DENVER PUBLIC SCHOOLS

ENGLISH LANGUAGE

ACQUISITION PROGRAM

JANUARY 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.
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.
In some 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)* 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.

1Phrases 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-G, 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.
Criteria for Selecting Oral Proficiency Tests

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.
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.
Training for Transition Teachers

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.
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.
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-I, 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 10 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.
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.
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 speak 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.
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.
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.
Parental Oversight

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;
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.
Accountability

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;
3. 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.
<table>
<thead>
<tr>
<th>Attachment</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>The Student Profile</td>
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<tr>
<td>2</td>
<td>Classification as an English Language Learner: Illustrations</td>
</tr>
<tr>
<td>3</td>
<td>Exiting the Program: Illustrations</td>
</tr>
<tr>
<td>4</td>
<td>Teacher Recruitment Plan</td>
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<td>Projected Enrollment and Services—1998-1999</td>
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<td>6</td>
<td>Procedures for Identifying Appropriate Special Education and English Language Acquisition Program Services—Severe/Profound</td>
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<tr>
<td>7</td>
<td>Procedures for Identifying Appropriate Special Education and English Language Acquisition Program Services—Mild/Moderate</td>
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</table>
DENVER PUBLIC SCHOOLS
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.
DENVER PUBLIC SCHOOLS
Department of English Language Acquisition

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 I 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 ID:**

**CURRENT SCHOOL:** 285 VALVERDE  
**ADDRESS SCHOOL:** 285 VALVERDE  
**ETHNIC:** 4 HISPANIC  
**CURRENT STATUS:** ACTIVE  
**LAU CODE:** B Y-Y SPEAKS SOME ENGLISH, MOSTLY ANOTHER  
**LANGUAGE:** SPANISH  
**ENROLLMENT:** LV-1 KPB-0 10/91 FULL  
**PTF SCHOOL:** 415 RISSEL

**MOBILITY HISTORY DATA**

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**BILINGUAL DATA**

- COUNTRY OF ORIGIN: USA  
- U.S. ENTRY DATE:  
- FUNDED IMMIGRANT YEARS:  
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- LIMITED ENGLISH PROF  
- OTHER LANGUAGE SPOKEN AT HOME: Y

**BILINGUAL PROGRAM SERVICE**

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**EXAMPLE**
### Pupil Profile Information

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<td>05-24-93</td>
<td>50</td>
<td>70</td>
<td>60</td>
<td>55</td>
</tr>
</tbody>
</table>

- **Example:**

---

This is an example of a student's attendance record and test results.
DENVER PUBLIC SCHOOLS

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.
DENVER PUBLIC SCHOOLS
Department of English Language Acquisition

Cultural Impact

Name: ___________________________ ID#: ___________ Date of Birth: ___________

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

OL: ________________ Grade: _______ Date: __________

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

nt Profile
Vanach1.doc
13, 1998
DENVER PUBLIC SCHOOLS
Department of English Language Acquisition

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.
NAME: _______________  
ID#: _______________  
Date of Birth: _______________  

**Socio-cultural Development**

<table>
<thead>
<tr>
<th>Status</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Interactions</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Peer Interaction</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mainstream Culture</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mainstream Language</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Mainstream Education</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Questions:**
- How long has the student been in the United States? __________ Entry date: __________
- How 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? __________

**Parent's Name:** __________
**School:** __________
**Grade:** __________
**Date:** __________

**Years/Semester in Program:** yrs. __________
**Sem:** __________
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.

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **LEVEL 1**
  - 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

- **LEVEL 2**
  - 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

- **LEVEL 3**
  - 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

- **LEVEL 4**
  - 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

- **LEVEL 5**
  - 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*

<table>
<thead>
<tr>
<th>LEVELS</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>
| • 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: ___________________________  
Teacher Name: ________________________  
Grade: ___________________________  
Date: ___________________________  
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.

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

School: ___________________________ Grade: ___________________________ Date: __________
Teacher Name: ___________________________ Years/Semester in Program: ___________________________
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.

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

School: ________________________________ Grade: ________________________________ Date: ________________

Teacher Name: ________________________________ Years/Semester in Program: ________________
Classification as an English Language Learner
Students Answering Yes to the First Question

ILLUSTRATIONS

Student B
- Student Data
  - Grade level: K
- LAS: 2
- The Dept. of English Language Acquisition classifies the student as an ELL

Student C
- Student Data
  - Grade level: 3
- LAS: 4
- ISA Team Reviews
  - Student Data
  - Student Profile
  - Reading: 3
  - Writing: 3
- ISA Team recommends that the student not be classified as an ELL

Student D
- Student Data
  - Grade level: 2
- LAS: 4
- ISA Team Reviews
  - Student Data
  - Student Profile
  - Reading: 2
  - Writing: 2
- ISA Team recommends that the student be classified as an ELL

Student E
- Student Data
  - Grade level: 7
- LAS: 2
- ISA Team Reviews
  - Student Data
  - Student Profile
  - Reading: 2
  - Writing: 4
- The Dept. of English Language Acquisition classifies the student as an ELL

Student F
- Student Data
  - Grade level: 11
- LAS: 4
- ISA Team Reviews
  - Student Data
  - Student Profile
  - Reading: 2
- ISA Team recommends that the student be classified as an ELL

ELL: English Language Learner.
Classification as an English Language Learner

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

ILLUSTRATIONS

Student B

Student Data
Grade level K
LAS 2

The Dept. of English Language Acquisition classifies the student as an ELL

Student C

Student Data
Grade level 3
LAS 4

ISA Team recommends that the student not be classified as an ELL

The Dept. of English Language Acquisition does not classify the student as an ELL

Assessments indicate that the student's reading is below grade level. An Individual Literacy Plan is written that provides for a variety of interventions

Student D

Student Data
Grade level 7
LAS 4

ISA Team recommends that the student not be classified as an ELL

The Dept. of English Language Acquisition does not classify the student as an ELL

The student qualifies for and is placed in a Title I Reading Program

L = English Language Learner

Attachment 2B
Exiting from the Program

ILLUSTRATIONS

Student A
- ISA Team Reviews
- Student Data
- Grade 3
- LAS 5
- ITBS Language: 30
- ITBS Reading: 53

Student B
- ISA Team Reviews
- Student Data
- Grade 5
- LAS 4
- ITBS Language: 32
- ITBS Reading: 20

Student C
- ISA Team Reviews
- Additional Student Data
- Student Profile
  - Reading
  - Writing
- 1 year after oral proficiency

Student D
- ISA Team Reviews
- Additional Student Data
- Student Profile
  - Reading
  - Writing

Student E
- ISA Team Reviews
- Additional Student Data
- Student Profile
  - Reading
  - Writing

The Department of English Language Acquisition

The student is exited
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
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:

<table>
<thead>
<tr>
<th>City/College/University</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>___________________</td>
<td>_____</td>
</tr>
<tr>
<td>___________________</td>
<td>_____</td>
</tr>
<tr>
<td>___________________</td>
<td>_____</td>
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<tr>
<td>___________________</td>
<td>_____</td>
</tr>
<tr>
<td>___________________</td>
<td>_____</td>
</tr>
</tbody>
</table>

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
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 (Bilingual), Level II
California Lutheran University – Thousand Oaks (ESL), Level II
California State University – Carson Domínguez Hills (Bilingual), Level II
California State University – Fullerton (ESL), Level II
California State University – Stanislaus Terlock (Bilingual), Level III
Fresno Pacific College – Fresno (Bilingual), 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 (Bilingual), Level IV

**Florida**
Florida State University – Tallahassee (Bilingual), Level III

**New Mexico**
Eastern New Mexico – Portales (ESL), Level III
New Mexico Highlands – Las Vegas (Bilingual), Level IV
New Mexico State – Las Cruces (Bilingual), Level IV
University of New Mexico – Albuquerque (Bilingual/ESL), Level IV

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

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

<table>
<thead>
<tr>
<th>Name</th>
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**Notes:**
- LT = (Transitional Native Language Instruction)
- LR = Resource - Spanish
- L = Resource
- L = Classroom
- LT = In Tilt Classroom
- Assignment to ZoneSchool
## Denver Public Schools

### Department of Planning and Research

**Projected Enrollment and Services: Elementary School**

1998-1999

Pupil Data as of April 16, 1998

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**SEX:**

1 (Transitional Native Language Instruction)
2 (Resource - Spanish)
3 (Resource - Classroom)
4 (In-THLI Classroom)
5 (Exposition to Zone School)
### PROJECTED ENROLLMENT AND SERVICES - MIDDLE SCHOOL
1998-1999

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**Services:**
- Para Hrs
- Native Lang
- Spanish
- Other

**Notes:**
- English language development and/or ELA-E classes, if available
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### Projected Enrollment and Services - High School

1998-1999

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*Services:
- ESL
- SL
- English 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:

[Signature]

Richard P. Matsch, Chief Judge

Approved as to form:

[Signature]

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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

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By: Deputy Clerk

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