Program* services available.

2. Parents choose whether or not to have their child participate in the *Program*. Parents may withdraw permission to participate at any time.

3. To the extent that different *Program* components are available for *English language learners* in a school, including *native language instruction* in Spanish, parents may choose from among them. (See Section I-A of Chapter 8.)

4. Following established "Choice" procedures, parents may transfer students to other district schools to receive available *Program* services.

5. Further concerns or questions may be answered by the Department of English Language Acquisition.

IV
Monitoring the Progress of Students Who Decline Services

The district monitors the progress of students who have been assessed as eligible for entry into the *Program* but who have declined services. Where appropriate, the district informs parents of the opportunity to have their child placed in the *Program*, even though they initially declined services.

I
Exiting from the Program

A. The Department of English Language Acquisition determines whether a student should be exited from the *Program* after reviewing the recommendation of the *Instructional Services Advisory Team.*

B. The *Instructional Services Advisory Team* makes recommendations regarding whether students should be exited from the *Program.* In making its recommendations, the *Instructional Services Advisory Team* recognizes that speaking, understanding, reading, and writing in English are skills that are necessary for meaningful participation in the *mainstream English language instructional program.* Indeed, such skills affect the ability to understand and participate in classroom programs, complete homework assignments, and succeed in classroom and other testing programs. The *Instructional Services Advisory Team* recognizes that all such skills are not necessarily developed simultaneously. Generally, the development of reading and writing skills necessary to participate in the *mainstream English language instructional program* will take longer than the development of oral skills. The *Instructional Services Advisory Team* will consider such factors when making its recommendations and those recommendations will be based on the following guidelines.

1. The student is proficient in speaking and understanding English, as defined by the test publisher on an objective oral proficiency test (see Section VII of Chapter 3), and if in grade 2 or above, the student meets criterion 2, 3, or 4 below;

2. The student scores at or above the 30th percentile on both nationally normed reading and language tests; or achieves at or above the "proficient" level in reading and writing English on tests administered as part of the Colorado Student Assessment Program or a similar state program; or scores at a comparable level on the LAS R/W or a similar assessment;

3. The student scores between the 20th and 29th percentiles on both nationally normed reading and language tests and is rated no lower than a three (3) in reading and writing on the English Language Development component that is part of the Student Profile;

4. The student meets criteria a, b, and c or d below:

   a. The student's classroom teacher recommends that the student be exited from the *Program* and the recommendation is supported by the student's grades, attendance, test scores, and classroom performance for at least one school year after the student has achieved oral proficiency, which indicates that the student can meaningfully participate in the *mainstream English language instructional program.*

Profile.

c. At the elementary level, the student scores at least a two (2) on the writing component of the Student Profile. However, a student may be exited with a lower score in extraordinary circumstances.

d. At the middle and high school levels, the student scores at least a three (3) on the writing component of the Student Profile. However, a student may be exited with a lower score in extraordinary circumstances.

Attachment 3 illustrates the use of the above criteria in the exiting process.

C. The student's parents, and the student, if in grades 9 through 12, are informed whenever it is determined by the Department of English Language Acquisition that the student should be exited from the *Program* and are given the opportunity to request that the decision be reviewed by the Executive Director of the Department of English Language Acquisition. A record of each request and its disposition is maintained for two years.

II
Progress Toward Instruction in English

A. An *English language learner* entering the district in early childhood education or kindergarten is expected to have sufficient proficiency in English to *meaningfully participate* in *supported English content instruction* or *mainstream English language classrooms* by the end of grade 3. An *English language learner* entering the district in grade 1 or higher is expected to have sufficient proficiency in English to *meaningfully participate* in *supported English content instruction* or *mainstream English language classrooms* within three years of enrollment in the district.

B. For each student not meeting the expectation in Section II-A above, the school does the following:

1. Determines the student's current performance in the areas of reading, writing, speaking, and understanding English to identify where greater proficiency is needed to enable the student to meaningfully participate in a *supported English content instruction* class;

2. Identifies the reasons the student has not made sufficient progress to transition to *supported English content instruction;*

3. Submits a plan for helping the student improve his/her reading, writing, speaking, and understanding of English, including an expected completion time; and

4. Identifies the assessments to be used to measure the student's progress.

Acquisition each semester until the student is being served only in *supported English content instruction* and/or *mainstream English language classrooms*.

C. Section II-A of this chapter notwithstanding, a student may continue to receive native language instruction if he/she cannot *meaningfully participate* in a *mainstream English language classroom* or one where *supported English content instruction* is provided.

III
Monitoring Students Exited From the *Program*

A. The progress of each student who was classified as an *English language learner* and who has been exited from the *Program* is monitored for one year after exiting the *Program* to ensure that the student has sufficient English language skills to *meaningfully participate* in the district's *mainstream English language instructional program*. This monitoring occurs as provided below.

1. During the first nine academic weeks following exit:

   a. Classroom teachers at the elementary level or core subject area teachers at the secondary level are informed of students who were previously in the *Program* and are advised that they may refer such students to the *Instructional Services Advisory Team* if the student's reading, writing, speaking, or understanding of English is a barrier to meaningful participation in the mainstream *English language instructional program*. The *Instructional Services Advisory Team* will make a recommendation regarding the student's continued placement in the *mainstream English language instructional program*.

   b. For each student scoring below the 20th percentile in reading or language on a nationally normed test prior to exit, academic progress is reviewed by the *Instructional Services Advisory Team*, which will make a recommendation regarding the student's continued placement in the *mainstream English language instructional program*.

2. During the first nine weeks of the second semester following exit, core subject area teachers at the secondary level are informed of students who were previously in the *Program* and are advised that they may refer such students to the *Instructional Services Advisory Team* if the student's reading, writing, speaking, or understanding of English is a barrier to meaningful participation in the *mainstream English language instructional program*. *The Instructional Services Advisory Team* will make a recommendation regarding the student's continued placement in the *mainstream English language instructional program*.

3. Prior to the end of the school year, academic progress, including standardized test scores, for all students exited during the previous year is reviewed by the *Instructional Services Advisory Team,* which makes a recommendation to the Department of English Language Acquisition regarding the student's continued placement in the *mainstream English language instructional program.* A record of this review for each student is maintained for two years.

B. Reclassification decisions are made by the Department of English Language Acquisition after reviewing the recommendation of the *Instructional Services Advisory Team*, which are based on the above criteria, and any information provided by the parent. Decisions are based on whether the student can *meaningfully participate* in the *mainstream English language instructional program.*

C. Section III-A of this chapter notwithstanding, students answering *yes* to either question one or two of Section III-A of Chapter 3, who are not classified as *English language learners*, including exited students, may be referred to an *Instructional Services Advisory Team* at any time, while enrolled in a Denver Public School to determine, if they should be evaluated for possible classification as an *English language learner.*

CHAPTER 6

Instructional Services Advisory Team

A. An *Instructional Services Advisory Team* is established in each school that provides *Program* services.

B. The responsibilities of the *Instructional Services Advisory Team* include the following:

1. Reviewing student information and making recommendations to the Department of English Language Acquisition regarding the classification and reclassification of students as *English language learners*; the determination of the Department of English Language Acquisition is final;

2. Reviewing services provided to identified *English language learners* for consistency with the guidelines included in this *Program* and for appropriateness;

3. Reviewing the progress of *English language learners;*

4. Developing educational plans, in conjunction with the classroom teacher, as provided for in Section II-B of Chapter 5; and

5. Reviewing the progress of students exited from the *Program* and making recommendations to the Department of English Language Acquisition regarding the reclassification of students as *English language learners*.

C. The *Instructional Services Advisory Team* makes recommendations based on the *professional judgment* of the team. This judgment is supported by evidence that may include formal and informal assessments, observations, or information provided by the classroom teacher or parent. Assessments include those identified in Sections IV, V and VI of Chapter 3.

D. The members of the *Instructional Services Advisory Team* include at a minimum the following staff, one of whom must be *fully qualified* as defined in Section II of Chapter 7.

1. The principal or an administrator designated by the principal; and

2. Two certificated staff persons assigned to the school, who serve in positions that require the qualifications set forth in Section II of Chapter 7; priority is given to *fully qualified* teachers as defined in Section II of Chapter 7. To the extent practicable, staff persons will be *fully qualified ESL/Spanish language* teachers at schools that offer a *transitional native language instruction* model.

E. A staff member from the Department of English Language Acquisition will be assigned to each *Instructional Services Advisory Team*. This individual will provide training and model appropriate decision-making processes and use of data.

F. Training is provided to members of the *Instructional Services Advisory Team*. (See Section VII of Chapter 7.)

Personnel and Training

I
Policy

A. The district staffs classrooms where services are provided for *English language learners* with teachers who are *fully qualified*, as defined below, to address the special needs of these students.

B. The district staffs classrooms where instruction in Spanish is provided with teachers who are *fully qualified*, as defined below, to read, write, speak and understand the Spanish language and English.

C. If there are not a sufficient number of *fully qualified ESL/Spanish language* teachers for identified *Program* classrooms requiring such qualifications, *fully qualified ESL* teachers will be assigned in conformity with Section III-E below.

II
Qualifications

A. The Spanish language skills of applicants and teachers are assessed by:

1. An interview prior to offering the teacher a contract; and

2. A formal test that meets the criteria in Section II-B below.

B. The district formally assesses oral proficiency and proficiency in reading and writing Spanish with tests that are reliable and valid as demonstrated by statistical evidence or the endorsement of experts in the Spanish language and/or bilingual education. Notice with supporting materials of a change in the Spanish language proficiency test used by the district is provided to the plaintiffs at least 30 days prior to implementation of such change.

C. Teachers in the *Program* meet all requirements, including those related to proficiency in English and teacher certification or licensure in Colorado, or they have been granted emergency authorization.

D. A *fully qualified ESL* teacher is one who is state endorsed in teaching the linguistically different or has satisfactorily completed the 150 hours of training provided by the district's Department of English Language Acquisition.

E. A *fully qualified ESL/Spanish language* teacher is one who is (1) state endorsed in teaching the linguistically different or has satisfactorily completed the 150 hours of training provided by the district's Department of English Language Acquisition and (2) demonstrates proficiency in speaking, understanding, reading, and writing Spanish on a test that meets the criteria in Section II-B above.

III
Program Teacher Assignments

A. All teaching positions in the *Program* are identified as such. In addition, teaching positions are further identified according to whether proficiency in Spanish is necessary. The district recognizes the value of teachers in the *Program* who speak a language also spoken by a significant number of the students they serve. The district gives a preference to such teachers in the assignment process.

B. A *fully qualified ESL* teacher is assigned to all teacher positions in the *Program* unless Spanish language skills are necessary.

C. A *fully qualified ESL/Spanish language* teacher is assigned to all teacher positions in the *Program* for which Spanish language skills are necessary.

D. Schools organize and assign teachers so that only *fully qualified* teachers instruct in the *Program*. To accomplish this, students may be regrouped for instruction as necessary.

E. Where there are not a sufficient number of *fully qualified ESL/Spanish language* teachers for identified *Program* classrooms requiring such qualifications, *fully qualified ESL* teachers are assigned. The district also does one or both of the following, to the extent administratively feasible, if the assigned teacher is not proficient in Spanish:

1. Assigns a Spanish speaking paraprofessional to the classroom during core subject area instruction; and/or

2. Regroups students for instruction through use of such strategies as resource teachers and pairing of classrooms so that core subject area instruction is provided in Spanish, if appropriate, by a teacher qualified in Spanish as defined in Section II-E of this chapter.

IV
Teacher Training Program

A. Training will be offered at least annually to teachers who are not state endorsed in teaching the linguistically different or who have not completed the required 150 hours of training. The purpose of the training is to provide the following:

2. Methods for providing *supported English content instruction*;

3. Methods for teaching English to *English language learners*;

4. Assessment skills to identify and diagnose the educational needs of *English language learners;*

5. Information about first and second language acquisition theories;

6. Information about how to challenge and motivate at-risk *English language learners;*

7. Foundation information that includes knowledge about the cultural background of *English language learners* and district requirements for educating them;

8. Methods of working with the parents of *English language learners* and methods of improving school-community relations;

9. Use of technology to instruct *English language learners;*

10. Use of the Student Profile and other assessment instruments to appropriately identify *English language learners*.

For this training program, one or more staff members from an institution of higher learning assists in the planning and/or the actual training of teachers.

B. Satisfactory completion of the 150-hour training program is required of all designated teachers of *English language learners* who do not have a state endorsement for teaching the linguistically different.

V
Staff Development for New *Program* Teachers

Before the opening of each school year and again during the first four weeks of school, a staff development program is conducted to introduce the curriculum, assessment procedures, accountability devices, and other relevant material for the *Program*. A minimum of six hours of staff development is required of all teachers new to the *Program* by the end of the first month of school.

A. *Transition teachers* receive 60 hours of training on topics identified in Section IV-A of this chapter. Emphasis is on identifying and assessing the needs of *English language learners* and students exited from the *Program* who are enrolled in the *mainstream English language instructional program*, as well as on utilizing appropriate instructional strategies for such students. Training in the use of the Student Profile is also provided.

VII
Instructional Services Advisory Team Training

Members of the *Instructional Services Advisory Team* in each school receive training in the following areas:

A. A comprehensive review of the *English Language Acquisition Program;*

B. Roles and responsibilities of the team;

C. A description of the types of data that may be provided; and

D. Models for using data to make recommendations.

VIII
Title I Teacher Training

All Title I resource teachers will have sufficient training in learning theory to assist them in identifying and responding to language barriers to academic achievement. Each such teacher will also have sufficient training to ensure that the teacher can respond to student needs and can recognize when a student ought to be recommended for inclusion in the English Language Acquisition Program.

IX
Paraprofessionals

A. Individuals employed as paraprofessionals pursuant to this *Program* meet minimum performance standards on (1) an English oral language proficiency test; (2) an English reading and writing test developed or adopted by the district, and (3) an assessment of proficiency in speaking and understanding the language of the students that will be served.

Program.

X
Appraisals

A. The appraisal of each teacher assigned to the *Program* includes information about the teacher's effectiveness in providing instructional services to students in accordance with this *Program.*

B. The appraisal of each principal whose school provides services to *English language learners* includes information about the effectiveness of the school in providing services consistent with the terms of this *Program.*

XI
Teacher Needs and Recruitment

A. The district annually assesses in writing the need for *fully qualified ESL/Spanish* teachers, *fully qualified ESL* teachers, and paraprofessionals, at each school to meet the needs of this *Program.*

B. The district annually develops a written plan to obtain additional staff, including those who are proficient Vietnamese speakers. The plan includes out-of-state recruitment and advertisements in selected journals if sufficient numbers of qualified teachers are not available. Attachment 4 is an example of a Teacher Recruitment Plan.

C. To the extent that the district has need for additional *fully qualified ESL/Spanish language* teachers under this *Program* and to the extent that it is within reasonable means, the district maintains a collaborative arrangement with one or more institutions of higher education for paraprofessionals who speak languages in demand to complete the requirements for teacher certification and become teachers in the district.

D. Consistent with the district's needs and available resources, the district offers selected teachers the opportunity to improve their Spanish language skills in order to become *fully qualified.*

E. The district maintains records of its activities related to recruitment of teachers and other staff.

A. The district has collaborated with the University of Colorado at Denver to establish a training program for Spanish speaking counselors.

B. At least one counselor who has demonstrated proficiency in Spanish on a test that meets the criteria in Section II-B of this chapter will, be assigned to each high school that offers a *transitional native language instruction* model, beginning in the 1999-2000 school year.

C. At each middle school where a *transitional native language instruction* program is offered, student guidance and counseling needs will be addressed by a Spanish-speaking counselor or a Spanish-speaking teacher or administrator who is trained to fulfill the counselor's role in the school.

D. The district will continue to recruit and train qualified individuals in an effort to meet the counseling needs identified in Section B and C above.

Elementary School Instructional Services

I
Introduction

A. *English language learners* are provided services through either a *transitional native language instruction* model or an *ESL* model. Components of the *transitional native language instruction* model include *native language instruction* in Spanish, *supported English content instruction*, and *English language development*. Components of the *ESL* model include *supported English content instruction* and *English language development*.

B. The district provides services for *English language learners* in each school where there are ten or more students who are eligible to participate and desire services. In schools where 60 or more *English language learners* who speak Spanish are enrolled and desire services, the district offers a *transitional native language instruction* model.

C. The number of eligible students and the languages spoken determine the services provided, except that such services may be provided for fewer than the stated number of students. Also, different models may be provided in a school. Student numbers, unless otherwise stated, are for kindergarten through grade 5.

II
Services

A. An *ESL* model is provided in schools with between 10 and 59 *English language learners*. The program components, teacher qualifications, staffing, and instructional program organization in such schools are described below.

1. *Supported English content instruction* and *English language development*, primarily in the areas of reading, writing, speaking, and understanding English, are provided in a *resource classroom* by a *fully qualified ESL* teacher, except as provided in II-A-2 and II-A-3 below. These components are provided for up to 30 percent (or two hours) of the school day depending on the student's skills in English. Time requirements are reduced proportionately for one-half day programs.

2. If 15 or more of the students speak Spanish, the *resource classroom* teacher assigned to instruct Spanish speaking students is one who is *fully qualified ESL/Spanish language.*

3. Whenever possible, if more than 15 students speak a language other than Spanish, the resource classroom teacher assigned to provide instruction to these students is orally proficient in this language.

4. To the extent practicable, no more than 15 students are instructed at one time in a *resource classroom.*

5. A minimum of one *fully qualified ESL* teacher position in the *Program* is designated for each grade level to serve *English language learners* in *regular classrooms.*

6. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

B. An ESL model is provided in schools with 60 or more *English language learners* of whom less than 60 speak Spanish. The program components, teacher qualifications, staffing, and instructional program organization in each such school are described below.

1. *Supported English content instruction* and *English language development* are provided in *regular classrooms* by *fully qualified ESL* teachers.

2. A minimum of one *fully qualified ESL* teacher position in the *Program* is designated for each grade level to serve *English language learners* in *regular classrooms.*

3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

4. One *fully qualified ESL* teacher will be assigned to a *resource classroom* to provide additional instruction and support effective instruction in *regular classrooms* for *English language learners.*

   a. If 15 or more of the students speak Spanish, the *resource classroom* teacher is one who is *fully qualified ESL/Spanish language.*

   b. Whenever possible, if more than 15 students speak a language other than Spanish, the resource classroom teacher assigned is orally proficient in this language.

C. A *transitional native language instruction* model is provided in schools with 60 or more Spanish speaking *English language learners.* The program components, teacher qualifications, staffing, and instructional program organization are described below:

1. *Native language instruction*, *supported English content instruction*, and *English language development* are available at each grade level in *regular classrooms* staffed by a *fully qualified ESL/Spanish language* teacher. A minimum of one such classroom is designated for each grade level. If only *supported English content instruction* and *English language development* are provided in a classroom, a *fully qualified ESL* teacher may be assigned

2. *Mainstream English language classrooms* staffed with *transition teachers* are provided.

3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

4. If fewer than 10 *English language learners* who speak a language other than Spanish are enrolled in a school, *supported English content instruction* and *English language development* are provided to these students in a *regular classroom.*

5. If a school has more than 10 *English language learners* enrolled who speak a language other than Spanish, *supported English content instruction* and *English language development* are provided to these students in an *ESL resource classroom* as described in Section II-A of this chapter.

D. In schools with fewer than 10 *English language learners*, transportation is provided, in accordance with district guidelines, to *zone schools* offering *Program* services.

E. At each school where the district offers an early childhood education program, the program provides *transitional native language instruction* if (1) 50 percent or more of the previous year's kindergarten students were identified as Spanish speaking *English language learners* and (2) the school will offer a *transitional native language instruction* model for kindergarten through grade 5 students.

F. Attachment 5 provides an example of the schools that will implement each of the models described in Sections A through C above.

III
Program Placement

A. After students are identified as *English language learners*, the following factors are considered in determining the *Program* components provided:

1. For Spanish language background students, proficiency in speaking and understanding Spanish, which may be determined by a formal assessment;

2. Reading and writing proficiency in a language other than English;

3. Educational history; and

4. Proficiency in reading, writing, understanding, and speaking English.

B. The Department of English Language Acquisition and the Department of Special Education determine appropriate *Program* services for students with disabilities who are identified as *English language learners*.

IV
Progress in the *Program* in Schools Offering a *Transitional Native Language Instruction* Model

A. Transition to English begins when students enter the *Program*. Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers, and finally to *mainstream English language classrooms*, only.

B. A LAS-1, Spanish speaking student is served in a *transitional native language instruction* classroom.

C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction*. The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:

1. Classroom performance;
2. Tests;
3. Student Profile;
4. Aptitude for given content areas;
5. Attendance; and
6. Classroom behavior

D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student occurs only after the student has been with the teacher in the *transitional native language instruction* classroom for three (3) or more weeks.

E. Nothing herein is designed to preclude the assignment of a LAS-3, Spanish speaking student to a *transitional native language instruction* component or a mainstream class component if the best judgment of the principal or staff is that such an assignment would be in the best interest of the student and is consistent with the provisions of this *Program*.

F. Ongoing communication between the *transitional native language instruction* and *supported English content instruction* teachers is maintained to determine whether the assignment is appropriate or needs to be reconsidered.

students participating in *transitional native language instruction* and *supported English content instruction* components. These records represent scores on objective testing instruments at the beginning and end of a school year.

H. The parent is informed of any changes in services provided to the student.

V
Assessment of Progress and Readiness for Exit

A. All schools providing *Program* services assess each student's progress toward achieving proficiency in English. A variety of assessments in reading, writing, speaking, and understanding English are used.

1. Formal oral proficiency tests such as the LAS, SOLOM, and Woodcock-Muñoz; one of these tests is administered at least once each school year until the student attains oral proficiency;

2. Informal oral proficiency measures such as the Language Continuum Checklist;

3. Norm-referenced tests such as the Iowa Tests of Basic Skills, LAS-R/W, and Woodcock-Muñoz;

4. Assessments of vocabulary appropriate for each grade level as determined by the district;

5. Content assessments such as ALPAS Language/Reading or standards-based measures;

6. Diagnostic reading inventories or assessments such as the Qualitative Reading Inventory (QRI), Basic Reading Inventory (BRI), cloze tests, informal reading inventories of comprehension, and running records of reading progress;

7. The Student Profile;

8. Writing samples and ongoing records of writing progress; and

9. Classroom teachers' *professional judgment* of a student's reading, writing, speaking, and understanding skills based on student work samples or classroom observation during identified instructional situations.

Assessments like those listed in 1, 3, 7, 8, and 9 above are always considered, while the other measures are examples of additional materials that may be helpful in assessing progress and readiness for reclassification. In no event is a student who scores 1, 2, or 3 on the LAS denied the opportunity to receive *Program* services.

each student's progress and actual student work is maintained and made available to parents and staff. This record is used to determine transition points to instruction that provides fewer supports for English language comprehension and to the *mainstream English language instructional program*.

B. At intervals no longer than nine weeks, parents are informed in writing of each student's progress toward becoming *English proficient*.

VI
Program Staffing

A. *Program* specialists are teachers or administrators who are supervised by and accountable to the Department of English Language Acquisition and are responsible for oversight and coordination of the *Program* in elementary schools. *Program* specialists perform the following duties:

1. Coach and mentor teachers working with *English language learners*, demonstrating appropriate lessons and strategies as needed;

2. Manage the *Program's* assessment system in each school;

3. Serve as a resource for the *Instructional Services Advisory Team*;

4. Help schools select and purchase quality materials; and

5. Monitor explanations of the *Program* provided to parents and parent requests regarding *Program* services.

B. In selecting supplemental staff like the librarian, physical education teacher, and music teacher, consideration is given to hiring qualified staff persons who are proficient in one of the languages spoken by *English language learners* at the school.

C. For every 15 *English language learners* who speak the same language, which is a language other than Spanish, in a school where *Program* services are provided for *English language learners,* six hours of assistance per day by paraprofessionals who speak that language is provided to tutor students and help them in class. A maximum of 24 hours per day of such assistance is provided in each school for a given language group. Implementation of this provision is dependent on the availability of qualified applicants.

D. To the extent practicable, whenever there are 24 or more Spanish speaking, *English language learners* in a school and services are provided in that school for *English language learners*, three hours per day of assistance by paraprofessionals who speak this language are provided to tutor students and help them in class. For each additional eight Spanish speaking, *English language learners* in a school, an additional hour of paraprofessional assistance is provided.

E. Paraprofessional hours allocated pursuant to Sections VI-C and VI-D of this chapter may be exchanged for teachers consistent with district guidelines, if the following conditions are met:

1. The teachers serve the *English language learners* for whom the paraprofessional hours were allocated;

2. The *core subject area* teachers are proficient in the language spoken by the *English language learners* that they serve;

3. The overall resources to serve *English language learners* are not otherwise diminished; and

4. The planned use of the converted paraprofessional hours is approved by the Department of English Language Acquisition.

VII
Curriculum

A. The curriculum for *English language learners* will be the same as that used for the *mainstream English language instructional program.* Appropriate instructional strategies are used to make the curriculum accessible.

B. The district will have a process for identifying gifted and talented students, which will include opportunities for *English language learners* to be so identified. In addition, a modified curriculum and instructional strategies in the classroom such as "acceleration" and "expansion" are used, where appropriate, with gifted students.

Middle School Instructional Services

I
Introduction

A. *English language learners* are provided services through either a *transitional native language instruction* model or an *ESL* model. Components of the *transitional native language instruction* model include *native language instruction* in Spanish, *supported English content instruction*, and *English language development*. Components of the *ESL* model include *supported English content instruction* and *English language development*.

B. The district provides a *transitional native language instruction* model for Spanish speaking *English language learners* in each school where there are 75 or more eligible students who desire services. The district provides an *ESL* model at one or more schools for *English language learners* who speak a language other than Spanish, depending on the number of students desiring services and space availability. Transportation is provided to these schools in accordance with district policy.

C. The number of eligible students and the languages spoken determine the services provided, except that such services may be provided for fewer than the stated number of students. Also, different models may be offered in a school.

II
Services

A. The *Newcomer Center* provides services to students new to the United States who have had limited formal education. Generally, students assigned to the *Newcomer Center* will transition to an *ESL* or *transitional native language instruction* model, as described in Sections II-B and II-C of this chapter, within one school year. The *Program* components, teacher qualifications, staffing, and instructional program organization are described below.

1. *Native language instruction* (for Spanish speakers), *supported English content instruction*, and *English language development* are provided in *regular classrooms*.

2. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

3. *Fully qualified ESL* or *fully qualified ESL/Spanish language* teachers are assigned to each *core subject area* course designated for *English language learners*. If 15 or more students at the *Newcomer Center* speak Spanish, at least one teacher who is proficient in this language is assigned.

B. An *ESL* model is provided for *English language learners* who speak a language other than Spanish. The model components, teacher qualifications, staffing, and instructional program organization are described below.

1. *Core subject area* instruction in *supported English content instruction* is provided in *regular classrooms* for each grade level.

2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements)

3. To the extent practicable, class size for *supported English content instruction* in *core subject areas* and English language development is kept to a maximum of 18 students.

4. A *mainstream English language classroom* is staffed by a transition teacher at each grade level in *core subject areas*.

5. *Fully qualified ESL* or *ESL/Spanish language* teachers are assigned to each *core subject area* course designated for *English language learners*.

6. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

7. The number of sites at which this model is offered is determined by the number of eligible students who wish to participate, their residence areas, and space availability. The district will investigate the reasons why eligible students do not enter this model by surveying parents of eligible *English language learners* to determine if their children might participate if the program were located on the north or west side of the city. The survey will be completed by March 1, 1999, and results will be shared with the plaintiffs within 30 days.

C. A *transitional native language instruction* model is provided in schools with 75 or more Spanish speaking, *English language learners* who desire services consistent with facility capacity considerations. The program components, teacher qualifications, staffing, and instructional program organization in each such school are described below.

1. *Core subject area* instruction in Spanish (*native language instruction*), as needed, and *supported English content instruction* in *regular classrooms* at each grade level are available.

2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements).

3. A *mainstream English language classroom* is staffed by a transition teacher at each grade level in *core subject areas*.

4. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

5. A *fully qualified ESL/Spanish language* teacher is assigned to each core *subject area* course designated for *English language learners*. A *fully qualified ESL* teacher may be assigned if only *supported English content instruction* and *English language development* are provided, congruent with the conditions set forth in Section IV below.

D. Transportation is provided as follows:

1. In instances where a school has fewer than 75 Spanish speaking *English language learners* and in the extraordinary circumstances where *transitional native language instruction* is not provided when 75 or more Spanish speaking students are enrolled in a school, students are transported in accordance with district policy to a *zone school* offering a *transitional native language instruction* model.

2. Transportation is provided to a zone school(s) offering an ESL model in accordance with district policy.

3. Transportation is provided to the *Newcomer Center* in accordance with district policy.

E. An *English language transition* class will be offered at all middle schools.

F. Attachment 5 provides an example of the schools that will implement each of the models described in Sections A through C above.

III
Program Placement

A. After students are identified as *English language learners*, the following factors are considered in determining the *Program* components provided:

1. For Spanish language background students, proficiency in speaking and understanding Spanish, which may be determined by a formal assessment;

2. Reading and writing proficiency in a language other than English;

3. Educational history; and

4. Proficiency in reading, writing, understanding, and speaking English.

B. The Department of English Language Acquisition and the Department of Special Education determine appropriate *Program* services for students with disabilities who are identified as *English language learners*.

Progress in the *Program* in Schools Offering a *Transitional Native Language Instruction* Model

A. Transition to English begins when students enter the *Program.* Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers and finally to *mainstream English language classrooms*, only.

B. A LAS-1, Spanish speaking student is served in a *transitional native language instruction* classroom.

C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction.* The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:

1. Classroom performance;
2. Tests;
3. Student Profile;
4. Aptitude for given content areas;
5. Attendance; and
6. Classroom behavior

D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student shall occur only after the student has been with the teacher in the *transitional native language instruction* classroom for three (3) or more weeks.

E. Nothing herein is designed to preclude the assignment of a LAS-3, Spanish speaking student to a *transitional native language instruction* component or a mainstream class component if the best judgment of the principal or staff is that such an assignment would be in the best interest of the student and is consistent with the provisions of this *Program.*

F. Ongoing communication between the *transitional native language instruction* and *supported English content instruction* teachers is maintained to determine whether the assignment is appropriate or needs to be reconsidered.

G. The district agrees to maintain records sufficient to determine the language skills of those students participating in *transitional native language instruction* and *supported English content instruction* components. These records represent scores on objective testing instruments at the beginning and end of a school year.

H. The parent is informed of any changes in services provided to the student.

V
Assessment of Progress and Readiness for Exit

A. All schools providing *Program* services assess each student's progress toward achieving proficiency in English. A variety of assessments in reading, writing, speaking, and understanding English are used.

1. Formal oral proficiency tests such as the LAS, SOLOM, and Woodcock-Muñoz, which are administered at least once annually until the student attains oral proficiency;

2. Informal oral proficiency measures such as the Language Continuum Checklist;

3. Norm-referenced tests such as the Iowa Tests of Basic Skills, LAS-R/W, and Woodcock-Muñoz;

4. Assessments of vocabulary appropriate for each grade level as determined by the district;

5. Content assessments such as ALPAS Language/Reading or standards-based measures;

6. Diagnostic reading inventories or assessments such as the Qualitative Reading Inventory (QRI), Basic Reading Inventory (BRI), cloze tests, informal reading inventories of comprehension, and running records of reading progress;

7. The Student Profile;

8. Writing samples and ongoing records of writing progress; and

9. Classroom teachers' *professional judgment* of a student's reading, writing, speaking, and understanding skills based on student work samples or classroom observation during identified instructional situations.

Assessments like those listed in 1, 3, 7, 8, and 9 above are always considered, while the other measures are examples of additional materials that may be helpful in assessing progress and readiness for reclassification. In no event is a student who scores 1, 2, or 3 on the LAS denied the opportunity to receive *Program* services.

Based on assessments like those above and the teachers' *professional judgment*, a record of each student's progress and actual student work is maintained and made available to parents and staff. This record is used to determine transition points to instruction that provides fewer supports for English language comprehension and to the *mainstream English language instructional program.*

B. At intervals no longer than nine weeks, parents are informed in writing of each student's progress.

VI
Program Staffing

A. *Program* specialists are teachers or administrators who are supervised by and accountable to the Department of English Language Acquisition and are responsible for oversight and coordination of the *Program* in middle schools. *Program* specialists perform the following duties:

1. Coach and mentor teachers working with *English language learners*, demonstrating appropriate lessons and strategies as needed;

2. Manage the *Program's* assessment system in each school;

3. Serve as a resource for the *Instructional Services Advisory Team* (ISAT);

4. Help the school select and purchase quality materials; and

5. Monitor explanations of the *Program* provided to parents and parent requests regarding *Program* services.

B. In selecting staff for such supplemental teacher positions as the librarian, counselor, and student advisor, consideration is given to hiring qualified staff persons who are proficient in one of the languages spoken by *English language learners* at the school.

C. For every 15 *English language learners* who speak the same language, which is a language other than Spanish, in a school where *Program* services are provided for *English language learners*, six hours of assistance per day by paraprofessionals who speak that language is provided to tutor students and help them in class. A maximum of 24 hours per day of such assistance is provided in each school for a given language group. Implementation of this provision is dependent on the availability of qualified applicants.

[illegible] Spanish speaking, *English language learners* in a school and services are provided in that school for *English language learners*, three hours per day of assistance by paraprofessionals who speak this language are provided to tutor students and help them in class. For each additional 12 Spanish speaking, *English language learners* in a school, an additional hour of paraprofessional assistance is provided.

E. Paraprofessional hours allocated pursuant to Sections VI-C and VI-D of this chapter may be exchanged for teachers consistent with district guidelines, if the following conditions are met:

1. The teachers serve the *English language learners* for whom the paraprofessional hours were allocated.

2. The *core subject area* teachers are proficient in the language spoken by the *English language learners* that they serve.

3. The overall resources to serve *English language learners* are not otherwise diminished; and

4. The planned use of the converted paraprofessional hours is approved by the Department of English Language Acquisition.

VII
Curriculum

The curriculum for *English language learners* will be the same as that used for the *mainstream English language instructional program*. Appropriate instructional strategies are used to make the curriculum accessible.

High School Instructional Services

I
Introduction

A. *English language learners* are provided services through either a *transitional native language instruction* model or an *ESL* model. Components of the *transitional native language instruction* model include *native language instruction* in Spanish, *supported English content instruction*, and *English language development*. Components of the *ESL* model include *supported English content instruction* and *English language development*.

B. The district provides a *transitional native language instruction* model for Spanish speaking *English language learners* in each school where there are 200 or more eligible students who desire services. The district provides an *ESL* model for *English language learners* who speak a language other than Spanish at one or more schools, depending on the number of students desiring services and space availability. Transportation is provided to these schools in accordance with district policy.

C. The number of eligible students and the languages spoken determine the services provided, except that such services may be provided for fewer than the stated number of students. Also different models may be provided in a school.

II
Services

A. A *Newcomer Center* provides services to students new to the United States and who have had limited formal education. The program components, teacher qualifications, staffing, and instructional program organization are described below.

1. *Native language instruction* (for Spanish speakers), *supported English content instruction*, and *English language* development are provided in *regular classrooms*.

2. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this Chapter

3. *Fully qualified ESL* or *fully qualified ESL/Spanish language* teachers are assigned to each *core subject area* course designated for *English language learners*. If 15 or more students at the *Newcomer Center* speak Spanish, at least one teacher who is proficient in this language is assigned.

B. An *ESL* model is provided in identified schools for *English language learners* who spe language other than Spanish. The model components, teacher qualifications, staffing instructional program organization in each such school are described below.

1. *Core subject area* instruction in *supported English content instruction* is provided in *regular classrooms*.

2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements).

3. To the extent practicable, class size for *supported English content instruction* in *core subject areas* and English language development is kept to a maximum of 18 students.

4. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

5. *Fully qualified ESL* or *ESL/Spanish language* teachers are assigned to each *core subject area* course designated for *English language learners*.

The number of sites at which the *Program* is offered is determined by the number of eligible students who wish to participate, their residence areas, and space availability.

C. A *transitional native language instruction* model is provided in schools with 200 or more Spanish speaking, *English language learners* who desire services consistent with facility capacity considerations. The program components, teacher qualifications, staffing, and instructional program organization are described below.

1. *Core subject area* instruction is available in Spanish (*native language instruction*), as needed, and *supported English content instruction* in *regular classrooms* at each grade level.

2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements).

3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.

4. A *fully qualified ESL/Spanish language* teacher is assigned to each core *subject area* course designated for *English language learners*. A *fully qualified ESL* teacher may be assigned if only *supported English content instruction* and *English language development* are provided, congruent with the conditions set forth in Section IV below.

D. Transportation is provided as follows:

1. In instances where a school has fewer than 200 Spanish speaking *English language learners* and in the extraordinary circumstances where *transitional native language instruction* is not provided when 200 or more Spanish speaking students are enrolled in a school, students are transported in accordance with district policy to a *zone school* offering a *transitional native language instruction* model.

2. Transportation is provided to a zone school(s) offering an ESL model in accordance with district policy.

3. Transportation is provided to the *Newcomer Center* in accordance with district policy.

E. An *English language transition* class will be offered at all high schools.

F. Attachment 5 provides an example of the schools that will implement each of the models described in Sections A through C above.

III
Program Placement

A. After students are identified as *English language learners*, the following factors are considered in determining the *Program* components provided:

1. For Spanish language background students, proficiency in speaking and understanding Spanish, which may be determined by a formal assessment;

2. Reading and writing proficiency in a language other than English;

3. Educational history; and

4. Proficiency in reading, writing, understanding, and speaking English.

B. The Department of English Language Acquisition and the Department of Special Education determine appropriate *Program* services for students with disabilities who are identified as *English language learners*.

A. Transition to English begins when students enter the *Program.* Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers and finally to *mainstream English language classrooms*, only.

B. A LAS-1, Spanish speaking student is served in a *transitional native language instruction* classroom.

C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction.* The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:

1. Classroom performance;
2. Tests;
3. Student Profile;
4. Aptitude for given content areas;
5. Attendance; and
6. Classroom behavior

D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student shall occur only after the student has been with the teacher in the *transitional native language instruction* classroom for three (3) or more weeks.

E. Nothing herein is designed to preclude the assignment of a LAS-3, Spanish speaking student to a *transitional native language instruction* component or a mainstream class component if the best judgment of the principal or staff is that such an assignment would be in the best interest of the student and is consistent with the provisions of this *Program.*

F. Ongoing communication between the *transitional native language instruction* and *supported English content instruction* teachers is maintained to determine whether the assignment is appropriate or needs to be reconsidered.

G. The district agrees to maintain records sufficient to determine the language skills of those students participating in *transitional native language instruction* and *supported English content instruction* components. These records represent scores on objective testing instruments at the beginning and end of a school year.

H. The parent is informed of any changes in services provided to the student.

V
Assessment of Progress and Readiness for Exit

A. All schools providing *Program* services assess each student's progress toward achieving proficiency in English. A variety of assessments in reading, writing, speaking, and understanding English are used.

1. Formal oral proficiency tests such as the LAS, SOLOM, and Woodcock-Muñoz, which are administered at least once annually until the student attains oral proficiency;

2. Informal oral proficiency measures such as the Language Continuum Checklist;

3. Norm-referenced tests such as the Iowa Tests of Basic Skills, LAS-R/W, and Woodcock-Muñoz;

4. Assessments of vocabulary appropriate for each grade level as determined by the district;

5. Content assessments such as ALPAS Language/Reading or standards-based measures;

6. Diagnostic reading inventories or assessments such as the Qualitative Reading Inventory (QRI), Basic Reading Inventory (BRI), cloze tests, informal reading inventories of comprehension, and running records of reading progress;

7. The Student Profile;

8. Writing samples and ongoing records of writing progress; and

9. Classroom teacher's *professional judgment* of a student's reading, writing, speaking, and understanding skills based on student work samples or classroom observation during identified instructional situations.

Assessments like those listed in 1, 3, 7, 8, and 9 above are always considered, while the other measures are examples of additional materials that may be helpful in assessing progress and readiness for reclassification. In no event is a student who scores 1, 2, or 3 on the LAS denied the opportunity to receive *Program* services.

each student's progress and actual student work is maintained and made available to parents and staff. This record is used to determine transition points to instruction that provides fewer supports for English language comprehension and to the *mainstream English language instructional program*.

B. At intervals no longer than nine weeks, parents are informed in writing of each student's progress toward becoming *English proficient*.

VI
Program Staffing

A. *Program* specialists are teachers or administrators who are supervised by and accountable to the Department of English Language Acquisition and are responsible for oversight and coordination of the *Program* in high schools. *Program* specialists perform the following duties:

1. Coach and mentor teachers working with *English language learners*, demonstrating appropriate lessons and strategies as needed;

2. Manage the *Program's* assessment system in each school;

3. Serve as a resource for the *Instructional Services Advisory Team* (ISAT);

4. Help the school select and purchase quality materials; and

5. Monitor explanations of the *Program* provided to parents and parent requests regarding *Program* services.

B. In selecting staff for such supplemental teacher positions as the librarian, counselor, and student advisor, consideration will be given to hiring qualified staff persons who are proficient in one of the languages spoken by *English language learners* at the school.

C. For every 15 *English language learners* who speak the same language, which is a language other than Spanish, in a school where *Program* services are provided for *English language learners*, six hours of assistance per day by paraprofessionals who speak that language is provided to tutor students and help them in class. A maximum of 24 hours per day of such assistance is provided in each school for a given language group. Implementation of this provision is dependent on the availability of qualified applicants.

D. To the extent practicable, whenever there are 48 or more Spanish speaking, *English language learners* in a school and services are provided in that school for *English language learners*, three hours per day of assistance by paraprofessionals who speak this language are provided to tutor students and help them in class. For each additional 16 Spanish language, *English language learners* in a school, an additional hour of paraprofessional assistance is provided.

exchanged for teachers consistent with district guidelines, if the following conditions are met:

1. The teachers serve the *English language learners* for whom the paraprofessional hours were allocated.

2. The *core subject area* teachers are proficient in the language spoken by the *English language learners* that they serve.

3. The overall resources to serve *English language learners* are not otherwise diminished; and

4. The planned use of the converted paraprofessional hours is approved by the Department of English Language Acquisition.

VII
Curriculum

The curriculum for *English language learners* will be the same as that used for the *mainstream English language instructional program.* Appropriate instructional strategies are used to make the curriculum accessible.

I
English Language Acquisition Program
Parent Advisory Committees

A. Each school providing services to 20 or more *English language learners* has a parent advisory committee (formerly called the Bilingual Parent Advisory Committee) chosen by the parents of these students. As an alternative, a subcommittee of an existing school site committee may be established to serve this purpose.

B. The purpose of the committee is to listen to the concerns of parents regarding the *Program* and review the implementation of the *Program*.

C. It is expressly understood that the district discharges its obligation under this provision if it makes a good faith effort to implement it.

II
English Language Acquisition Program
Districtwide Advisory Committee

A. A districtwide advisory committee will be established. The committee is reconstituted each year. The committee includes a parent representative from each school where services for 20 or more *English language learners* are provided. The parent representative must have a child in the *Program*. The representatives, chosen by the parents, choose a chairperson.

B. The committee set forth herein meets at least once every month during the school year. Translators are made available to facilitate committee meetings and to assist with the development of required reports.

C. The districtwide advisory committee includes the following among its responsibilities:

1. Review and comment on annual reports provided to the Board of Education as described in Section II of Chapter 12;

2. Review and comment on student assessment results available for each school;

3. Provide input about the district's efforts to increase parental involvement in activities sponsored by the *Program* and the plan to provide an annual training program for parents regarding their rights and responsibilities in connection with this *Program*;

identified in Section I of this chapter;

5. Provide an opportunity for parents to discuss concerns about the *Program; and*

6. Report at least once annually on their activities to the Board of Education.

III
Parent Training

The district provides training to parents regarding their rights and responsibilities as provided for in this *Program*.

I
Program Implementation

To support the effective implementation of the *Program*, the district does the following:

A. Informs principals and CDMs of the provisions in this *Program* and their responsibility and accountability to implement them;

B. Assigns a staff person from the Department of English Language Acquisition to each *Instructional Services Advisory Team*; this person helps ensure that schools have effective teams that can meet the responsibilities set forth in Section B of Chapter 6;

C. Develops standards for the types of books and materials that should be available in schools; for a school that does not meet these standards develops an improvement plan in coordination with the Department of Elementary or Secondary Education;

D. Reviews annually the effectiveness of all training/skill development programs provided; these evaluations are based, in part, on objective evidence provided by participants and others;

E. Monitors staff assigned to the *Program* at each school to ensure that assignments are consistent with this *Program*;

F. Reviews periodically the services being provided to all *English language learners* to ensure that all eligible students who wish to participate are being served in accordance with the guidelines of this *Program*;

G. Monitors the progress of *English language learners* in accordance with established procedures.

H. Identifies individual students who do not make expected progress and reviews for appropriateness the services provided to them; changes are made as needed;

I. Includes in the principal appraisal process a measure of the extent to which effective services for *English language learners* are provided consistent with this *Program*; and

J. Identifies staff members who are responsible for each of the following:

   1. Recruiting teachers;

   2. Developing and implementing the 150 hour training program;

4. Implementing the *English Language Acquisition Program* entry and exit procedures in accordance with this *Program*;

5. Implementing the instructional model described in this *Program*;

6. Monitoring the curricula taught in *English Language Acquisition Program* classrooms; and

7. Preparing annual reports to the Board of Education.

II
Reporting

A. A report to the Board of Education will be presented by December 15th of each school year that provides the following:

1. Student demographic information, including the number of *English language learners* in the district, their grade levels, and the languages spoken;

2. The number of *English language learners* receiving special education services;

3. *Program* services provided to each student and the relationship of such services to LAS scores and student achievement; and

4. Teachers assigned to the *Program* and their qualifications.

B. A report to the Board of Education will be presented by October 1st of each year that describes *Program* implementation for the previous school year including the following:

1. Personnel information, including the recruiting plan and hiring information;

2. The 150-hour training program and information about participation;

3. Entry and exit procedures and the number of students exited from the program;

4. The number of parents requesting that *English Language Acquisition Program* services not be provided to their children;

5. *Program* services provided to each student and the relationship of such services to LAS scores and student achievement;

6. The curriculum provided to *English language learners* and the extent to which this curriculum is comparable to that provided to other district students.

district content standards;

8. Standards for books and materials that are to be provided in each *Program* classroom and the availability of such books and materials;

9. The number of monitored students who were reclassified as *English language learners*; and

10. The *Program's* effectiveness, including evidence of students' progress in acquiring English and levels of student achievement.

III
Review Procedures

A. Whenever parents believe that their child or children are not being served in accordance with the terms of this *Program*, the following procedures are used:

1. The parents discuss the concerns with the principal of the school and attempt to reach satisfactory resolution; and

2. If a satisfactory resolution is not reached with the principal, the parents may ask the Department of English Language Acquisition to investigate whether or not the terms of this *Program* are being implemented as it relates to the services provided to the student. The Department of English Language Acquisition responds orally and in writing to the parents.

B. If parents wish that the situation be further reviewed, they may request that the matter be referred to the appropriate assistant superintendent.

IV
Student Progress

A. Student progress toward achieving the district's curricular goals is measured in a variety of ways including, but not limited to, the following:

1. Classroom assessments in each classroom on an ongoing basis;

2. Classroom observation of student performance;

3. Analyses of written classroom work;

4. Performance on fall and spring norm-referenced tests;

5. Mid-year tests of progress in reading;

6. Fall and spring writing sample results; and

7. Results of the Colorado State Assessment Program.

B. Parents receive information about student performance on a regular basis through report cards, conferences with teachers, and the results of district assessments.

C. The district monitors progress in schools and classrooms, and makes changes as appropriate to support high student achievement.

CHAPTER 13

Considerations Related to Special Education for *English Language Learners*

District procedures related to the education of children with disabilities are modified to ensure that they are appropriate for *English language learners*. Modifications are described in the sections that follow and are included in forms, documents, and manuals related to special education.

I
Student Proficiency in English and Other Languages

A. Prior to or upon referral for evaluation, testing, or placement in special education, the following information is available for an *English language learner*, if appropriate:

   1. Information from objective assessments of proficiency in English completed within the past year; and

   2. Information from objective assessments of proficiency in the student's primary language completed within the past year.

B. Where information identified in Section I-A of this chapter is not provided, the reasons will be noted in writing and maintained along with other records.

C. Wherever practicable, an *English language learner* will be evaluated in a language in which he or she is proficient by a qualified evaluator who is proficient in language.

D. Written evaluations include the following information, if applicable:

   1. An analysis of the effect of proficiency in English and other languages on the student's learning;

   2. Modifications to test procedures, including the use of translators or interpreters, and their possible impact on the results obtained; and

   3. An analysis of the test results in relationship to the student's language proficiency.

E. The process for identifying English language learners who are disabled is outlined in Attachments 6 and 7.

A. Notices, consent forms, and other documents provided to parents will be translated into the language preferred for home-school communication, if such language is spoken by 100 or more district students. Information will be provided in other languages to the extent practicable.

B. Where the language preferred for home-school communication is spoken by fewer than 100 district students, documentation will be maintained regarding the mode of communication with the parents and the efforts made to communicate in the desired language.

III
Services

A. Special education procedures include a statement that *English language learners* may concurrently receive special education services and *transitional native language instruction*, *supported English content instruction*, or other services provided to *English language learners*.

B. Special education teachers are trained in *ESL* and *supported English content instruction* methodologies, which is consistent with the goal of the *English Language Acquisition Program*.

C. To the extent practicable, staff are assigned who speak the language of the students they serve.

Attachments

Attachment 1	The Student Profile
Attachment 2	Classification as an English Language Learner: Illustrations
Attachment 3	Exiting the Program: Illustrations
Attachment 4	Teacher Recruitment Plan
Attachment 5	Projected Enrollment and Services—1998-1999
Attachment 6	Procedures for Identifying Appropriate Special Education and English Language Acquisition Program Services—Severe/Profound
Attachment 7	Procedures for Identifying Appropriate Special Education and English Language Acquisition Program Services—Mild/Moderate

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Department of English Language Acquisition

Student Profile

The development of an instructional plan for an English language learner is based on the results of thoughtful assessment of varied factors affecting educational success, including the student's socio-cultural characteristics, English language development, and historical record of educational information.

As a basis for analyzing educational progress, the Denver Public Schools has developed the Student Profile which includes the following components:

- Student Data
- Cultural Development
- Socio-cultural Development
- English Language Development

Teachers consider where a student begins in the developmental process as well as current performance. The Student Profile is a means to assess and monitor progress, and to make appropriate plans for the student's educational development. Classroom teachers and other support staff will use the Student Profile along with objective test results to determine whether a student is transitioned from one level of instruction to another.

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Student Data

The Student Data component provides a summary of information maintained in the district's data base about the student. This includes mobility history, *ITBS* and *La Pueba* results, *LAS* scores, English Language Acquisition Program services, course grades for secondary students, special education services, and Title 1 services. Consideration is being given to expanding the Student Data component for elementary students to include the amount of instruction in Spanish, sheltered English, English language development, and mainstream English. The Student Data component provides invaluable information in monitoring progress and identifying appropriate services. This component should be updated annually.

PUPIL PROFILE INFORMATION

PUPIL ID...:

CURRENT SCHOOL..: 285 VALVERDE GRADE LEVEL...: 05
ADDRESS SCHOOL..: 285 VALVERDE ROOM/COUNSELOR: 201
SEX.....: M
ETHNIC.....: 4 HISPANIC BIRTH DATE....: 10-29-86
CURRENT STATUS..: ACTIVE
LAU CODE.....: B Y-Y SPEAKS SOME ENGLISH, MOSTLY ANOTHER
LANGUAGE.....: SPANISH
IMMUNIZATION...: LV-1 HPB-0 10/91 FULL
PTF SCHOOL.....: 415 RISHEL

MOBILITY HISTORY DATA

PUPIL ID	ST CD	RE CD	STATUS DATE	SENDING SCHOOL OR ENROLL/WITHDRAWAL DISTRICT	GR LV	RECEIVING SCHOOL/ ENTRY/WD SCHOOL
	TR		08-23-94	250 KNAPP	02	285 VALVERDE
	RC		08-23-94	250 KNAPP	02	285 VALVERDE
	NP	20	09-11-91	FIRST TIME IN ANY SCHOOL	EC	250 KNAPP

BILINGUAL DATA

COUNTRY OF ORIGIN.....: USA U.S. ENTRY DATE:
FUNDED IMMIGRANT YEARS: ELPA YRS.....: 93 94
LEARNED LANGUAGE BEFORE ENGLISH: Y LIMITED ENGLISH PROF
OTHER LANGUAGE SPOKEN AT HOME..: Y

BILINGUAL PROGRAM SERVICE

PUPIL ID	SCH YEAR	PROGRAM SCHOOL	PROGRAM	START DATE	END DATE	HRS/ WEEK	L A
	97-98	285 VALVERDE	ES ESOL	09-02-97		10.00	B
	96-97	285 VALVERDE	BI BIL	08-28-96	06-05-97		C
	95-96	285 VALVERDE	BI BIL	08-28-95	06-05-96		C
	94-95	285 VALVERDE	BI BIL	08-29-94	06-07-95		B
	93-94	250 KNAPP	BI BIL	08-25-93	06-02-94		B
	92-93	250 KNAPP	BI BIL	08-26-92	06-06-93		B
	91-92	250 KNAPP	BI BIL	09-11-91	06-04-92		C

ATTENDANCE OPTION TRANSFERS

PUPIL ID	SENDING SCHOOL	RECEIVING SCHOOL	ATTENDANCE OPTION TRANSFER	TRACKING STATUS	SCH YEAR
	285 VALVERDE	412 MERRILL	W SPEC/MAGNET PRG	1 TRNSF	98-99
	APPRVD 05-01-98				

EXAMPLE

PUPIL ID...:

ELEMENTARY ATTENDANCE

PUPIL ID	SCHOOL OF ATTENDANCE	Q R	BEG DATE	END DATE	DAYS POSIBL	DAYS ABSENT	% PRESNT
	285 VALVERDE	3	01-27-98	03-27-98	42	02	95%
	285 VALVERDE	2	11-03-97	01-23-98	45	04	91%
	285 VALVERDE	1	09-02-97	10-31-97	43	02	95%
	285 VALVERDE	4	03-31-97	06-05-97	46	02	96%
	285 VALVERDE	3	01-21-97	03-21-97	42	09	79%
	285 VALVERDE	2	11-04-96	01-16-97	41	02	95%
	285 VALVERDE	1	08-28-96	11-01-96	46	01	98%

ITBS HISTORICAL DATA

PUPIL ID	TEST SCHOOL	WAIVR	TS LV	F M	GR LV	READING NP	READING GE	LANGUAGE NP	LANGUAGE GE	MATH NP	MATH GE	SCHL YEAR	S F	NRM YR
	285 VALVERDE	LAU B	11	L	05	07	2.7					97-98	F	95
	285 VALVERDE		10	M	04	10	2.9	21	3.5	41	4.5	96-97	S	95
	285 VALVERDE		10	L	04	05	2.0					96-97	F	95
	285 VALVERDE	LAU B	09	J	03	21	2.8	38	3.5	26	3.2	95-96	S	88
	285 VALVERDE	LAU B	08	J	02	10	1.5	02	1.3	09	1.9	94-95	S	88
	250 KNAPP	LAU B	07	J	01	01	K.1	01	K.6	-*	-*	93-94	S	88
	250 KNAPP		05	J	00	01	PK.4	08	PK.8	-*	-*	92-93	S	88

LAS SCORES

ID	CURRENT ENGLISH	CURRENT SPANISH	PREVIOUS ENGLISH	PREVIOUS SPANISH
	S 09-30-92			

LA PRUEBA

PUPIL ID	TEST DATE	PERCENTILE RDG	PERCENTILE LNG	PERCENTILE MTH	PERCENTILE CMP	PERCENTILE SOC	PERCENTILE SCI	NATIONAL CURVE EQV RDG	NATIONAL CURVE EQV LNG	NATIONAL CURVE EQV MTH	NATIONAL CURVE EQV CMP	NATIONAL CURVE EQV SOC	NATIONAL CURVE EQV SCI
	04-08-97	36	61	69	49			42	56	60	49		
	04-30-96	32	76	54	49	41	26	40	65	52	49	45	36
	04-27-95	30		57	36	24	65	39		54	42	35	58
	04-28-94	08		23	11			20		34	24		
	05-24-93	50		70	60			50		61	55		

EXAMPLE

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Department of English Language Acquisition

Cultural Impact

A student who enters a school system in the United States often brings cultural norms and values that may differ from the mainstream. These differences may impact the way the student interacts with others and behaves in the classroom. The Cultural Impact component of the Student Profile can be used to identify norms/values that may impact student behavior. However, it is important to keep in mind that a student's behavior may be indicative of personal style and not necessarily a cultural norm/value.

The Cultural Impact component lists five cultural norms/values. The purpose of this component is to identify cultural behaviors that may be misinterpreted and may prevent the student from benefiting from instruction and a successful school experience. Teachers indicate the extent to which the behaviors are:

- Present
- Sometimes present
- Not present
- Not observed

Teachers should observe students in multiple settings to determine the extent to which behaviors are consistent or inconsistent in different physical, social, and academic environments.

In order to complete the Cultural Impact component, the teacher should:

- Observe the student in several settings;
- Note the duration of the behavior;
- Note the context in which the behavior is observed;
- Identify if the behavior is influenced by a cultural value/norm; and
- Note the extent the behavior is consistent or inconsistent in physical, social, and academic environments.

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Department of English Language Acquisition

Cultural Impact

:nt Name: _____ ID#: _____ Date of Birth: _____

Cross-cultural Norms/Values	Impact on Behavior	Present	Sometimes Present	Not Present	Not Observed	Comment
ct for authority	May result in more formal relationship; can inhibit rapport					
asis on group or dual	May mean individuals do not acknowledge their strengths, contributions; student may be misread or assumed to lack confidence					
f shame or loss of face	May be less willing to take risks, learn from mistakes					
contextual, less direct unication	May result in miscommunication, unclear expectations; lack of information					
asis on harmony; nce of conflict	May not tell when there is a problem; not surfacing issues					

ol: _____ Grade: _____ Date: _____

her's Name: _____ Years/Semester in Program: yrs. _____
Sem. _____

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Socio-cultural Development

The Socio-cultural Development component may be used to identify factors that may influence academic and linguistic development from a Socio-cultural perspective. Teachers and other educators can use the component as a guide when monitoring English language learners by assessing the factors that are particular to a student and his/her background.

The Socio-cultural Development component lists factors that should be considered for English language learners. A child who falls mainly at one end of the scale will need different services than the child who falls primarily at the other end. Thus, a teacher can also use this component to develop specific guidelines and teaching strategies to facilitate continued academic advancement.

The teacher should observe the student in multiple settings to determine the extent to which the behaviors are consistent or inconsistent in different physical, social, and academic environments.

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Socio-cultural Development

lent Name: _____ ID#: _____ Date of Birth: _____

turation level	Appears confused with mainstream culture	Beginning knowledge of mainstream culture	Intermediate knowledge of mainstream culture	Generally understands mainstream cultures	Fully interacts with mainstream peers; understands and participates in mainstream cultures
oom behaviors	Reticent in classroom and/or with peers	Takes minimum risks in class	Willing to take some risks, needs little encouragement	Beginning to take more risks, may need little encouragement	Interacts fully with peers; willing class participant
ential background d classroom	Lack of opportunity for experiential learning	Few activities outside of the home	Some outside experiences with little variety	Several experiences with variety	Frequent experiences with great variety
cultural language	Speaks only with peers in language other than English; only interacts with peers of same language groups	Dominant speaker of language other than English, survival/emergent English, readily interacts with peers of same language group, limited interaction with mainstream peers	Fundamental command of English skills, occasionally interacts with mainstream peers	Higher level understanding of English language, generally interacts with mainstream peers	Comprehensive use of English, able to interact fully with mainstream cultural peers, can function in monolingual classroom
ling stency in schooling, ance pattern	No previous schooling	Limited schooling, sporadic attendance	Interrupted schooling, regular attendance	Mostly continuous schooling, regular attendance	Continuous schooling, consistent attendance
stency in language of ction	Received instruction primarily in the student's second language	Received instruction primarily in the students second language with some native language support	Received instructions inconsistently in two languages	Generally received instruction in two languages according to program model	Consistently received instruction in two languages according to program model

ended Questions.
low long has the student been in the United States? _____ Entry date _____
low long and to what extent has the student been exposed to an English-speaking environment in the home and the community? _____
What type of schooling has the student experienced? _____

ool: _____ Grade: _____ Date: _____

cher's Name: _____ Years/Semester in Program: yrs. _____
Sem. _____

ent Profile
p\attach1.doc
13, 1998

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

English Language Development

English language learners enter our school system with different levels of English proficiency and advance through the stages of English language acquisition at varying rates. The purpose of the English Language Development component is to monitor a student's progression through the stages of language acquisition in the areas of speaking, understanding, reading, and writing English. Teachers can document English language learners' progression in the four areas from the date they enter the English Language Acquisition Program until the exit date when these services are no longer necessary.

This component of the Student Profile lists the levels of language acquisition: beginning, intermediate, and advanced. It also lists the stages of language acquisition: pre-production, early production, speech emergent, intermediate, and advanced. Several indicators are listed under each stage that identify a student's proficiency in each area. Each indicator should be applied to the appropriate grade level skill. A student may demonstrate several behaviors under two or more stages simultaneously and may progress at varying rates among the four areas. For example, the student may be at the speech-emergent stage in understanding while at the early-production stage in speaking. Based on this assessment, teachers can develop a plan to facilitate continuous advancement.

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

English Language Development

Understanding

Student Name: _____ ID#: _____ Date of Birth: _____

Directions: Check the box ☑ that most represents the student's behavior.

LEVELS 1	2	3	4	5
• follows oral directions that are supported by a visual cue and require physical response such as: moving, pointing, choosing, matching, listening, and correctly using manipulatives • acknowledges and uses simple social language: greetings, yes/no, etc. • listens attentively to simple stories with illustrations and actions, chants, and songs • responds appropriately to survival messages	• performs classroom routines • pays attention to speakers in small group situations • pays attention to short, high-interest audio-visual materials • follows simple directions related to the immediate situation • comprehends simple statements related to the immediate situation • demonstrates understanding through drawings, drama, pantomime	• uses an age/grade appropriate social vocabulary • tunes out distractions and attends in small group settings • uses academic vocabulary presented experientially • distinguishes between true and untrue statements about experience	• comprehends academic vocabulary presented experientially • listens for main and subordinate ideas • initiates and participates in an oral discussion of previously covered content • distinguishes statements of fact from statements of opinions	• interprets/comprehends all classroom discussions in all settings and situations • uses figurative language • draws inferences • recognizes idiomatic expressions • recognizes other language subtleties such as humor and sarcasm

School: _____ Grade: _____ Date: _____

Teacher Name: _____ Years/Semester in Program: Years _____

Semester _____

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

English Language Development

Speaking

Student Name: _____ ID#: _____ Date of Birth: _____

Directions: Check the box ☑ that most represents the student's behavior.

LEVELS 1	2	3	4	5
• communicates with gestures to indicate immediate needs • responds with one word to questions of immediate need • uses non-verbal responses	• expresses basic personal needs • names, lists, labels, categorizes • responds with one or two words • uses ritual greetings, expressions • attempts to communicate despite errors in grammar and/or vocabulary • actively participates in choral speaking activities i.e.: predictable stories, chants, songs, poems, etc.	• retells a simple story read aloud in short sequential sentences with some assistance • describes, defines, explains, recalls • makes oral grammar mistakes which do not interfere with intended meaning • follows and understands sufficient language to engage in conversation with another person • participates in activities through pantomimes, dramatizations, skits, etc.	• contributes own knowledge to small group academic discussions • uses comprehensible intonation, rate, and phrasing • uses more specific vocabulary • maintains narratives of increasing length/ complexity • shows increasing control of grammar	• uses correct grammar consistently • uses previously learned vocabulary in new situations correctly • maintains conversations of increasing length and topic variety • can vary level of formality according to demands of social or academic interactions • contributes knowledge, ideas, and opinions in large group academic discussions • uses language subtleties

School: _____ Grade: _____ Date: _____

Teacher Name: _____ Years/Semester in Program: Years _____

Semester _____

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

English Language Development

Writing

Student Name: _____ ID#: _____ Date of Birth: _____

Directions: Check the box ☑ that most represents the student's behavior.

LEVELS 1	2	3	4
• controls L-R directionality when writing • reads back simple hone messages and correspondence • shows awareness of sound/symbol relationship • labels own drawings with assistance • (primary) scribbles messages	• begins to take risks and attempts to spell and write ideas unassisted • intended message can be read by others • uses more conventional spelling when writing high frequency words • combines words, phrases, and simple sentences to write about experiences • writes simple phrases about group activity or shared story with assistance • begins to write with audience in mind	• attempts to spell and write ideas unassisted and with confidence • uses a variety of spelling strategies and resources for unknown words • begins to understand the need to revise first attempt • begins to expand vocabulary • uses proper language (i.e. subject verb agreement) • writes with audience in mind with some assistance	• generates own ideas/topics to write about • uses conventional grade-appropriate spelling and punctuation consistently • can self-edit consistently • uses feedback to revise/edit writing • uses a variety of grade-appropriate sentence structures • incorporates grade or near grade-appropriate expanded vocabulary in own writing • uses powerful language (strong verbs, specific nouns) • uses writers' techniques (interesting leads, closures) • writes with the audience in mind, frequently

School: _____ Grade: _____ Date: _____

Teacher Name: _____ Years/Semester in Program: Years _____

Semester _____

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

English Language Development

Reading

Student Name: _____ ID#: _____ Date of Birth: _____

Directions: Check the box ☑ that most represents the student's behavior.

LEVELS 1	2	3	4
• knows: ~ letters/sounds ~ concepts about print ~ front/back ~ top/bottom ~ left/right ~ voice print match ~ some punctuation • interprets pictures • uses background knowledge, titles, and pictures to predict • can retell "gist" of story • reads familiar level 4 test with 90% accuracy	• predicts, self-monitors, and confirms or disconfirms • cross-checks and self corrects • uses syllables and larger word chunks to decode • can actively read for meaning • can explain sense and sequence of story • identifies elements of a story that are realistic/fanciful • can retell story including important details • reads familiar text with appropriate phrasing after teacher models • uses meaning, syntax, and graphophonics to read level 12 text with 90% accuracy	• takes risks • uses a variety of strategies for clarifying text: i.e. rereads, reads on and comes back, uses familiar word chunks, etc. • can read between the lines, makes inferences • can identify story elements • uses comprehension strategies such as: ~ predicting ~ questioning ~ visualizing ~ making connections ~ synthesizing ~ summarizing • reads familiar text with some phrasing and expression • uses meaning syntax and graphophonics to read level 20+ text with 90% accuracy	• reads fluently with a lot of expression • uses a variety of strategies to self-correct errors that interfere with meaning • student can answer inference questions by referring to the text • chooses reading materials representing a variety of genres and writing styles • uses multiple strategies for comprehending text automatically • (elementary) reads unseen text at a level within half a year below grade level or above with 90% accuracy • (secondary) reads unseen text at a level within 1-2 years below grade level or above with 90 % accuracy • controls the two phonetic systems of L1 and L2 and uses each appropriately

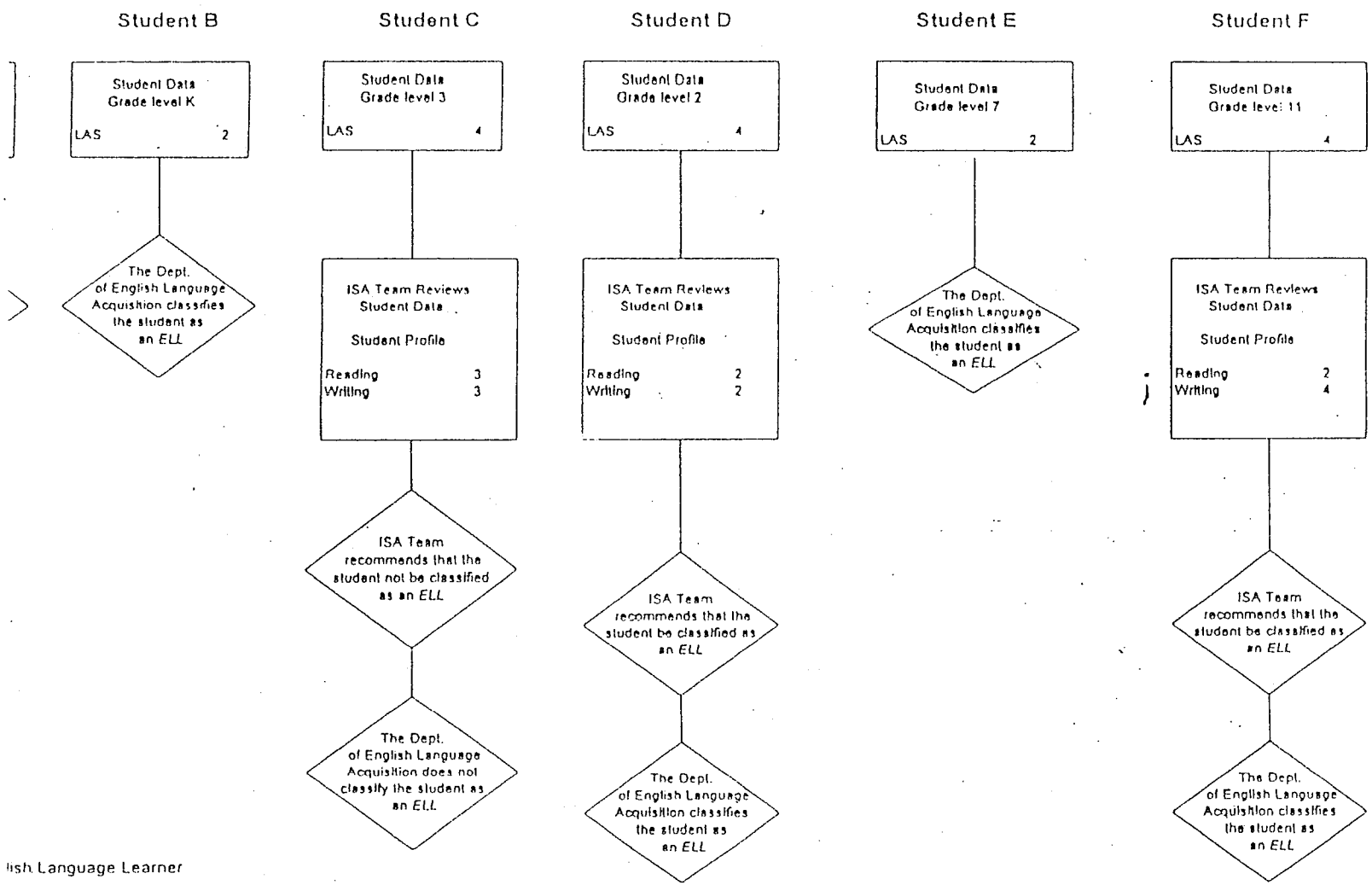
School: _____ Grade: _____ Date: _____

Teacher Name: _____ Years/Semester in Program: Years _____

Semester _____

Classification as an English Language Learner
Students Answering *Yes* to the First Question
ILLUSTRATIONS

Attachment 2A



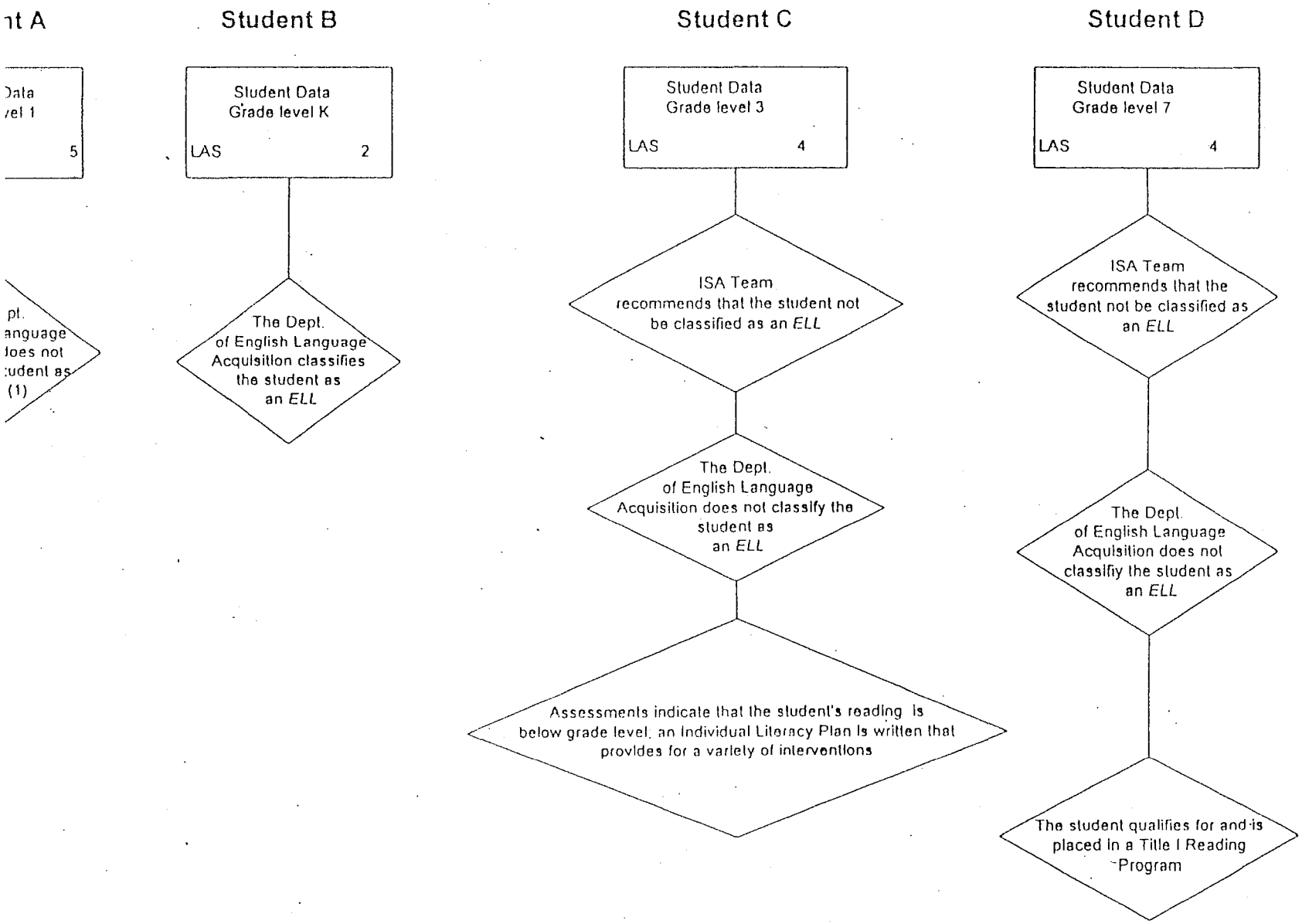
lish Language Learner

Classification as an English Language Learner

Attachment 2B

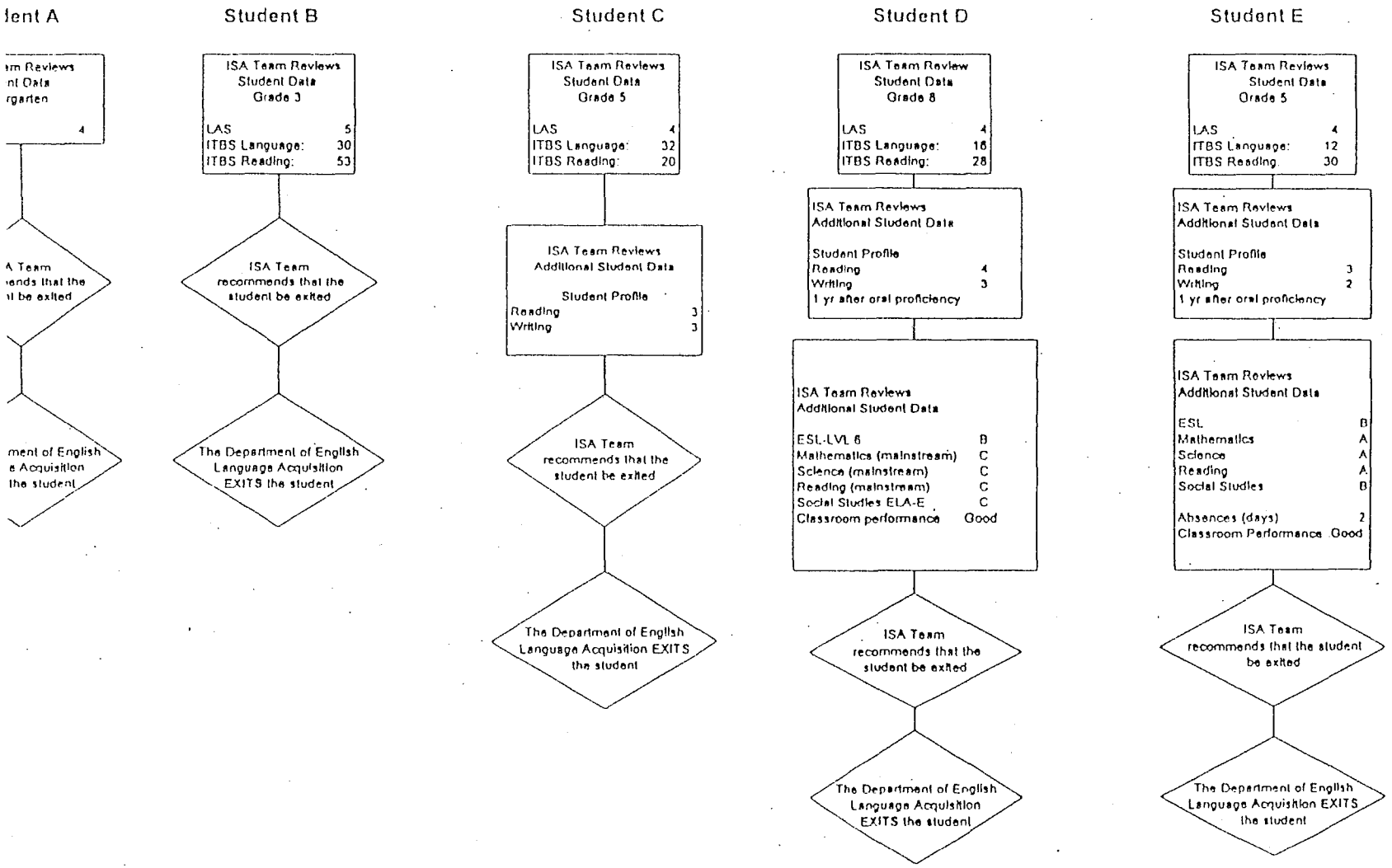
Students Answering *No* to the First Question and *Yes* to the Second Question

ILLUSTRATIONS



L = English Language Learner

Exiting from the Program
ILLUSTRATIONS



DENVER PUBLIC SCHOOLS
INTERDEPARTMENTAL COMMUNICATION

Department of Educational Services

Proposed English Language Acquisition Program Teacher Recruitment Plan 1998-1999

Goal

The overall goal of the Teacher Recruitment Plan is to ensure that there will be a sufficient number of qualified English Language Acquisition Program teachers for every school.

General Strategies

1. Organize the Human Resources Department to support effective teacher recruiting efforts by designating Tony Vigil to coordinate all English Language Acquisition recruiting.

2. Send teams of trained principals and administrators who can "sell" the Denver Public Schools to recruit teachers. For recruiting Spanish speaking teachers, send principals and administrators who are fluent in Spanish. (See Attachment A.)

3. Offer teaching contracts immediately after interviewing acceptable candidates.

4. Assess Spanish language skills at or near the time of the interview to ensure that potential staff meet district qualifications.

5. Review recruiting strategies of other Colorado front range districts and other large school districts that serve large populations of English language learners to ensure Denver's competitive advantage.

English Language Acquisition Program Paraprofessional/Teacher Training Program

Continue to offer paraprofessionals the opportunity to complete the requirements for teacher certification through a cooperative arrangement with Metropolitan State College and Community College of Denver.

International Teacher Recruitment

Explore with international organizations like FEYDA the possibility of recruiting qualified English Language Acquisition Program teachers from other countries.

Advertisements

1. Advertise in newspapers in selected cities (Attachment B) to make qualified individuals aware of the opportunities to teach in the Denver Public Schools.

2. Advertise English Language Acquisition Program teacher needs in selected community newspapers in Denver. (See Attachment B.)

3. Send district employees information about English Language Acquisition Program teaching opportunities.

Colleges and Universities

In order to effectively utilize available resources, colleges and universities will be assigned to a level, depending on the likelihood of recruiting teachers for the Denver Public Schools. (See Attachment C.) The four strategies that may be used are listed below.

1. Send employment information and packets to the job placement offices of selected colleges and universities.

2. Visit staff and professors at selected colleges and universities.

3. Participate in job fairs at selected colleges and universities.

4. Solicit opportunities to speak to students in selected colleges and universities about job opportunities in the district.

Student Teachers

Recruit and offer contracts to student teachers who are qualified to fill English Language Acquisition Program vacancies.

Internet

Post English Language Acquisition Program teacher vacancies on the Internet.

Job Fair

Host a job fair to make community members aware of district teacher and paraprofessional employment opportunities.

Conferences

Establish recruiting booths at identified conferences. (See Attachment D.)

DENVER PUBLIC SCHOOLS
Department of Human Resources

Recruiter Training

Agenda

Welcome, Purpose, Goals and Objectives	*Dr. Johnny Lydia, Chief Personnel Officer, Human Resources*
Review of Denver Public School Recruitment Plan	*Dr. Tony Vigil, Manager, English Language Acquisition, Human Resources*
Review of Recruiter Handbook	*Roslyn Underwood-Dee, Manager, Secondary Certificated Personnel, Human Resources*

- *Strategies*
- *Procedures*
- *Timelines*
- *EEOC Guidance on Preemployment Inquiries*

Colorado Licensure Specifications	*Carol Ruckel, Manager, Staff Development, Human Resources*
English Language Acquisition Specifications	*Tony Vigil, Manager, English Language Acquisition, Human Resources*
Recruiter Sign-up - Making a Commitment	*Roslyn Underwood-Dee, Manager, Secondary Certificated Personnel, Human Resources*
Discussion and Questions	

Denver Public Schools
Department of Human Resources

Recruiter Information Sheet

Name_____
School_____
Position_____
Telephone_____

1. Have you been a recruiter for the District in the past five (5) years? yes_____ no_____

If yes, please list the cities or colleges/universities you have visited:

City/College/University	Year
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Please check the following that apply. In addition to my present position, I have experience in the following areas:

Business Education _____
Industrial Technology _____
Library Media _____
Speech Language _____
OT/PT _____
Social Work _____
English Language Acquisition _____
Special Education _____
Secondary Education _____
Elementary Education _____
Science _____
Math _____

3. Check the following that apply:

Do you have bilingual skills? Yes_____ No_____
Language(s)_____
Competency Level: Minimal_____ Fair_____ Fluent_____
Do you have a bilingual endorsement? Yes_____ No_____
Have you passed the Spanish Language Proficiency test? Yes_____ No_____

4. Please check the following that apply:

___ I am willing to recruit in state
___ I am willing to recruit out-of-state
___ I am willing to recruit in state and out-of-state

5. I consider myself:

___ an experienced recruiter (I have attended 5 or more recruitment fairs)
___ an inexperienced recruiter (I have attended less than 5 recruitment fairs)

ADVERTISEMENTS

Targeted Cities

Arizona
- Phoenix

California
- Fresno
- Los Angeles
- San Diego

Colorado
- Denver

Florida
- Tallahassee

New Mexico
- Albuquerque
- Las Cruces

Texas
- Abilene
- Austin
- El Paso
- Houston
- San Antonio

Community Newspapers in Denver

El Semanario
La Voz

Attachment C

COLLEGES AND UNIVERSITIES

Level I

- Send packet to universities
  (Packet includes information about DPS and ELA program, CDE licensure information, application and description of teacher support system – mentoring).

Level II

- Send packet to placement offices
- Call or visit staff and professors of university/college

Level III

- Send packet to placement offices
- Visit staff and professors of university/college
- Present programs to students

Level IV

- Send packet to placement offices
- Visit staff and professors of university/college
- Present programs to university/college staff
- Participate in Job Fair

SELECTED COLLEGES AND UNIVERSITIES

Arizona
Grand Canyon University – Phoenix (Bilingual and ESL program), Level III

California
Biola – La Meridia (Bil/Bicultural), Level II
California Lutheran University – Thousand Oaks (ESL), Level II
California State University – Carson Dominquez Hills (Bil/Bicultural), Level II
California State University – Fullerton (ESL), Level II
California State University – Stanislaus Terlock (Bil/Bicultural), Level III
Fresno Pacific College – Fresno (Bil/Bicultural), Level III

Colorado
Metropolitan State University(bilingual), Level IV
University of Northern Colorado (bilingual), Level IV
University of Colorado at Denver (Master's Program in Bilingual Ed), Level IV
University of Southern Colorado (bilingual), Level IV
Regis University (bilingual), Level IV
Adams State College – Alamosa (Bil/Bicultural), Level IV

Florida
Florida State University – Tallahassee (Bil/Bicultural), Level III

New Mexico
Eastern New Mexico – Potales (ESL), Level III
New Mexico Highlands – Las Vegas (Bil/Bicultural), Level IV
New Mexico State – Las Cruces (Bil/Bicultural), Level IV
University of New Mexico – Albuquerque (Bill/Bicultural/ESL), Level IV

Texas
University of Texas – El Paso (UTEP), Level IV
Hardin-Simmons University – Abilene (Bil/Bicultural), Level III
McMurray University – Abilene (Bil/Bicultural), Level III
Houston Baptist University (Bil/Bicultural), Level II
University of Houston (Downtown) (Bil/Bicultural), Level II
Our Lady of the Lake University – San Antonio (Bil/Bicultural), Level III
Saint Edwards – Austin (Bil/Bicultural), Level III
Southwest Texas State University – San Marcos (Bil/Bicultural), Level II
Texas A&M International – Laredo (Bil/Bicultural), Level II
Texas A&M - College Station (Bil/Bicultural), Level II
Texas A&M – Kingsville (Bil/Bicultural), Level II
Texas Wesleyan – Ft. Worth (Bil/Bicultural), Level II
University of Texas – San Antonio (Bil/Bicultural), Level IV

Attachment D

CONFERENCES

Colorado Association for Bilingual Education (CABE), Denver, October 1998.

National Association for Bilingual Education (NABE), Denver, January 26-28, 1999.

DENVER PUBLIC SCHOOLS

DEPARTMENT OF PLANNING AND RESEARCH

PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOOL

1998-1999

Pupil Data as of April 16, 1998

ol Name	Projected 1998-1999 Students SPANISH LAU A	LAU B	LAU C	Total	OTHER LAU A	LAU B	LAU C	Total	Grand Total	1998-1999 Program Para Hrs	annual	Resource Teachers	Native Lang Tutors	Services* Spanish	Other	Zone School
SE	52	43	2	97	6	9	0	15	112	12	2160	1.0		1	3	
RY	3	0	0	3	2	0	3	5	8	-	-	0.0		6	6	Univ Park
EY	71	44	19	134	0	0	0	0	134	16	2880	0.0		1	5	
UM	138	67	23	228	3	3	0	6	234	28	5040	0.0		1	5	
ETT	19	18	10	47	0	0	0	0	47	5	900	1.5		2	3	
H COURT	63	49	15	127	3	3	0	6	133	15	2700	0.0		1	5	
LEY	2	5	0	7	1	1	2	4	11	-	-	0.5		3	3	
WELL	1	2	0	3	1	4	0	5	8	-	-	0.0		6	6	Univ Park
VN	57	39	6	102	7	25	2	34	136	12	2160	1.0	6	1	3	
NT-WEBSTER	195	61	27	283	0	0	0	0	283	35	6300	0.0		1	5	
ON	6	10	1	17	2	2	3	7	24	-	-	1.0		2	3	
RO	135	67	26	228	15	11	3	29	257	28	5040	1.0		1	3	
ENNIAL	21	11	4	36	0	0	1	1	37	4	720	1.0		2	3	
TENHAM	156	90	35	281	2	12	2	16	297	35	6300	1.0		1	3	
AX	87	34	16	137	0	0	0	0	137	17	3060	0.0		1	5	
EGE VIEW	78	29	6	113	3	11	2	16	129	14	2520	1.0		1	3	
MBIAN	79	51	6	136	0	1	0	1	137	17	3060	0.0		1	5	
MBINE	40	47	7	94	3	9	5	17	111	11	1980	1.0		1	3	
	1	1	0	2	0	0	0	0	2	-	-	0.0		6	6	Univ Park
ELL	204	38	12	254	1	0	0	1	255	31	5580	0.0		1	5	
PUEBLO	100	39	2	141	1	4	0	5	146	17	3060	0.0		1	5	
SON	2	34	6	42	0	0	0	0	42	5	900	0.0		1	5	
L	23	25	4	52	5	18	11	34	86	6	1080	1.0	12	4	4	
ETON	121	76	9	206	0	3	2	5	211	25	4500	0.0		1	5	
T	39	16	6	61	0	2	1	3	64	7	1260	0.5		1	5	
ON	25	23	7	55	0	0	0	0	55	6	1080	1.5		2	3	
S	46	30	4	80	14	10	7	31	111	10	1800	1.0		1	3	
MONT	194	54	26	274	0	1	0	1	275	34	6120	0.0		1	5	

os:
l (Transitional Native Language Instruction)
Resource - Spanish
Resource
Classroom
In TNLI Classroom
isportation to Zone School

DENVER PUBLIC SCHOOLS

DEPARTMENT OF PLANNING AND RESEARCH

PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOOL

1998-1999

Pupil Data as of April 16, 1998

	Projected 1998-1999 Students									1998-1999 Program						
	SPANISH				OTHER				Grand	Para Hrs		Resource	Native Lang	Services*		Zone
ool Name	LAU A	LAU B	LAU C	Total	LAU A	LAU B	LAU C	Total	Total		annual	Teachers	Tutors	Spanish	Other	School
VIEW	17	19	13	49	13	19	4	36	85	6	1080	1.5	6	2	3	
IS	77	23	2	102	8	7	1	16	118	12	2160	1.0		1	3	
CE	56	34	10	100	5	1	1	7	107	12	2160	0.0		1	5	
D	50	42	21	113	2	3	3	8	121	14	2520	0.0		1	5	
DEN PLACE	117	38	25	180	0	0	3	3	183	22	3960	0.0		1	5	
IN	127	44	13	184	1	0	0	1	185	23	4140	0.0		1	5	
SMAN	93	38	11	142	5	15	6	26	168	17	3060	1.0		1	3	
DRICK	127	85	16	228	19	24	6	49	277	28	5040	1.5	6	1	3	
ENLEE	41	26	14	81	20	19	6	45	126	10	1800	1.0	6	1	3	
T	22	14	2	38	3	9	0	12	50	4	720	1.5		2	3	
ETT	23	12	6	41	2	0	1	3	44	5	900	1.5		2	3	
RINGTON	222	69	24	315	0	0	3	3	318	39	7020	0.0		1	5	
M	29	9	3	41	4	6	5	15	56	5	900	1.5		2	3	
NSON	27	21	2	50	6	10	3	19	69	6	1080	1.0		4	4	
ER	0	0	0	0	0	0	1	1	1	-	-	0.0		6	6	Sabin
PP	207	56	12	275	2	0	0	2	277	34	6120	0.0		1	5	
HT	0	2	0	2	0	1	1	2	4	-	-	0.0		-	-	
OLN	17	8	1	26	0	2	0	2	28	3	540	1.0		2	3	
RAMA	5	8	3	16	4	8	3	15	31	-	-	1.0		2	3	
LONE	110	24	14	148	1	5	1	7	155	18	3240	0.0		1	5	
INLEY-THATCHER	1	1	1	3	0	0	0	0	3	-	-	0.0		6	6	Univ Park
EEN	39	21	3	63	17	22	15	54	117	7	1260	1.5		1	3	
CHELL	164	70	14	248	0	0	0	0	248	31	5580	0.0		1	5	
TCLAIR	15	10	11	36	1	10	12	23	59	4	720	1.0		4	4	
DRE	35	20	5	60	2	5	0	7	67	7	1260	0.0		1	5	
NROE	143	42	26	211	2	2	3	7	218	26	4680	0.0		1	5	
V MONTBELLO	18	15	3	36	0	2	3	5	41			1.0		2	3	
VLON	73	53	25	151	1	5	2	8	159	18	3240	0.0		1	5	

ices
LI (Transitional Native Language Instruction)
L Resource - Spanish
L Resource
L Classroom
L In TNLI Classroom
nsportation to Zone School

DENVER PUBLIC SCHOOLS

DEPARTMENT OF PLANNING AND RESEARCH

PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOLL

1998-1999

Pupil Data as of April 16, 1998

	Projected 1998-1999 Students									1998-1999 Program						
	SPANISH				OTHER				Grand	Para Hrs		Resource	Native Lang	Services*		Zone
ol Name	LAU A	LAU B	LAU C	Total	LAU A	LAU B	LAU C	Total	Total		annual	Teachers	Tutors	Spanish	Other	School
AND	21	20	17	58	4	14	5	23	81	7	1260	1.0	6	4	4	
ER	19	6	2	27	4	1	8	13	40	3	540	1.0		2	3	
HILL	11	11	4	26	2	1	2	5	31	3	540	1.0		2	3	
PS	2	8	0	10	2	0	0	2	12	-	-	0.5		3	3	
EER	64	16	3	83	2	1	0	3	86	10	1800			1	5	
INGTON	63	35	13	111	1	0	0	1	112	13	2340	0.0		1	5	
EDALE	4	4	2	10	0	1	0	1	11	-	-	0.5		3	3	
N	6	4	3	13	9	4	8	21	34	-	-	1.0	6	3	3	
UELS	3	6	6	15	2	11	5	18	33	-	-	1.0		2	3	
ENCK	92	49	24	165	10	8	3	21	186	20	3600	1.0		1	3	
MITT	15	30	9	54	8	20	6	34	88	6	1080	1.0	6	4	4	
ENS	0	1	4	5	0	0	1	1	6	-	-	0.5		3	3	
DLEY	161	56	19	236	0	0	0	0	236	29	5220	0.0		1	5	
H	25	23	3	51	3	7	0	10	61	6	1080	1.0		4	4	
K	0	2	2	4	9	3	4	16	20	-	-	1.0		3	3	
OMAN	24	7	6	37	0	1	1	2	39	4	720	1.0		2	3	
LE	10	4	6	20	1	3	2	6	26	-	-	1.0		2	3	
NSEA	284	80	24	388	0	0	0	0	388	48	8640	0.0		1	5	
ER	16	21	3	40	3	2	0	5	45	5	900	1.5		2	3	
YLOR	0	1	4	5	4	7	5	16	21	-	-	1.0		3	3	
ERSITY PARK	1	1	1	3	10	8	4	22	25	-	-	1.0		3	3	
DEZ	384	55	9	448	0	0	0	0	448	56	10080	0.0		1	5	
ERDE	57	52	9	118	3	4	2	9	127	14	2520	0.5		1	3	
TEMAN	28	18	5	51	4	3	3	10	61	6	1080	1.0		4	4	
TTIER	26	19	4	49	0	0	0	0	49	6	1080	1.5		2	3	
AN	24	12	3	39	3	0	3	6	45	4	720	1.0		2	3	

os:
I (Transitional Native Language Instruction)
. Resource - Spanish
. Resource
. Classroom
. In TNLI Classroom
nsportation to Zone School

DENVER PUBLIC SCHOOLS

DEPARTMENT OF PLANNING AND RESEARCH

PROJECTED ENROLLMENT AND SERVICES - MIDDLE SCHOOL

1998-1999

Pupil Data as of April 16, 1998

ol Name	Projected 1998-99 Students									1998-1999 Program				
	SPANISH				OTHER				Grand	Para Hrs		Native Lang.	Services*	
	LAU A	LAU B	LAU C	TOTAL	LAU A	LAU B	LAU C	TOTAL	Total		annual	Tutors	Spanish	Other
	72	100	25	197	0	2	0	2	199	16	2880		1	3
	81	120	33	234	1	1	0	2	236	19	3420		1	3
	10	22	10	42	1	0	2	3	45	3			3	3
	29	57	8	94	1	1	0	2	96	7	1260		1	3
ton	2	6	8	16	1	4	5	10	26	-			3	3
	7	11	11	29	0	7	7	14	43	-			3	3
	29	50	28	107	6	2	5	13	120	8	1440		1	3
er	57	190	76	323	1	8	4	13	336	26	4680		1	3
	30	68	33	131	0	10	3	13	144	10	1800		1	3
niller	36	78	30	144	4	14	15	33	177	12	2160	6	1	3
	101	121	42	264	1	5	0	6	270	22	3960		1	3
	78	129	27	234	0	2	0	2	236	19	3420		1	3
l	20	48	16	84	38	84	26	148	232	7	1260	24	1	2
/	23	39	8	70	0	0	1	1	71	5	900		1	3
	18	32	16	66	3	4	8	15	81	5	900		1	3
l	65	132	41	238	2	4	2	8	246	19	3420		1	3
er	79	82	26	187	0	3	0	3	190	15	2700		1	3
y	3	12	11	26	0	1	1	2	28	-			3	3

lces:
ILI
iL
glish language development and/or ELA-E classes, if available

DENVER PUBLIC SCHOOLS

DEPARTMENT OF PLANNING AND RESEARCH

PROJECTED ENROLLMENT AND SERVICES - HIGH SCHOOL

1998-1999

Pupil Data as of April 16, 1998

ool Name	Projected 1998-1999 Students									1998-1999 Program				
	SPANISH				OTHER				Grand	Para Hrs		Native Lang.	Services*	
	LAU A	LAU B	LAU C	TOTAL	LAU A	LAU B	LAU C	TOTAL	Total		annual	Tutors	Spanish	Other
ham Lincoln	64	118	72	254	26	48	19	93	347	15	2700	24	1	2
	13	13	14	40	2	7	5	14	54	-			3	3
rge Washington	11	21	27	59	2	27	30	59	118	-			3	3
ı Kennedy	10	29	23	62	4	13	15	32	94	3	540		1	3
ual	107	118	59	284	0	2	1	3	287	17	3060		1	3
tbello	15	27	24	66	4	4	10	18	84	-			3	3
h	136	201	88	425	0	2	2	4	429	26	4680		1	3
h	69	56	30	155	67	82	27	176	331	9	1620	24	1	2
nas Jefferson	3	8	5	16	3	7	10	20	36	-			3	3
l	190	266	134	590	6	12	8	26	616	36	6480		1	3

vices:
VLI
SL
nglish language development and/or ELA-E classes, if available

DENVER PUBLIC SCHOOLS

PROCEDURES FOR IDENTIFYING APPROPRIATE SPECIAL EDUCATION AND ENGLISH LANGUAGE ACQUISITION PROGRAM SERVICES

Severe/Profound Self-Contained

1. A child enters school and the parent has answered *"yes"* to the first or second question of the *Home Language Questionnaire.*

2. The child's skills in English and the other language are assessed using the *Language Assessment Scale* or as otherwise appropriate.

3. A concern is noted regarding a possible disability.

4. The *Permission to Evaluate* form is provided to the parents or guardian in the parents' native language or the form is appropriately translated.

5. A determination is made regarding evaluations which can be completed by the School Staffing Team.

6. A referral is made to the Multi-lingual Assessment Services Team (MAST) to complete all other necessary evaluations. Members of this team are proficient in Spanish. The team includes the following professional staff:

   - Special Educators
   - School psychologists
   - Speech/language specialists
   - Social worker
   - Nurse
   - Family liaison

7. An IEP meeting is held. A member of the ISA Team serves as a member of the IEP Team. Parents are provided with an interpreter so that they may fully participate in the decision-making process.

8. The IEP contains documentation of:

   - The student's current *Language Assessment Scale* scores;
   - The actual language(s) in which the assessments were conducted;
   - Modifications, if any, of standard assessment procedures;
   - Qualifications of individuals completing assessments;
   - Objective test results; and
   - The impact of language on the interpretation of the data.

9. A decision is made by the IEP team, which includes the parents, regarding whether the child meets the federal and state criteria to be identified as disabled. The IEP team ensures that the fact that the student's first spoken language is not English and/or that a language other than English, which is regularly used by the student's parents or guardian is not determinative of this decision.

10. The student's special education program services, the extent and setting of which have been determined by the IEP team, will be provided by teaching staff who have been trained in ESL methodology and sheltered English techniques. To the extent practicable, staff who speak the language of the student will be provided.

11. The *English Language Acquisition Program* services are determined by the IEP team.

DENVER PUBLIC SCHOOLS

PROCEDURES FOR IDENTIFYING APPROPRIATE SPECIAL EDUCATION AND ENGLISH LANGUAGE ACQUISITION PROGRAM SERVICES

Mild/Moderate - Resource or Itinerant

1. A child enters school and the parent has answered *"yes"* to the first or second question of the *Home Language Questionnaire.*

2. The child's skills in English and the other language are assessed using the *Language Assessment Scale* or as otherwise appropriate.

3. English Language Acquisition Program services are determined in accordance with guidelines in this document.

4. A concern is noted regarding a possible disability. Appropriate interventions are implemented.

5. The *Permission to Evaluate* form is provided to the parents or guardian in the parents' native language or the form is appropriately translated.

6. A determination is made regarding evaluations which can be completed by the School Staffing Team.

7. A referral is made to the Multi-lingual Assessment Services Team (MAST) to complete all other necessary evaluations. Members of this team are proficient in Spanish. The team includes the following professional staff:

   - Special Educators
   - School psychologists
   - Speech/language specialists
   - Social worker
   - Nurse
   - Family liaison

8. An IEP meeting is held. A member of the ISA Team serves as a member of the IEP Team. Parents are provided with an interpreter so that they may fully participate in the decision-making process.

9. The IEP contains documentation of:

   - The student's current *Language Assessment Scale* scores;
   - The actual language(s) in which the assessments were conducted;
   - Modifications, if any, of standard assessment procedures;
   - Qualifications of individuals completing assessments;
   - Objective test results; and
   - The impact of language on the interpretation of the data.

10. A decision is made by the IEP team, which includes the parents, regarding whether the child meets the federal and state criteria to be identified as disabled. The IEP team ensures that the fact that the student's first spoken language is not English and /or that a language other than English is which is regularly used by the student's parents or guardian is not determinative of this decision.

11. The student's special education program services, the extent and setting of which have been determined by the IEP team, will be provided by teaching staff who have been trained in ESL methodology and sheltered English techniques. To the extent practicable, staff who speak the language of the student will be provided.

12. Services provided through the *English Language Acquisition Program* are determined in accordance with the provisions of this document and as may be modified by the school staffing team.

MONITORING

Introduction

The parties, having jointly developed an *English Language Acquisition Program,* agree that implementation of the use of the Student Profile within the *Program* will be piloted in the second semester of the 1998-1999 school year with system-wide implementation scheduled to begin in the 1999-2000 school year.

One component of the implementation process is the selection of an independent monitor to review and report on the status of implementation of the *Program.* While the monitor is responsible for reviewing and reporting on matters districtwide, the monitor will be expected to conduct a sufficient number of site visits and record reviews to enable reporting on the status of implementation and delivery of program services as well as identification of broad districtwide concerns.

Monitoring Areas

The monitor, in cooperation with the parties, shall establish a plan and schedule for monitoring implementation and reporting on the following areas:

1. Screening, assessment, classification, and placement of *English language learners,* including special education students;

2. Delivery of *Program* services in accordance with the *Program* provisions and reviewing student progress toward the acquisition of sufficient proficiency in English to meaningfully participate in *supported English content instruction* or the *mainstream English language instructional program;*

3. Availability of supplementary activities and programs for *English language learners,* including Title I programs;

4. Review of entry and exit procedures including development of individual plans and monitoring of students who have been reclassified;

5. Program staffing, including assurance that the district is taking all reasonable steps to recruit, hire, and place needed *Program* teachers;

6. Teacher training, including training in the use of the English Language Development (ELD) form that is part of the Student Profile;

7. Record-keeping, including ensuring an ongoing record-keeping process consistent with the *English Language Acquisition Program;*

8. Availability of books and materials in accordance with the *Program.*

Conduct of Monitoring Activities

The Monitor shall:

1. Coordinate site visits, observations and interviews with the school principal to ensure that the integrity of the school day is maintained.

2. Have the ability to call on such technical support as may be necessary to permit needed analysis of data or other materials and to select and hire assistants or consultants, the reasonable and necessary costs of which shall be the responsibility of the school district. The monitor shall notify the parties of his or her intent to engage such individuals prior to employing them in order to give the parties opportunity to comment to the monitor should they desire to do so.

3. Have the authority to request and review such additional district records and data as are necessary to evaluate implementation efforts in specific program or training areas. Such requests will be accommodated in a timely manner. Personally identifiable student or personnel data or information shall be released by the monitor only upon a showing of necessity and then only in accordance with applicable federal and state laws.

4. Establish a process to receive information on or concerns with implementation strategies or progress. During this process, the monitor will be able to gather such information from the district, school personnel and others in confidence. The monitor will submit to the parties such factual information as the monitor finds to be credible. Any problem areas are to be reported promptly to the parties in writing to permit appropriate corrections.

Reports

1. Provide annual and interim reports on the districtwide implementation of the program to the parties.

2. Provide annual reports to the court as may be required.

3. Meet annually with the parties to discuss the status of the implementation of the *Program.*

Term

Monitoring shall continue for three years beginning with the 1999-2000 school year following which any party may apply to the Court for an order of dismissal of the matter or such other relief as may be appropriate.

Budget

The district shall allocate a maximum of $75,000 annually for monitoring activities.

until further Order of the Court.

Dated: June 16, 1999

BY THE COURT:

Richard P. Matsch, Chief Judge

Approved as to form:

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I certify that I mailed a copy of the Order Approving English Language Acquisition Program entered by Chief Judge Richard P. Matsch on June 16, 1999, to the following:

Dated: 6/16/99

JAMES R. MANSPEAKER, CLERK

By: _____
Deputy Clerk

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