



OT-CO-001-005

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IN THE UNITED STATES DISTRICT COURT  
FOR THE DISTRICT OF COLORADO  
Chief Judge Richard P. Matsch

DIS...  
1/20/99  
FEB 20

Civil Action No. 95-M-2313

CONGRESS OF HISPANIC EDUCATORS,

Plaintiffs,

v.

SCHOOL DISTRICT NO. 1, DENVER, COLORADO,

Defendant.

JAMES...  
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SUBMISSION OF PROPOSAL TO SETTLE CLASS ACTION

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The parties, by and through their attorneys, submit the attached Proposal to Settle Class Action for the Court's consideration. The dates for filing objections to the proposed settlement and for hearing on the proposal have not been established.

The suggested schedule for publication of the notice of proposed settlement and for reviewing the proposal extends into the last week in May. At the recent status conference the Court suggested that the hearing be set on a Thursday. Counsel are available on Thursday June 3, 1999 and on succeeding Thursdays thereafter during June.

Counsel for Plaintiffs and for the proposed intervenor have authorized counsel for the Defendant School District to file this submission on behalf of all parties.

Respectfully submitted,

*Michael H. Jackson*  
Michael H. Jackson, Esq.  
Attorney For School District No. 1  
900 Grant Street, Suite 704  
Denver, Colorado 80203  
(303) 764-3393

CERTIFICATE OF SERVICE

I hereby certify that I mailed via United States mail, a true and correct copy of the SUBMISSION OF PROPOSAL TO SETTLE CLASS ACTION on April \_\_\_\_, 1999 to the parties as addressed below:

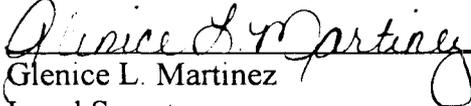
Roger L. Rice, Esq.  
META, Inc.  
Multicultural Education, Training  
& Advocacy  
240 A. Elm Street, Suite 22  
Somerville, Massachusetts 02144

Peter Roos, Esq  
META, Inc.  
Multicultural Education, Training  
& Advocacy  
785 Market Street, Suite 420  
San Francisco, CA 94103

ATTORNEYS FOR PLAINTIFFS

Jeremiah Glassman, Esq.  
Deputy Chief, Education Section  
Civil Rights Division  
Department of Justice  
Tenth Street & Constitution Ave.NW  
Washington, D.C. 20530

ATTORNEY FOR PROPOSED INTERVENOR

  
Glenice L. Martinez  
Legal Secretary

IN THE UNITED STATES DISTRICT COURT

FOR THE DISTRICT OF COLORADO  
Chief Judge Richard P. Matsch

FILED  
UNITED STATES DISTRICT COURT  
COLORADO

APR 20 1999

Civil Action No. 95-M-2313

CONGRESS OF HISPANIC EDUCATORS,

Plaintiffs,

INSPEAKER  
CLERK  
CLERK

v.

SCHOOL DISTRICT NO. 1, DENVER, COLORADO,

Defendant.

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**PROPOSAL TO SETTLE CLASS ACTION PURSUANT TO RULE 23(e)**

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**I**

**Preamble**

On December 30, 1983, the court found the defendant School District No. 1 (hereafter "D.P.S.") in violation of 20 U.S.C. 1703(f). Thereafter, the parties negotiated a remedy to the violations identified by the court, which remedy ("the Decree") was approved by the court on August 17, 1984, after a Rule 23(e) fairness hearing. That decree, embodied in a document denominated "Denver Public School: A Program for Limited English Proficient Students," has remained in effect since that time.

On October 24, 1994, the plaintiffs filed a motion for civil contempt, alleging that the D.P.S. was not in compliance with certain aspects of the Decree. Subsequently, on March 5, 1995, the D.P.S. filed a motion to modify the Decree. On July 31, 1997, the U.S. Department of

Education ("U.S.D.O.E.") found the D.P.S. in violation of certain statutes and regulations with respect to its services to English language learners. The U.S.D.O.E. referred the matter to the U.S. Department of Justice ("Justice") for enforcement.

As a result of the filings and referral described in the previous paragraph, the plaintiffs, the D.P.S., and the United States commenced negotiations in January, 1998, to resolve all of the concerns represented by the filings. After lengthy negotiations, the parties have resolved all outstanding issues by agreeing to submit two (2) documents to the court for its approval. The first document, "English Language Acquisition Program," sets forth the substantive obligation of the D.P.S. toward English language learners and includes certain reporting obligations. This is denominated "Joint Exhibit A." The second document, entitled "Monitoring," creates a position of monitor which will oversee implementation of the decree for a period of three (3) school years, beginning in 1999-2000. The parties have agreed, with court approval, that Dr. Ernest House will serve in that position. A copy of the document entitled "Monitor," with Dr. House's vita attached, is denominated "Joint Exhibit B." Combined, these documents will replace the documents approved by the court on August 17, 1984, and will serve as the court order until further order of the court.

As this court certified a class of limited English proficient (LEP) students in the D.P.S., it is now necessary to provide class members with notice of the proposed settlement and an opportunity to be heard. Rule 23(e) of the Federal Rules also requires the court to approve the "manner" of providing notice and opportunity; to this end, the parties request the court to approve the procedure set forth in the following section, which procedure incorporates the letter which is attached hereto as Exhibit #1, and notice attached as Exhibit #2.

II

Procedures under Rule 23(e)

NOTICE

A. On or before April 23, 1999, the DPS will send a letter to the parents of each student who has been identified as LEP during the 1998-99 school year. Parents of students who are in the twelfth grade and are scheduled during the 1998-1999 school year, or for whom the D.P.S. has received written evidence of withdrawal, need not be sent the letter.

1. The letter, attached hereto as Exhibit #1, shall inform the parents of the procedure for viewing the settlement agreement, which shall be available in English and Spanish, and for filing objections to its content.

2. The letter shall be in the following languages: Spanish, Vietnamese, Khmer, Russian, and English (the "designated languages"). Parents of students identified by the first four languages shall receive the letter in their home language. All others shall receive the letter in English.

B. The notice attached hereto as Exhibit #2 shall be translated into Spanish by the D.P.S., which shall cause it to be published in La Voz and El Seminario each week beginning April 26, 1999, and continuing until and through the week beginning May 17, 1999.

C. Copies of the notice attached hereto as Exhibit #2 shall be sent to organizations which represent Asian and Hispanic interests in the Denver area. This shall be done after consultation with the Asian Lay Advisory Committee and the Hispanic Lay Advisory Committee, and shall occur no later than April 21, 1999.

D. Beginning on April 26 and continuing until May 21, 1999, the D.P.S. will place a copy of the proposed agreement (Joint Exhibits A and B) in the principal's office of each school

in the district and in Room 105 of the General Administrative Office, 900 Grant Street, in Denver. These will be available in English and Spanish for viewing during ordinary business hours.

E. The D.P.S. will maintain a list of persons who speak the designated languages other than Spanish and will make that list available to persons who request it.

F. Any person may obtain a copy of the Joint Exhibits at Room 105 of the D.P.S. District Office, 900 Grant Street, Denver, during ordinary business hours, for a cost of \$3.00.

Any classmember who wishes to object to any term of the settlement, may do so by filing with the clerk of the court and sending to the parties his objections so that they are received no later than two (2) days before the hearing. A hearing will be held on \_\_\_\_\_ at 9:30 a.m., for the purpose of determining whether to approve the settlement. No objecting classmember will be heard at such time unless he has filed a timely written objection or can otherwise document that his failure was not the result of lack of diligence.

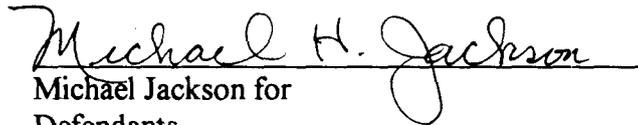
Respectfully submitted,

Date: 4/14/99



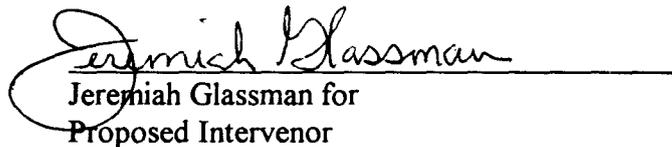
Peter D. Roos for  
Plaintiff-Intervenor

Date: 4/19/99



Michael Jackson for  
Defendants

Date: 4/16/99



Jeremiah Glassman for  
Proposed Intervenor

# ENGLISH LANGUAGE ACQUISITION PROGRAM

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# CHAPTER 1

## 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.

The ***Instructional Services Advisory Team*** is a team that makes recommendations to the Department of English Language Acquisition regarding *Program* entry, exit, and services.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## CHAPTER 2

### Introduction

#### I

#### *English Language Acquisition Program*

The *English Language Acquisition Program (Program)*<sup>1</sup> 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 are 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.

<sup>1</sup>Phrases in italics are defined in Chapter 1.

## II

### *Mainstream English Language Instructional Program*

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.

## CHAPTER 3

### 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.

- B. The parent or guardian of each student, or the student if in grade 9 or above, for whom the 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
- } mainstream 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.

**V**  
**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-0, 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.

## VII 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.

## CHAPTER 5

### Exiting From the Program

#### I

#### Exiting from the Program

- A. The Department of English Language Acquisition determines whether a student should be exited from the *Program* after reviewing the recommendation of the *Instructional Services Advisory Team*.
- B. The *Instructional Services Advisory Team* makes recommendations regarding whether students should be exited from the *Program*. In making its recommendations, the *Instructional Services Advisory Team* recognizes that speaking, understanding, reading, and writing in English are skills that are necessary for meaningful participation in the *mainstream English language instructional program*. Indeed, such skills affect the ability to understand and participate in classroom programs, complete homework assignments, and succeed in classroom and other testing programs. The *Instructional Services Advisory Team* recognizes that all such skills are not necessarily developed simultaneously. Generally, the development of reading and writing skills necessary to participate in the *mainstream English language instructional program* will take longer than the development of oral skills. The *Instructional Services Advisory Team* will consider such factors when making its recommendations and those recommendations will be based on the following guidelines.
1. The student is proficient in speaking and understanding English, as defined by the test publisher on an objective oral proficiency test (see Section VII of Chapter 3), and if in grade 2 or above, the student meets criterion 2, 3, or 4 below;
  2. The student scores at or above the 30<sup>th</sup> 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 20<sup>th</sup> and 29<sup>th</sup> 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*.

- b. The student scores at least a three (3) on the reading component of the Student 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.

A report describing each student's progress is sent to the Department of English Language 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 20<sup>th</sup> 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.)

## 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:

1. Methods for organizing instruction to meet the needs of *English language learners*;
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.

## VI 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.

- B. Though important, paraprofessionals are not a substitute for fully qualified teachers in the Program.

## X Appraisals

- A. The appraisal of each teacher assigned to the Program includes information about the teacher's effectiveness in providing instructional services to students in accordance with this Program.
- B. The appraisal of each principal whose school provides services to English language learners includes information about the effectiveness of the school in providing services consistent with the terms of this Program.

## XI Teacher Needs and Recruitment

- A. The district annually assesses in writing the need for fully qualified ESL/Spanish teachers, fully qualified ESL teachers, and paraprofessionals, at each school to meet the needs of this Program.
- B. The district annually develops a written plan to obtain additional staff, including those who are proficient Vietnamese speakers. The plan includes out-of-state recruitment and advertisements in selected journals if sufficient numbers of qualified teachers are not available. Attachment 4 is an example of a Teacher Recruitment Plan.
- C. To the extent that the district has need for additional fully qualified ESL/Spanish language teachers under this Program and to the extent that it is within reasonable means, the district maintains a collaborative arrangement with one or more institutions of higher education for paraprofessionals who speak languages in demand to complete the requirements for teacher certification and become teachers in the district.
- D. Consistent with the district's needs and available resources, the district offers selected teachers the opportunity to improve their Spanish language skills in order to become fully qualified.
- E. The district maintains records of its activities related to recruitment of teachers and other staff.

## XII Counselors

- 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.

## CHAPTER 8

### 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.

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4. To the extent practicable, no more than 15 students are instructed at one time in a resource classroom.
  5. A minimum of one fully qualified ESL teacher position in the *Program* is designated for each grade level to serve English language learners in *regular classrooms*.
  6. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.
- B. An ESL model is provided in schools with 60 or more English language learners of whom less than 60 speak Spanish. The program components, teacher qualifications, staffing, and instructional program organization in each such school are described below.
1. Supported English content instruction and English language development are provided in *regular classrooms* by fully qualified ESL teachers.
  2. A minimum of one fully qualified ESL teacher position in the *Program* is designated for each grade level to serve English language learners in *regular classrooms*.
  3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.
  4. One fully qualified ESL teacher will be assigned to a resource classroom to provide additional instruction and support effective instruction in *regular classrooms* for English language learners.
    - a. If 15 or more of the students speak Spanish, the resource classroom teacher is one who is fully qualified ESL/Spanish language.
    - b. Whenever possible, if more than 15 students speak a language other than Spanish, the resource classroom teacher assigned is orally proficient in this language.
- C. A transitional native language instruction model is provided in schools with 60 or more Spanish speaking English language learners. The program components, teacher qualifications, staffing, and instructional program organization are described below:
1. Native language instruction, supported English content instruction, and English language development are available at each grade level in *regular classrooms* staffed by a fully qualified ESL/Spanish language teacher. A minimum of one such classroom is designated for each grade level. If only supported English content instruction and English language development are provided in a classroom, a fully qualified ESL teacher may be assigned
  2. Mainstream English language classrooms staffed with transition teachers are provided.

3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.
  4. If fewer than 10 *English language learners* who speak a language other than Spanish are enrolled in a school, *supported English content instruction* and *English language development* are provided to these students in a *regular classroom*.
  5. If a school has more than 10 *English language learners* enrolled who speak a language other than Spanish, *supported English content instruction* and *English language development* are provided to these students in an *ESL resource classroom* as described in Section II-A of this chapter.
- D. In schools with fewer than 10 *English language learners*, transportation is provided, in accordance with district guidelines, to *zone schools* offering *Program* services.
- E. At each school where the district offers an *early childhood education program*, the program provides *transitional native language instruction* if (1) 50 percent or more of the previous year's kindergarten students were identified as *Spanish speaking English language learners* and (2) the school will offer a *transitional native language instruction model* for *kindergarten through grade 5 students*.
- F. Attachment 5 provides an example of the schools that will implement each of the models described in Sections A through C above.

### III *Program Placement*

- A. After students are identified as *English language learners*, the following factors are considered in determining the *Program* components provided:
1. For Spanish language background students, proficiency in speaking and understanding Spanish, which may be determined by a formal assessment;
  2. Reading and writing proficiency in a language other than English;
  3. Educational history; and
  4. Proficiency in reading, writing, understanding, and speaking English.
- B. The Department of English Language Acquisition and the Department of Special Education determine appropriate *Program* services for students with disabilities who are identified as *English language learners*.

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

- A. Transition to English begins when students enter the *Program*. Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers, and finally to *mainstream English language classrooms*, only.
- B. A LAS-1, Spanish speaking student is served in a *transitional native language instruction* classroom.
- C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction*. The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:
1. Classroom performance;
  2. Tests;
  3. Student Profile;
  4. Aptitude for given content areas;
  5. Attendance; and
  6. Classroom behavior
- D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student occurs only after the student has been with the teacher in the *transitional native language instruction* classroom for three (3) or more weeks.
- E. Nothing herein is designed to preclude the assignment of a LAS-3, Spanish speaking student to a *transitional native language instruction* component or a mainstream class component if the best judgment of the principal or staff is that such an assignment would be in the best interest of the student and is consistent with the provisions of this *Program*.
- F. Ongoing communication between the *transitional native language instruction* and *supported English content instruction* teachers is maintained to determine whether the assignment is appropriate or needs to be reconsidered.

- 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; 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.

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 toward becoming *English proficient*.

## VI *Program Staffing*

- A. *Program specialists* are teachers or administrators who are supervised by and accountable to the Department of English Language Acquisition and are responsible for oversight and coordination of the *Program* in elementary schools. *Program specialists* perform the following duties:
1. Coach and mentor teachers working with *English language learners*, demonstrating appropriate lessons and strategies as needed;
  2. Manage the *Program's* assessment system in each school;
  3. Serve as a resource for the *Instructional Services Advisory Team*;
  4. Help schools select and purchase quality materials; and
  5. Monitor explanations of the *Program* provided to parents and parent requests regarding *Program* services.
- B. In selecting supplemental staff like the librarian, physical education teacher, and music teacher, consideration is given to hiring qualified staff persons who are proficient in one of the languages spoken by *English language learners* at the school.

- C. For every 15 *English language learners* who speak the same language, which is a language other than Spanish, in a school where *Program* services are provided for *English language learners*, six hours of assistance per day by paraprofessionals who speak that language is provided to tutor students and help them in class. A maximum of 24 hours per day of such assistance is provided in each school for a given language group. Implementation of this provision is dependent on the availability of qualified applicants.
- D. To the extent practicable, whenever there are 24 or more Spanish speaking, *English language learners* in a school and services are provided in that school for *English language learners*, three hours per day of assistance by paraprofessionals who speak this language are provided to tutor students and help them in class. For each additional eight Spanish speaking, *English language learners* in a school, an additional hour of paraprofessional assistance is provided.
- E. Paraprofessional hours allocated pursuant to Sections VI-C and VI-D of this chapter may be exchanged for teachers consistent with district guidelines, if the following conditions are met:
1. The teachers serve the *English language learners* for whom the paraprofessional hours were allocated;
  2. The core subject area teachers are proficient in the language spoken by the *English language learners* that they serve;
  3. The overall resources to serve *English language learners* are not otherwise diminished; and
  4. The planned use of the converted paraprofessional hours is approved by the Department of English Language Acquisition.

## VII Curriculum

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

## CHAPTER 9

### 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*.

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

- A. Transition to English begins when students enter the *Program*. Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers and finally to *mainstream English language classrooms*, only.
- B. A LAS-1, Spanish speaking student is served in a transitional native language instruction classroom.
- C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction*. The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:
1. Classroom performance;
  2. Tests;
  3. Student Profile;
  4. Aptitude for given content areas;
  5. Attendance; and
  6. Classroom behavior
- D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student 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.

Compare

- D. To the extent practicable, whenever there are 36 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 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.

## CHAPTER 10

### 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 a language other than Spanish. The model components, teacher qualifications, staffing, and instructional program organization in each such school are described below.

1. *Core subject area* instruction in *supported English content instruction* is provided in regular classrooms.
2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements).
3. To the extent practicable, class size for *supported English content instruction* in *core subject areas* and English language development is kept to a maximum of 18 students.
4. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.
5. Fully qualified ESL or ESL/Spanish language teachers are assigned to each core subject area course designated for *English language learners*.

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

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

1. *Core subject area* instruction is available in Spanish (*native language instruction*), as needed, and *supported English content instruction* in *regular classrooms* at each grade level.
2. English language development is provided in regular classrooms for two periods per day unless not in the best educational interests of the student (e.g., a student who is on an athletic scholarship track and needs to meet NCAA course requirements).
3. Paraprofessionals are assigned as outlined in Sections VI-C and VI-D of this chapter.
4. A fully qualified ESL/Spanish language teacher is assigned to each core subject area course designated for *English language learners*. A fully qualified ESL teacher may be assigned if only *supported English content instruction* and *English language development* are provided, congruent with the conditions set forth in Section IV below.

D. Transportation is provided as follows:

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

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

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

### III *Program Placement*

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

1. For Spanish language background students, proficiency in speaking and understanding Spanish, which may be determined by a formal assessment;
2. Reading and writing proficiency in a language other than English;
3. Educational history; and
4. Proficiency in reading, writing, understanding, and speaking English.

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

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

- A. Transition to English begins when students enter the *Program*. Students traditionally progress from *native language instruction* in schools where this *Program* is offered to *supported English content instruction*, to *mainstream English language classrooms* with transition teachers and finally to *mainstream English language classrooms*, only.
- B. A LAS-1, Spanish speaking student is served in a *transitional native language instruction* classroom.
- C. A LAS-2, Spanish speaking student would not ordinarily be expected to be ready to progress from *transitional native language instruction* to *supported English content instruction*. The *transitional native language instruction* teacher uses a variety of factors to determine when a student has the skills to be moved from the *transitional native language* component to the *supported English content instruction* component. The factors to be considered are the ability to understand academic English vocabulary, to engage in classroom conversation in English, and to understand classroom materials in English. Evidence regarding these factors may come from the following sources:
1. Classroom performance;
  2. Tests;
  3. Student Profile;
  4. Aptitude for given content areas;
  5. Attendance; and
  6. Classroom behavior
- D. Any assignment to a *supported English content instruction* component of a LAS-2, Spanish speaking student 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.

Based on assessments like those above and the teachers' professional judgment, 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 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.

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.

## CHAPTER 11

### 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*;

4. Discuss parental concerns regarding the structure or operation of the committees identified in Section I of this chapter;
5. Provide an opportunity for parents to discuss concerns about the *Program*; and
6. Report at least once annually on their activities to the Board of Education.

### **III Parent Training**

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

# CHAPTER 12

## 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;

3. Monitoring the availability of materials for *Program* classrooms;
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.

7. Opportunities to receive training in effective instructional techniques for addressing district content standards;
8. Standards for books and materials that are to be provided in each *Program* classroom and the availability of such books and materials;
9. The number of monitored students who were reclassified as English language learners; and
10. The *Program's* effectiveness, including evidence of students' progress in acquiring English and levels of student achievement.

### III Review Procedures

- A. Whenever parents believe that their child or children are not being served in accordance with the terms of this *Program*, the following procedures are used:
  1. The parents discuss the concerns with the principal of the school and attempt to reach satisfactory resolution; and
  2. If a satisfactory resolution is not reached with the principal, the parents may ask the Department of English Language Acquisition to investigate whether or not the terms of this *Program* are being implemented as it relates to the services provided to the student. The Department of English Language Acquisition responds orally and in writing to the parents.
- B. If parents wish that the situation be further reviewed, they may request that the matter be referred to the appropriate assistant superintendent.

### IV Student Progress

- A. Student progress toward achieving the district's curricular goals is measured in a variety of ways including, but not limited to, the following:
  1. Classroom assessments in each classroom on an ongoing basis;
  2. Classroom observation of student performance;
  3. Analyses of written classroom work;
  4. Performance on fall and spring norm-referenced tests;

5. Mid-year tests of progress in reading;
  6. Fall and spring writing sample results; and
  7. Results of the Colorado State Assessment Program.
- B. Parents receive information about student performance on a regular basis through report cards, conferences with teachers, and the results of district assessments.
- C. The district monitors progress in schools and classrooms, and makes changes as appropriate to support high student achievement.

## CHAPTER 13

### Considerations Related to Special Education for *English Language Learners*

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

#### I

#### Student Proficiency in English and Other Languages

- A. Prior to or upon referral for evaluation, testing, or placement in special education, the following information is available for an *English language learner*, if appropriate:
1. Information from objective assessments of proficiency in English completed within the past year; and
  2. Information from objective assessments of proficiency in the student's primary language completed within the past year.
- B. Where information identified in Section I-A of this chapter is not provided, the reasons will be noted in writing and maintained along with other records.
- C. Wherever practicable, an *English language learner* will be evaluated in a language in which he or she is proficient by a qualified evaluator who is proficient in language.
- D. Written evaluations include the following information, if applicable:
1. An analysis of the effect of proficiency in English and other languages on the student's learning;
  2. Modifications to test procedures, including the use of translators or interpreters, and their possible impact on the results obtained; and
  3. An analysis of the test results in relationship to the student's language proficiency.
- E. The process for identifying English language learners who are disabled is outlined in Attachments 6 and 7.

## II Informed Consent

- A. Notices, consent forms, and other documents provided to parents will be translated into the language preferred for home-school communication, if such language is spoken by 100 or more district students. Information will be provided in other languages to the extent practicable.
- B. Where the language preferred for home-school communication is spoken by fewer than 100 district students, documentation will be maintained regarding the mode of communication with the parents and the efforts made to communicate in the desired language.

## III Services

- A. Special education procedures include a statement that *English language learners* may concurrently receive special education services and *transitional native language instruction, supported English content instruction*, or other services provided to *English language learners*.
- B. Special education teachers are trained in *ESL* and *supported English content instruction* methodologies, which is consistent with the goal of the *English Language Acquisition Program*.
- C. To the extent practicable, staff are assigned who speak the language of the students they serve.

## Attachments

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

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

-----  
MOBILITY HISTORY DATA  
-----

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

-----  
BILINGUAL DATA  
-----

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

-----  
BILINGUAL PROGRAM SERVICE  
-----

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

-----  
ATTENDANCE OPTION TRANSFERS  
-----

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

APPRVD 05-01-98

EXAMPLE

PUPIL ID....:

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

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

----- LAS SCORES -----					
ID	CURRENT		PREVIOUS		
	ENGLISH	SPANISH	ENGLISH	SPANISH	
5	09-30-92				

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

EXAMPLE

## 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*

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_

Years/Semester in Program: yrs. \_\_\_\_\_  
Sem. \_\_\_\_\_

## 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.

DENVER PUBLIC SCHOOLS

Department of English Language Acquisition

*Socio-cultural Development*

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

Open Ended Questions:

1. How long has the student been in the United States? \_\_\_\_\_ Entry date \_\_\_\_\_
2. How long and to what extent has the student been exposed to an English-speaking environment in the home and the community? \_\_\_\_\_
3. What type of schooling has the student experienced? \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Teacher's Name: \_\_\_\_\_ Years/Semester in Program: yrs. \_\_\_\_\_  
Sem. \_\_\_\_\_

## DENVER PUBLIC SCHOOLS

### Department of English Language Acquisition

#### *English Language Development*

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

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

**DENVER PUBLIC SCHOOLS**  
 Department of English Language Acquisition  
 English Language Development

**Understanding**

Student Name: \_\_\_\_\_ ID#: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

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

LEVELS <span style="border: 1px solid black; padding: 2px;">1</span>	<span style="border: 1px solid black; padding: 2px;">2</span>	<span style="border: 1px solid black; padding: 2px;">3</span>	<span style="border: 1px solid black; padding: 2px;">4</span>	<span style="border: 1px solid black; padding: 2px;">5</span>
<ul style="list-style-type: none"> <li>• 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</li> <li>• acknowledges and uses simple social language: greetings, yes/no, etc.</li> <li>• listens attentively to simple stories with illustrations and actions, chants, and songs</li> <li>• responds appropriately to survival messages</li> </ul>	<ul style="list-style-type: none"> <li>• performs classroom routines</li> <li>• pays attention to speakers in small group situations</li> <li>• pays attention to short, high-interest audio-visual materials</li> <li>• follows simple directions related to the immediate situation</li> <li>• comprehends simple statements related to the immediate situation</li> <li>• demonstrates understanding through drawings, drama, pantomime</li> </ul>	<ul style="list-style-type: none"> <li>• uses an age/grade appropriate social vocabulary</li> <li>• tunes out distractions and attends in small group settings</li> <li>• uses academic vocabulary presented experientially</li> <li>• distinguishes between true and untrue statements about experience</li> </ul>	<ul style="list-style-type: none"> <li>• comprehends academic vocabulary presented experientially</li> <li>• listens for main and subordinate ideas</li> <li>• initiates and participates in an oral discussion of previously covered content</li> <li>• distinguishes statements of fact from statements of opinions</li> </ul>	<ul style="list-style-type: none"> <li>• interprets/comprehends all classroom discussions in all settings and situations</li> <li>• uses figurative language</li> <li>• draws inferences</li> <li>• recognizes idiomatic expressions</li> <li>• recognizes other language subtleties such as humor and sarcasm</li> </ul>

School: \_\_\_\_\_

Grade: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Years/Semester in Program:      Years \_\_\_\_\_

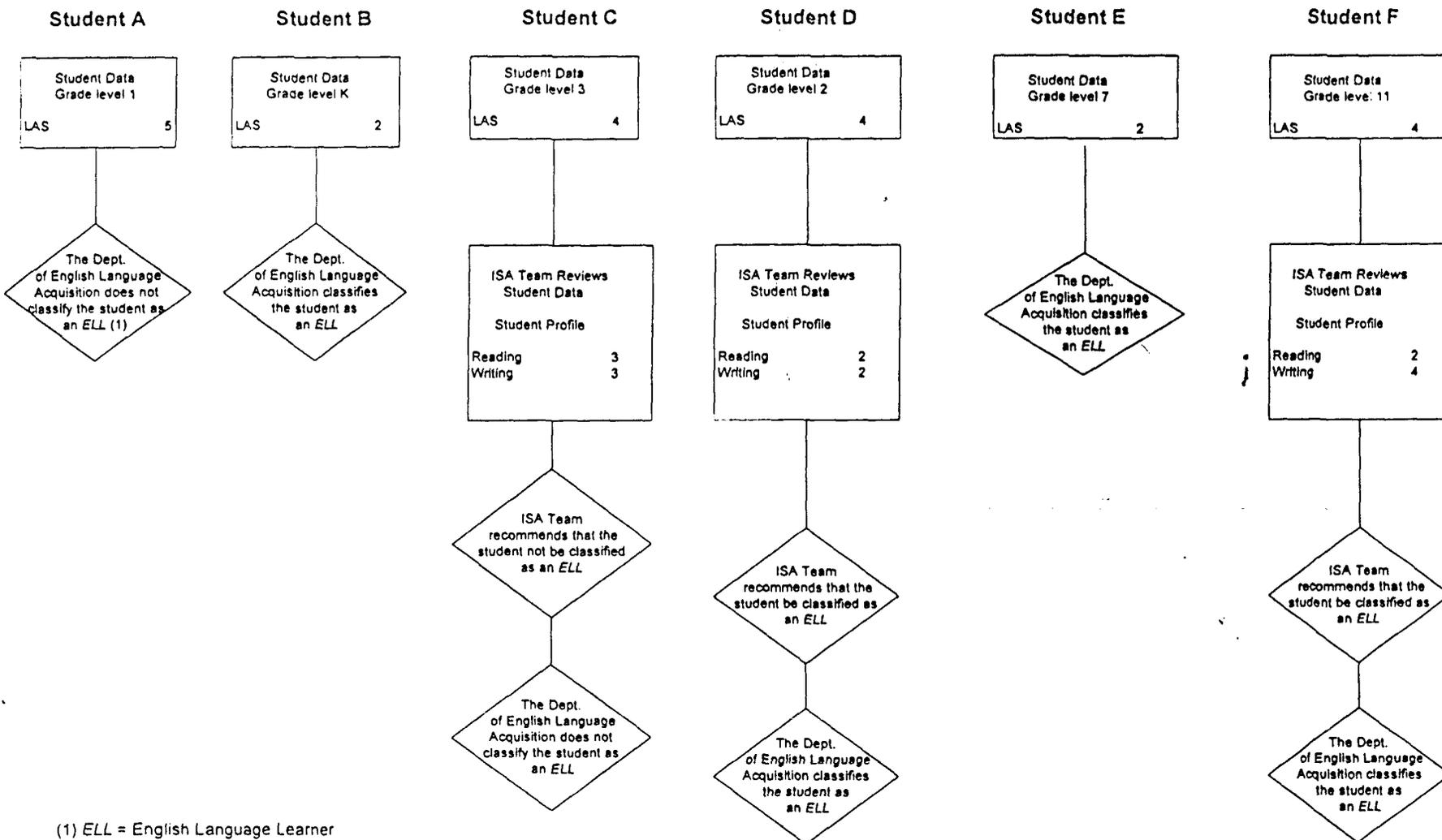
Semester \_\_\_\_\_







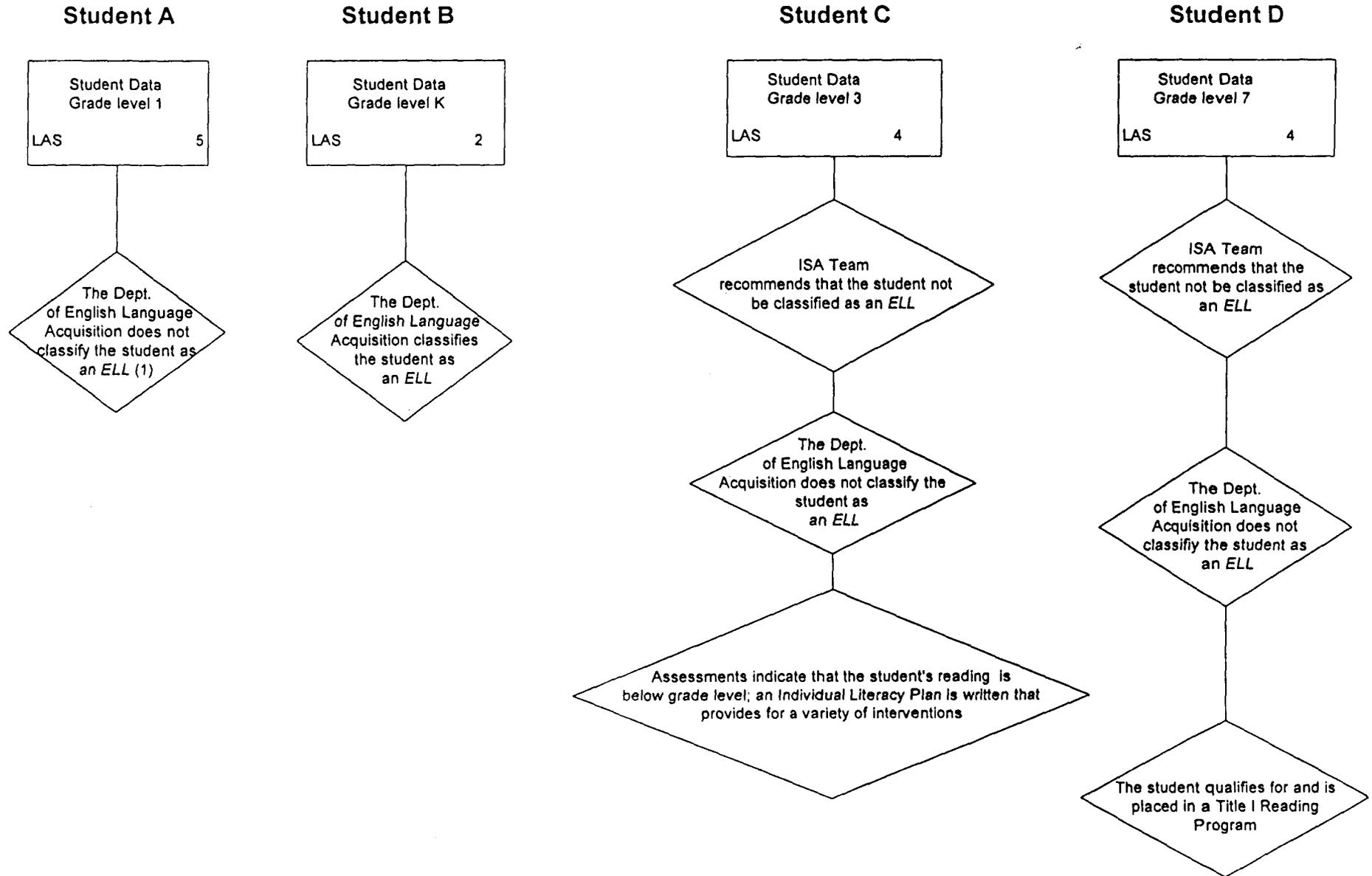
Classification as an English Language Learner  
 Students Answering **Yes** to the First Question  
 ILLUSTRATIONS



(1) ELL = English Language Learner

Classification as an English Language Learner

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



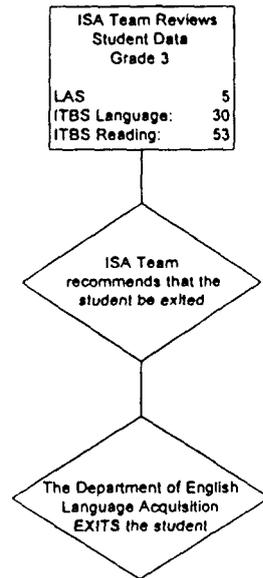
(1) ELL = English Language Learner

Exiting from the Program  
ILLUSTRATIONS

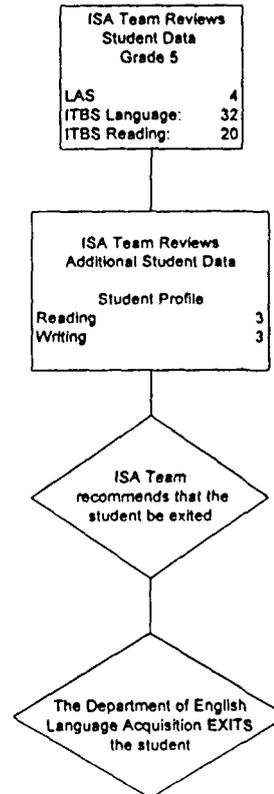
Student A



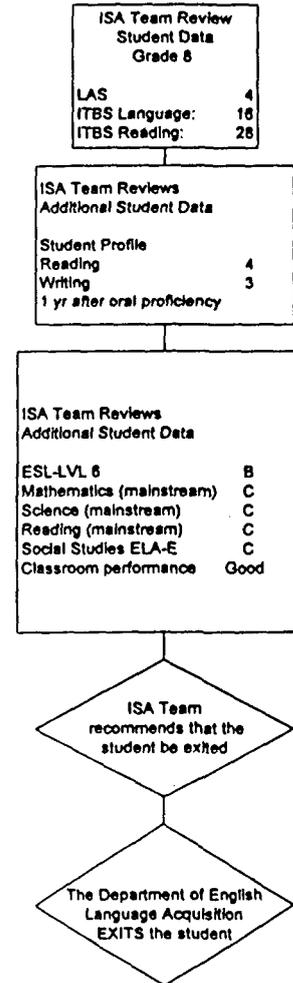
Student B



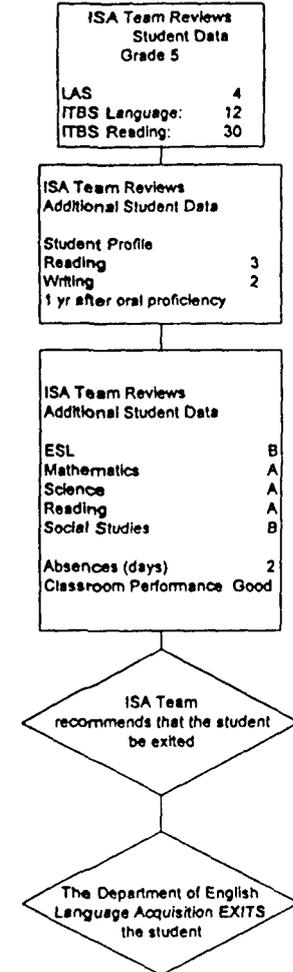
Student C



Student D



Student E





**DENVER PUBLIC SCHOOLS  
INTERDEPARTMENTAL COMMUNICATION**

**Department of Educational Services**

**Proposed English Language Acquisition Program  
Teacher Recruitment Plan  
1998-1999**

**Goal**

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

**General Strategies**

1. Organize the Human Resources Department to support effective teacher recruiting efforts by designating Tony Vigil to coordinate all English Language Acquisition recruiting.
2. Send teams of trained principals and administrators who can "sell" the Denver Public Schools to recruit teachers. For recruiting Spanish speaking teachers, send principals and administrators who are fluent in Spanish. (See Attachment A.)
3. Offer teaching contracts immediately after interviewing acceptable candidates.
4. Assess Spanish language skills at or near the time of the interview to ensure that potential staff meet district qualifications.
5. Review recruiting strategies of other Colorado front range districts and other large school districts that serve large populations of English language learners to ensure Denver's competitive advantage.

## **English Language Acquisition Program Paraprofessional/Teacher Training Program**

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

### **International Teacher Recruitment**

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

### **Advertisements**

1. Advertise in newspapers in selected cities (Attachment B) to make qualified individuals aware of the opportunities to teach in the Denver Public Schools.
2. Advertise English Language Acquisition Program teacher needs in selected community newspapers in Denver. (See Attachment B.)
3. Send district employees information about English Language Acquisition Program teaching opportunities.

### **Colleges and Universities**

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

1. Send employment information and packets to the job placement offices of selected colleges and universities.
2. Visit staff and professors at selected colleges and universities.
3. Participate in job fairs at selected colleges and universities.
4. Solicit opportunities to speak to students in selected colleges and universities about job opportunities in the district.

### **Student Teachers**

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

**Internet**

Post English Language Acquisition Program teacher vacancies on the Internet.

**Job Fair**

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

**Conferences**

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

DENVER PUBLIC SCHOOLS  
Department of Human Resources

**Recruiter Training**

**Agenda**

*Welcome, Purpose, Goals and Objectives*

*Dr. Johnny Lydia, Chief Personnel Officer,  
Human Resources*

*Review of Denver Public School Recruitment Plan*

*Dr. Tony Vigil, Manager, English Language  
Acquisition, Human Resources*

*Review of Recruiter Handbook*

*Roslyn Underwood-Dee, Manager,  
Secondary Certificated Personnel, Human  
Resources*

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

*Colorado Licensure Specifications*

*Carol Ruckel, Manager, Staff Development,  
Human Resources*

*English Language Acquisition Specifications*

*Tony Vigil, Manager, English Language  
Acquisition, Human Resources*

*Recruiter Sign-up - Making a Commitment*

*Roslyn Underwood-Dee, Manager,  
Secondary Certificated Personnel, Human  
Resources*

*Discussion and Questions*

Denver Public Schools  
Department of Human Resources

**Recruiter Information Sheet**

Name \_\_\_\_\_  
School \_\_\_\_\_  
Position \_\_\_\_\_  
Telephone \_\_\_\_\_

1. Have you been a recruiter for the District in the past five (5) years? yes \_\_\_\_\_ no \_\_\_\_\_

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

<u>City/College/University</u>	<u>Year</u>
_____	_____
_____	_____
_____	_____
_____	_____

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 (Bil/Bicultural), Level II

California Lutheran University – Thousand Oaks (ESL), Level II

California State University – Carson Dominguez Hills (Bil/Bicultural), Level II

California State University – Fullerton (ESL), Level II

California State University – Stanislaus Terlock (Bil/Bicultural), Level III

Fresno Pacific College – Fresno (Bil/Bicultural), Level III

### **Colorado**

Metropolitan State University (bilingual), Level IV

University of Northern Colorado (bilingual), Level IV

University of Colorado at Denver (Master's Program in Bilingual Ed), Level IV

University of Southern Colorado (bilingual), Level IV

Regis University (bilingual), Level IV

Adams State College – Alamosa (Bil/Bicultural), Level IV

### **Florida**

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

### **New Mexico**

Eastern New Mexico – Potosi (ESL), Level III

New Mexico Highlands – Las Vegas (Bil/Bicultural), Level IV

New Mexico State – Las Cruces (Bil/Bicultural), Level IV

University of New Mexico – Albuquerque (Bil/Bicultural/ESL), Level IV

### **Texas**

University of Texas – El Paso (UTEP), Level IV

Hardin-Simmons University – Abilene (Bil/Bicultural), Level III

McMurray University – Abilene (Bil/Bicultural), Level III

Houston Baptist University (Bil/Bicultural), Level II

University of Houston (Downtown) (Bil/Bicultural), Level II

Our Lady of the Lake University – San Antonio (Bil/Bicultural), Level III

Saint Edwards – Austin (Bil/Bicultural), Level III

Southwest Texas State University – San Marcos (Bil/Bicultural), Level II

Texas A&M International – Laredo (Bil/Bicultural), Level II

Texas A&M - College Station (Bil/Bicultural), Level II

Texas A&M – Kingsville (Bil/Bicultural), Level II

Texas Wesleyan – Ft. Worth (Bil/Bicultural), Level II

University of Texas – San Antonio (Bil/Bicultural), Level IV

**CONFERENCES**

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

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

DENVER PUBLIC SCHOOLS																
DEPARTMENT OF PLANNING AND RESEARCH																
PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOOL																
1998-1999																
Pupil Data as of April 16, 1998																
School Name	Projected 1998-1999 Students									1998-1999 Program						Zone School
	SPANISH				OTHER				Grand Total	Para Hrs annual	Resource Teachers	Native Lang		Services*		
	LAU A	LAU B	LAU C	Total	LAU A	LAU B	LAU C	Total				Tutors	Spanish	Other		
AMESSE	52	43	2	97	6	9	0	15	112	12	2160	1.0		1	3	
ASBURY	3	0	0	3	2	0	3	5	8	-	-	0.0		6	6 Unlv Park	
ASHLEY	71	44	19	134	0	0	0	0	134	16	2880	0.0		1	5	
BARNUM	138	67	23	228	3	3	0	6	234	28	5040	0.0		1	5	
BARRETT	19	18	10	47	0	0	0	0	47	5	900	1.5		2	3	
BEACH COURT	63	49	15	127	3	3	0	6	133	15	2700	0.0		1	5	
BRADLEY	2	5	0	7	1	1	2	4	11	-	-	0.5		3	3	
BROMWELL	1	2	0	3	1	4	0	5	8	-	-	0.0		6	6 Unlv Park	
BROWN	57	39	6	102	7	25	2	34	136	12	2160	1.0	6	1	3	
BRYANT-WEBSTER	195	61	27	283	0	0	0	0	283	35	6300	0.0		1	5	
CARSON	6	10	1	17	2	2	3	7	24	-	-	1.0		2	3	
CASTRO	135	67	26	228	15	11	3	29	257	28	5040	1.0		1	3	
CENTENNIAL	21	11	4	36	0	0	1	1	37	4	720	1.0		2	3	
CHELTENHAM	156	90	35	281	2	12	2	16	297	35	6300	1.0		1	3	
COLFAX	87	34	16	137	0	0	0	0	137	17	3060	0.0		1	5	
COLLEGE VIEW	78	29	6	113	3	11	2	16	129	14	2520	1.0		1	3	
COLUMBIAN	79	51	6	136	0	1	0	1	137	17	3060	0.0		1	5	
COLUMBINE	40	47	7	94	3	9	5	17	111	11	1980	1.0		1	3	
CORY	1	1	0	2	0	0	0	0	2	-	-	0.0		6	6 Unlv Park	
COWELL	204	38	12	254	1	0	0	1	255	31	5580	0.0		1	5	
DEL PUEBLO	100	39	2	141	1	4	0	5	146	17	3060	0.0		1	5	
DENISON	2	34	6	42	0	0	0	0	42	5	900	0.0		1	5	
DOULL	23	25	4	52	5	18	11	34	86	6	1080	1.0	12	4	4	
EAGLETON	121	76	9	206	0	3	2	5	211	25	4500	0.0		1	5	
EBERT	39	16	6	61	0	2	1	3	64	7	1260	0.5		1	5	
EDISON	25	23	7	55	0	0	0	0	55	6	1080	1.5		2	3	
ELLIS	46	30	4	80	14	10	7	31	111	10	1800	1.0		1	3	
FAIRMONT	194	54	26	274	0	1	0	1	275	34	6120	0.0		1	5	

## \*Services:

1=TNLI (Transitional Native Language Instruction)

2=ESL Resource - Spanish

3=ESL Resource

4=ESL Classroom

5=ESL in TNLI Classroom

6=Transportation to Zone School

DENVER PUBLIC SCHOOLS																
DEPARTMENT OF PLANNING AND RESEARCH																
PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOOL																
1998-1999																
Pupil Data as of April 16, 1998																
School Name	Projected 1998-1999 Students								Grand Total	1998-1999 Program						Zone School
	SPANISH				OTHER					Para Hrs annual	Resource Teachers	Native Lang		Services*		
	LAU A	LAU B	LAU C	Total	LAU A	LAU B	LAU C	Total				Tutors	Spanish	Other		
FAIRVIEW	17	19	13	49	13	19	4	36	85	6	1080	1.5	6	2	3	
FALLIS	77	23	2	102	8	7	1	16	118	12	2160	1.0		1	3	
FORCE	56	34	10	100	5	1	1	7	107	12	2160	0.0		1	5	
FORD	50	42	21	113	2	3	3	8	121	14	2520	0.0		1	5	
GARDEN PLACE	117	38	25	180	0	0	3	3	183	22	3960	0.0		1	5	
GILPIN	127	44	13	184	1	0	0	1	185	23	4140	0.0		1	5	
GODSMAN	93	38	11	142	5	15	6	26	168	17	3060	1.0		1	3	
GOLDRICK	127	85	16	228	19	24	6	49	277	28	5040	1.5	6	1	3	
GREENLEE	41	26	14	81	20	19	6	45	126	10	1800	1.0	6	1	3	
GUST	22	14	2	38	3	9	0	12	50	4	720	1.5		2	3	
HALLETT	23	12	6	41	2	0	1	3	44	5	900	1.5		2	3	
HARRINGTON	222	69	24	315	0	0	3	3	318	39	7020	0.0		1	5	
HOLM	29	9	3	41	4	6	5	15	56	5	900	1.5		2	3	
JOHNSON	27	21	2	50	6	10	3	19	69	6	1080	1.0		4	4	
KAISER	0	0	0	0	0	0	1	1	1	-	-	0.0		6	6 Sabin	
KNAPP	207	56	12	275	2	0	0	2	277	34	6120	0.0		1	5	
KNIGHT	0	2	0	2	0	1	1	2	4	-	-	0.0		-	-	
LINCOLN	17	8	1	26	0	2	0	2	28	3	540	1.0		2	3	
MARRAMA	5	8	3	16	4	8	3	15	31	-	-	1.0		2	3	
MCGLONE	110	24	14	148	1	5	1	7	155	18	3240	0.0		1	5	
MCKINLEY-THATCHER	1	1	1	3	0	0	0	0	3	-	-	0.0		6	6 Univ Park	
MCMEEEN	39	21	3	63	17	22	15	54	117	7	1260	1.5		1	3	
MITCHELL	164	70	14	248	0	0	0	0	248	31	5580	0.0		1	5	
MONTCLAIR	15	10	11	36	1	10	12	23	59	4	720	1.0		4	4	
MOORE	35	20	5	60	2	5	0	7	67	7	1260	0.0		1	5	
MUNROE	143	42	26	211	2	2	3	7	218	26	4680	0.0		1	5	
NEW MONTBELLO	18	15	3	36	0	2	3	5	41			1.0		2	3	
NEWLON	73	53	25	151	1	5	2	8	159	18	3240	0.0		1	5	

## \*Services:

1=TNLI (Transitional Native Language Instruction)

2=ESL Resource - Spanish

3=ESL Resource

4=ESL Classroom

5=ESL in TNLI Classroom

6=Transportation to Zone School

DENVER PUBLIC SCHOOLS																
DEPARTMENT OF PLANNING AND RESEARCH																
PROJECTED ENROLLMENT AND SERVICES - ELEMENTARY SCHOOL																
1998-1999																
Pupil Data as of April 16, 1998																
School Name	Projected 1998-1999 Students								Grand Total	1998-1999 Program						Zone School
	SPANISH				OTHER					Para Hrs annual	Resource Teachers	Native Lang		Services*		
	LAU A	LAU B	LAU C	Total	LAU A	LAU B	LAU C	Total				Tutors	Spanish	Other		
OAKLAND	21	20	17	58	4	14	5	23	81	7	1260	1.0	6	4	4	
PALMER	19	6	2	27	4	1	8	13	40	3	540	1.0		2	3	
PARK HILL	11	11	4	26	2	1	2	5	31	3	540	1.0		2	3	
PHILIPS	2	8	0	10	2	0	0	2	12	-	-	0.5		3	3	
PIONEER	64	16	3	83	2	1	0	3	86	10	1800			1	5	
REMINGTON	63	35	13	111	1	0	0	1	112	13	2340	0.0		1	5	
ROSEDALE	4	4	2	10	0	1	0	1	11	-	-	0.5		3	3	
SABIN	6	4	3	13	9	4	8	21	34	-	-	1.0	6	3	3	
SAMUELS	3	6	6	15	2	11	5	18	33	-	-	1.0		2	3	
SCHENCK	92	49	24	165	10	8	3	21	186	20	3600	1.0		1	3	
SCHMITT	15	30	9	54	8	20	6	34	88	6	1080	1.0	6	4	4	
SLAVENS	0	1	4	5	0	0	1	1	6	-	-	0.5		3	3	
SMEDLEY	161	56	19	236	0	0	0	0	236	29	5220	0.0		1	5	
SMITH	25	23	3	51	3	7	0	10	61	6	1080	1.0		4	4	
STECK	0	2	2	4	9	3	4	16	20	-	-	1.0		3	3	
STEDMAN	24	7	6	37	0	1	1	2	39	4	720	1.0		2	3	
STEELE	10	4	6	20	1	3	2	6	26	-	-	1.0		2	3	
SWANSEA	284	80	24	388	0	0	0	0	388	48	8640	0.0		1	5	
TÉLLER	16	21	3	40	3	2	0	5	45	5	900	1.5		2	3	
TRAYLOR	0	1	4	5	4	7	5	16	21	-	-	1.0		3	3	
UNIVERSITY PARK	1	1	1	3	10	8	4	22	25	-	-	1.0		3	3	
VALDEZ	384	55	9	448	0	0	0	0	448	56	10080	0.0		1	5	
VALVERDE	57	52	9	118	3	4	2	9	127	14	2520	0.5		1	3	
WHITEMAN	28	18	5	51	4	3	3	10	61	6	1080	1.0		4	4	
WHITTIER	26	19	4	49	0	0	0	0	49	6	1080	1.5		2	3	
WYMAN	24	12	3	39	3	0	3	6	45	4	720	1.0		2	3	

\*Services:  
 1=TNLI (Transitional Native Language Instruction)  
 2=ESL Resource - Spanish  
 3=ESL Resource  
 4=ESL Classroom  
 5=ESL in TNLI Classroom  
 6=Transportation to Zone School

DENVER PUBLIC SCHOOLS															
DEPARTMENT OF PLANNING AND RESEARCH															
PROJECTED ENROLLMENT AND SERVICES - MIDDLE SCHOOL															
1998-1999															
Pupil Data as of April 16, 1998															
School Name	Projected 1998-99 Students					Projected 1998-99 Students					Grand Total	1998-1999 Program			
	SPANISH			TOTAL	OTHER			TOTAL	Para Hrs	Native Lang.		Services*			
LAU A	LAU B	LAU C	LAU A		LAU B	LAU C	LAU A		LAU B	LAU C	annual	Tutors	Spanish	Other	
Baker	72	100	25	197	0	2	0	2	199	16	2880	1	3		
Cole	81	120	33	234	1	1	0	2	236	19	3420	1	3		
Gove	10	22	10	42	1	0	2	3	45	3		3	3		
Grant	29	57	8	94	1	1	0	2	96	7	1260	1	3		
Hamilton	2	6	8	16	1	4	5	10	26	-		3	3		
Henry	7	11	11	29	0	7	7	14	43	-		3	3		
Hill	29	50	28	107	6	2	5	13	120	8	1440	1	3		
Kepner	57	190	76	323	1	8	4	13	336	28	4680	1	3		
King	30	68	33	131	0	10	3	13	144	10	1800	1	3		
Kunsmiller	36	78	30	144	4	14	15	33	177	12	2160	6	3		
Lake	101	121	42	264	1	5	0	6	270	22	3960	1	3		
Mann	78	129	27	234	0	2	0	2	236	19	3420	1	3		
Merrill	20	48	16	84	38	84	26	148	232	7	1260	24	2		
Morey	23	39	8	70	0	0	1	1	71	5	900	1	3		
Place	18	32	16	66	3	4	8	15	81	5	900	1	3		
Rishel	65	132	41	238	2	4	2	8	246	19	3420	1	3		
Skinner	79	82	26	187	0	3	0	3	190	15	2700	1	3		
Smiley	3	12	11	26	0	1	1	2	28	-		3	3		

\*Services:  
 1=TNLI  
 2=ESL  
 3=English language development and/or ELA-E classes, if available

DENVER PUBLIC SCHOOLS														
DEPARTMENT OF PLANNING AND RESEARCH														
PROJECTED ENROLLMENT AND SERVICES - HIGH SCHOOL														
1998-1999														
Pupil Data as of April 16, 1998														
School Name	Projected 1998-1999 Students									1998-1999 Program				
	SPANISH				Grand Total	OTHER				Para Hrs annual	Native Lang. Tutors	Services*		
	LAU A	LAU B	LAU C	TOTAL		LAU A	LAU B	LAU C	TOTAL			Spanish	Other	
Abraham Lincoln	64	118	72	254	26	48	19	93	347	15	2700	24	1	2
East	13	13	14	40	2	7	5	14	54	-			3	3
George Washington	11	21	27	59	2	27	30	59	118	-			3	3
John Kennedy	10	29	23	62	4	13	15	32	94	3	540		1	3
Manual	107	118	59	284	0	2	1	3	287	17	3060		1	3
Montbello	15	27	24	66	4	4	10	18	84	-			3	3
North	136	201	88	425	0	2	2	4	429	26	4680		1	3
South	69	56	30	155	67	82	27	176	331	9	1620	24	1	2
Thomas Jefferson	3	8	5	16	3	7	10	20	36	-			3	3
West	190	266	134	590	6	12	8	26	616	36	6480		1	3

\*Services

1=TNLI

2=ESL

3=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.

## Exhibit #1

The Congress of Hispanic Educators (CHE), the United States, and the Denver Public Schools have recently negotiated a new plan for addressing the educational needs of students whose language is other than English. Our records indicate that you have a child who is an English language learner and is eligible for services.

This new plan would replace the plan previously approved by the U.S. Federal Court in the case of *Keyes v. DPS*. The new plan: (a) provides a procedure for identifying and assessing pupils eligible for services and for determining when they no longer need to be in a special program; (b) provides standards for teachers and aides; (c) identifies instructional standards, including the creation of different programs for pupils with different language needs; and (d) appoints an independent monitor to oversee implementation. Parents who believe that the program is not meeting the terms of the settlement will be able to provide their information to the monitor.

Before the settlement goes into effect, you have a right to review it. If you do not like all or part of the settlement, you have a right to file an objection and to appear in court to state your objection.

The Settlement Agreement can be reviewed at the school office of any school, and in Room 105, 900 Grant Street, between 9:00 a.m. and 4:00 p.m., Monday through Friday. A copy of the Settlement Agreement will be available in English and Spanish. Speakers of other languages may bring a translator, or may obtain a list of translators proficient in Vietnamese, Khmer, and Russian. You may also obtain a copy of the document for \$3.00.

If you wish to file an objection, you must do so in writing. It should be mailed to the following locations so that it is received at least two (2) days before the date set below for the hearing.

1. Bilingual Clerk  
United States District Court  
P. O. Box 993  
Denver, Colorado 80201
2. Michael H. Jackson, Esq.  
900 Grant Street, Suite 704  
Denver, Colorado 80203
3. Peter D. Roos, Esq.  
785 Market Street, Suite 420  
San Francisco, California 94103
4. Jeremiah Glassman, Esq.  
Department of Justice  
Civil Rights Division  
Equal Educational Rights Section  
Washington, D.C. 20530

Your objection should indicate at the top of the page that it relates to the case *CHE v. School District #1*, CA #95-M-2313. If you file a written objection, you have a right to voice your concerns to the judge by appearing in court at 9:30 a.m. on \_\_\_\_\_, 1999. The court is located at: 1929 Stout Street, Room C-204, Denver.

**Exhibit #2:**

**Notice of Proposed Settlement of *CHE v. School District #1, Denver***

**CA #95-M-2313**

The Congress of Hispanic Educators (CHE), the United States, and the Denver Public Schools have recently negotiated a new plan for addressing the educational needs of students whose language is other than English.

The new plan would replace the plan previously approved by the U.S. Federal Court in the case of *Keyes vs. DPS*. The new plan: (a) provides a procedure for identifying and assessing pupils eligible for services and for determining when they no longer need to be in a special program; (b) provides standards for teachers and aides; (c) identifies instructional standards, including the creation of different programs for pupils with different language needs; and (d) appoints an independent monitor to oversee implementation. Parents who believe that the program is not meeting the terms of the settlement will be able to provide their information to the monitor.

Before the settlement goes into effect, parents of students who attend the Denver Public Schools (DPS) and who are English language learners, may review it and file any objection they may have to its contents. They further have a right to appear in court.

The Settlement Agreement can be reviewed at any DPS school, or at Room 105, 900 Grant Street, Denver, between 9:00 a.m. and 4:00 p.m., Monday through Friday. Copies will be available in English and Spanish. Speakers of other languages may bring a translator or obtain a list of translators proficient in Vietnamese, Khmer, and Russian. Copies can be obtained for \$3.00.

Any parent or guardian of a student who attends the Denver Public Schools and who is Limited English Proficient, or who believes his child does or will qualify for special language help, may file an objection by mailing a letter to each of the following locations so that it is received at least two (2) days before the date set below for the hearing.

- |   |  |
|---|--|
| 1. Bilingual Clerk<br>United States District Court<br>P. O. Box 993<br>Denver, Colorado 80201 | 3. Peter D. Roos, Esq.<br>785 Market Street, Suite 420<br>San Francisco, California 94103  |
| 2. Michael H. Jackson, Esq.<br>900 Grant Street, Suite 704<br>Denver, Colorado 80203          | 4. Jeremiah Glassman, Esq.<br>Department of Justice<br>Civil Rights Division<br>Equal Educational Rights Section<br>Washington, D.C. 20530 |

Any objections should indicate at the top of the page that it relates to this case, *CHE v. School District #1*, CA #95-M-2313. Anyone who files a written objection has a right to voice his/her concerns to the judge in this case by appearing in court at 9:30 a.m. on \_\_\_\_\_, 1999. The court is located at 1929 Stout Street, Room C-204, Denver.

Joint Exhibit B

## 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.

VITA  
[Sept, 1998]

Ernest Robert House

**Education**

A.B. in English, Washington University, 1959; M.S. in Secondary Education, Southern Illinois University, 1964; Ed.D., University of Illinois, 1968.

**Honorary Organizations, Prizes, and Awards**

Phi Beta Kappa  
General Scholarship, Washington University, 1959  
Gifted Youth Fellow, University of Illinois, 1967-69  
Phi Delta Kappa, Kappa Delta Pi  
Ford Foundation Fellow (England), 1975  
Distinguished Visiting Scholar, Center for the Study of Evaluation, University of California at Los Angeles, Summer 1976.  
Scholar-in-Residence, Institute for Educational Policy Studies, Harvard University, Fall 1980.  
Distinguished Visiting Scholar, University of Colorado at Boulder, Summer 1982.  
Visiting scholar, Australian Association for Educational Research, Summer, 1984.  
Fifth Annual Harold D. Laswell Prize for Article Contributing Most to the Theory and Practice of the Policy Sciences, awarded by Policy Sciences, 1989.  
Visiting scholar, University of Valladolid, Spain, April-July, 1990.  
Paul Lazerfeld Award for Evaluation Theory, for lifetime contributions to evaluation research and theory, awarded by American Evaluation Association, 1990.  
Keynote Address, Canadian Evaluation Society, Vancouver, 1991.  
Visiting scholar, University of Umeå, Umeå, Sweden, May-June, 1992.  
Fulbright Foreign Scholarship to Sweden, 1992 (declined).  
Visiting scholar, Institute for Advanced Study, Vienna, Austria, March, 1993.  
Keynote Address, American Evaluation Association, Seattle, 1993.  
Keynote Address, Australasian Evaluation Society, Sydney, 1995.  
Invited Fellow, Center for Advanced Study in the Behavioral Sciences, Palo Alto, CA, 1996  
Visiting Scholar, Monash University, Melbourne, Australia, 1997

**Experience**

1985-1993 Professor of Education and Director, Laboratory for Policy Studies, University of Colorado at Boulder.

- 1979-1985 Professor, Center for Instructional Research and Curriculum Evaluation (CIRCE), Department of Administration, Higher and Continuing Education, and Department of Educational Psychology, University of Illinois at Urbana-Champaign.
- 1975-1979 Associate Professor, Center for Instructional Research and Curriculum Evaluation (CIRCE) and Department of Administration, Higher and Continuing Education, University of Illinois at Urbana-Champaign.
- 1973-1975 Assistant Professor, Center for Instructional Research and Curriculum Evaluation (CIRCE) and Department of Administration, Higher and Continuing Education, University of Illinois at Urbana-Champaign.
- 1971-1973 Project Director and Assistant Professor in Education, Center for Instructional Research and Curriculum Evaluation (CIRCE) and the Computer-Based Educational Research Laboratory (CERL), University of Illinois at Urbana-Champaign.
- 1969-1971 Project Director, Illinois Gifted Program Evaluation, and Educational Specialist, Center for Instructional Research and Curriculum Evaluation, University of Illinois at Urbana-Champaign.
- 1968-1969 Program Manager, Evaluation Role Development Program, Cooperative Educational Research Laboratory, Northfield, Illinois.
- 1967-1968 Project Manager, Project for the Evaluation of the Illinois Gifted Program, Cooperative Educational Research Laboratory, Northfield, Illinois.
- 1964-1965 Consultant, Illinois Demonstration Project and English Curriculum Project, University High School, University of Illinois.
- 1960-1964 English teacher, Roxana Junior-Senior High School, Roxana, Illinois.

#### **Professional Activities**

- Chair, Evaluation Committee, The Association for the Gifted (1969-71).  
 Technical Policy Advisory Board, State/Federal Task Force on Educational Evaluation (1971).  
 Advisory Panel, Technical Assistance Development System, Frank Porter Graham Child Development Center, University of North Carolina (1971-78).  
 Research Staff, Senator Adlai Stevenson III (1970).

Research Staff, Lieutenant-Governor Paul Simon (1972).  
 Evaluation Board, Central Midwest Regional Educational Laboratory (1973-84).  
 General Program Co-chair, 1976 Annual Meeting of the American Educational Research Association, San Francisco.  
 Expert Witness, "US. Dept. of Justice vs. State of South Carolina," Federal Appellate Court, 1976.  
 Panel of Writers, Project on Educational Evaluation, Standards, and Guidelines, 1978.  
 Listed in American Men and Women of Science, Who's Who in the Midwest, International Dictionary of Biography, American Authors, Contemporary Authors, Who's Who in the West, Dictionary of International Biography, International Directory of Distinguished Leadership  
 Editorial Board, Educational Evaluation and Policy Analysis, American Educational Research Association, 1979-81.  
 Editorial Advisory Board, Evaluation Studies Review Annual, SAGE Publications, 1981-1990.  
 Editorial Board, New Directions for Program Evaluation, Evaluation Research Society, 1981.  
 Editor-in-Chief (with Ronald Wooldridge) New Directions for Program Evaluation Journal of the Evaluation Research Society, 1982-85.  
 Chair, American Educational Research Association Award for Distinguished Contributions to Educational Research  
 Columnist, Evaluation Practice (formerly Evaluation News) 1984-1989  
 Expert Witness, Anderson vs. Missoula Board of Trustees 1984  
 Advisory Board, Educational Evaluation and Policy Analysis, 1986-91  
 Consulting Editor, Falmer Press book series on Educational Policy, 1988-90  
 Advisory Board, Journal of Education Policy, 1986-  
 Joint Dissemination and Review Panel, US. Department of Education, 1986-1987.  
 Regional Educational Laboratory Review Panel, US. Department of Education, 1987-1990.  
 Chair, Publications Committee, American Evaluation Association 1989-1991.  
 Recipient, Fifth Annual Harold D. Lasswell Prize for article contributing most to the theory and practice of the policy sciences, Vol. 21, 1988, Kluwer Academic Publishers, awarded by International Advisory Board of Policy Sciences in 1989.  
 Recipient, Lazarsfeld Award for career contributions to evaluation theory, American Evaluation Association, 1990  
 Review Panel for Award of Research and Development Centers, U. S. Department of Education, 1990.  
 Keynote Address, Canadian Evaluation Society, Vancouver, May 1991.  
 Evaluation and Dissemination Advisory Committee for Undergraduate Science, Engineering, and Mathematics Education, 1991-1993.  
 Evaluation Advisory Committee, Office of Studies and Evaluation, National Science Foundation, 1991-1993.

Evaluation Advisory Committee, Statewide Systemic Initiative, National Science Foundation, 1991-1993.  
Keynote Address, American Evaluation Association, Seattle, Nov. 1992.  
Expert Panel for Review of Federal Education Programs in Math, Science, Engineering, and Technology, Federal Coordinating Council on Science, Engineering, and Technology, 1992-1993.  
Editorial Board, Evaluation Practice, 1990-1997.  
Editorial Board, Educational Evaluation and Policy Analysis, American Educational Research Society, 1994-1997  
Editorial Board, New Directions for Program Evaluation, American Evaluation Association, 1993-  
Editorial Board, Gifted Child Quarterly, 1993-1997  
Editorial Board, Policy Annals, 1993-  
Editorial Board, Evaluation: An International Journal of Theory, Research, and Practice, (British) 1994-  
Editorial Board, Heuristics (Spanish) 1997-  
Evaluation Advisory Board, Education and Human Resources Directorate, National Science Foundation, 1996-  
Executive Committee, Grants Program, American Educational Research Association, 1996-

## Books

- Ernest R. House and Kenneth R. Howe. Values in Evaluation. Thousand Oaks, CA: Sage Publications. (In process).
- Ernest R. House. Schools For Sale: Why Free Market Policies Won't Improve America's Schools and What Will. New York: Teachers College Press. 1998.
- Ernest R. House. Professional Evaluation: Social Impact and Political Consequences. Newbury Park, CA: Sage Publications. 1993. 199 pages.
- Ernest R. House. Jesse Jackson and the Politics of Charisma: The Rise and Fall of the PUSH/Excel Program. Boulder, CO: Westview Press, 1988. 197 pages.
- Ernest R. House (Ed.). New Directions in Educational Evaluation. Sussex, England: Falmer Press, 1986. 267 pages.
- Ernest R. House, Sandra Mathison, James Pearsof, Hallie Preskitt (Eds.). Evaluation Studies Review Annual. Vol. 7. Beverly Hills: SAGE Publications, 1982. 752 pages.
- Ernest R. House. Evaluating with Validity. Beverly Hills: Sage Publications, 1980. 294 pages. (Also in Spanish, Evaluacion, Etica y Poder, Morata Publishing, Madrid, 1994).
- Ernest R. House and Stephen G. Lapan. Survival in the Classroom. Boston: Allyn and Bacon, 1978. 283 pages.
- Ernest R. House. The Politics of Educational Innovation. Berkeley: McCutchan Publishing, 1974. 312 pages.
- Ernest R. House (Ed.) School Evaluation: The Politics and Process. Berkeley: McCutchan Publishing, 1973. 331 pages.

## Monographs

- Ernest R. House (Ed.) Philosophy of Evaluation. New Directions for Program Evaluation, No. 19. San Francisco: Jossey-Bass, 1983.
- Ernest R. House. The Logic of Evaluative Argument. Center for the Study of Evaluation. Monograph No. 7. University of California at Los Angeles, 1977. 64 pages.

## Book Chapters

- Ernest R. House. White Chicago Burns. In William M. Rogge and G. Edward Stormer, In-Service Training: For Teachers of the Gifted. Champaign, Illinois: Stipes Publishing Co., 1966, pp. 185-188.
- David M. Jackson (Ed.), Ernest R. House, Thomas Kerins, Stephen Lapan, Joe M. Steele. Illinois Evaluates Its Special Program for the Gifted, 1963-71. In Education of the Gifted and Talented. Report to the Congress of the United States by the US. Commissioner of Education: prepared for the Committee on Labor and Welfare, United States Senate, March 1972, pp. 255-287.
- Ernest R. House. Teaching and Grading the Gifted. In Allen Berger and Blanche Hope Smith (Eds.), Classroom Practices in Teaching English: Measure for Measure. Urbana, Illinois: National Council of Teachers of English, 1972, pp. 56-58.
- Ernest R. House. The Relevance of Evaluation. In Robert R. Rippey (Ed.), Studies in Transactional Evaluation. Berkeley, California: McCutchan Publishing Corporation, 1973, pp. 258-266.
- Ernest R. House. Assessing the Impact of Replicable Products on Target Audiences. In Lynn Gunn (Ed.), Outreach: Replicating Services for Young Handicapped Children. Chapel Hill, North Carolina: Frank Porter Graham Child Development Center, University of North Carolina, 1975, pp. 85-100.
- Ernest R. House. Beyond Accountability. In Thomas J. Sergiovanni (Ed.) Professional Supervision for Professional Teachers. Washington, DC.: Association for Supervision and Curriculum Development, 1975, pp. 65-77.
- Ernest R. House. The Utility, Rationality and Justice of Practice-Oriented Research. In Relating Theory in Practice in Educational Research. Institut für Didaktik der Mathematik, Bielefeld University, Germany, December, 1976, pp. 70-74.
- Ernest R. House. Justice in Evaluation. In Gene V. Glass (Ed.), Evaluation Studies Review Annual Vol. I. Beverly Hills, California: SAGE Publications, 1975, pp. 75-100. Also in Richard A. Schumuck and Phillip J. Runkel, Second Handbook of Organization Development in Schools. Palo Alto, California: Mayfield Press, 1977, pp. 505-517.
- Ernest R. House. Evaluation as Complex Judgment. In Thorough and Efficient Education. Philadelphia: Research for Better Schools, 1977.
- Ernest R. House and Craig Gjerde. PLATO Comes to the Community College. In David Hamilton, David Jenkins, Christine King, Barry MacDonald, and Malcolm Parlett (Eds.) Beyond the Numbers Game. London: MacMillan Education, 1977, pp. 298-310.

- Ernest R. House. Future Policy for School-based Evaluation. In H. Simons and T. Alvik (Eds.). Theory and Practice of School-based Evaluation: A Research Perspective. Lillehammer, Norway: Oppland College, 1993, 113-119.
- Ernest R. House. Ethics in Evaluation Studies. In T. Husén and T. N. Postlewaite (Eds.). International Encyclopedia of Education. 2nd edition. Oxford, UK: Pergamon Press, 1994.
- Ernest R. House. (1995). La política educativa en una época de productividad. In Volver a pensar la educación, Vol. 1, Madrid: Ediciones Morata, S. L., 112-127.
- Ernest R. House. (1995). Environmental Education Policies: In-Depth Studies in Five Countries. In K. Kelley-Lainé (Ed.). Environmental Education: Learning for the 21st Century. Paris: Organization for Economic Cooperation and Development, 79-94.
- Ernest R. House, Kjell Eide, and Kathleen Kelley-Lainé. (In press). Environmental Education Policies in Austria. In K. Kelley-Lainé (Ed.). Environmental Education Policy Studies. Paris: Organization for Economic Cooperation and Development. (In press).
- Ernest R. House, Peter Posch, and Kathleen Kelley-Lainé. (In press). Hungarian Environmental Education Policies. In K. Kelley-Lainé (Ed.). Environmental Education Policy Studies. Paris: Organization for Economic Cooperation and Development. (In press).
- Ernest R. House and Stephen Lapan. (1997). Policy, Productivity, and Teacher Evaluation. In B. J. Biddle, T. Good, and I. Goodson (Eds.). International Handbook of Teachers and Teaching. Dordrecht, The Netherlands: Kluwer, 593-620.
- Ernest R. House and Patrick McQuillan. (1998). Perspectives on Innovation. In A. Lieberman, M. Fullan, A. Hargreaves, and D. Hopkins (Eds.). International Handbook of Educational Change. Dordrecht, The Netherlands: Kluwer. The Roots of Educational Change, Vol. 1. 198-213.
- Ernest R. House. Evaluation. In R. Burgess (Ed). Encyclopedia of Social Research Methods. London: Routledge.
- Ernest R. House. Economic Change, Educational Policy Formation, and the Role of the State. In J. Elliott and H. Altrichter (Eds.). (In process) Images of Educational Change. London: Open University Press.
- Ernest R. House and Kenneth R. Howe. Deliberative Democratic Evaluation in Practice. In D. Stufflebeam (Ed.). Evaluation Models. Kluwer.

#### Journal Articles

- Ernest R. House. Rationale for Evaluation of the Illinois Gifted Program. Newsletter Council of State Directors of Programs for the Gifted, Vol. 2, No. 5, May 1968, pp. 17-23. Reprinted in Illinois Journal of Education, October 1968, pp. 68-73.
- Ernest R. House and Stephen D. Lapan. Training Public School Personnel for Evaluation Local Projects. Illinois Journal of Education, January 1969, pp. 22-25.
- Ernest R. House. Training Non-Research Personnel to Conduct Evaluation. Contemporary Education, Vol. XL, No. 6, May 1969, pp. 324-328.
- Ernest R. House, Joe M. Steele, Stephen D. Lapan, Thomas Kerins. Early Findings on the Illinois Gifted Program. Gifted Children Newsletter, Vol. XII, No. 2, March 1970, pp. 24-28.
- Ernest R. House, Joe Milan Steele, Thomas Kerins. What Happens When Sugar Daddy Evaluates His Own Baby? Phi Delta Kappan, Vol. LII, No. 4, December 1970, pp. 247-248.
- Dave Erlandson and Ernest R. House. Theory and Practice: Why Nothing Seems to Work. The Bulletin of the National Association of Secondary School Principals, Vol. 55, No. 354, April 1971, pp. 69-75. Reprinted in The Education Digest, September 1971.
- David A. Erlandson and Ernest R. House. The Principal and Performance Contracting. Illinois Principal, May 1971, pp. 9-11.
- Joe M. Steele, Ernest R. House, Thomas Kerins. An Instrument for Assessing Instructional Climate Through the Use of the Low-Inference Student Judgments. American Educational Research Journal, Vol. VIII, No. 3, May 1971, pp. 447-466.
- Joe Milan Steele, Ernest R. House, Stephen D. Lapan, Thomas Kerins. Cognitive and Affective Patterns of Emphasis in Gifted and Average Illinois Classes. Exceptional Children, Vol. 37, No. 10, Summer 1971, pp. 757-759.
- Ernest R. House. A Critique of Linear Change Models in Education. Educational Technology, Vol. XI, No. 10, October 1971, p. 35.
- Ernest R. House. The Conscience of Educational Evaluation. Teachers College Record, Vol. 73, No. 2, February 1972, pp. 405-414.
- Ernest R. House. Whose Goals? Whose Values? Whose Kids? The National Elementary Principal, Vol. LI, No. 5, February 1972, pp. 58-61.

- Ernest R. House, Thomas Kerins, Joe M. Steele. A Test of the Research and Development Model of Change. Educational Administration Quarterly, Vol. VIII, No. 1, Winter 1972, pp. 1-14.
- Ernest R. House. An Examination of the "Field Teacher" as an Alternative to Schools. Pedagogy Journal of Education, Vol. 49, No. 3, April 1972, pp. 222-227.
- Ernest R. House. Review of Accountability in Education by Leon M. Lessinger and Ralph W. Tyler. Educational Studies: A Journal of Book Reviews in the Foundations of Education, Vol. 3, No. 2, Summer 1972, pp. 119-120.
- Ernest R. House. A Response to Clark and Guba: The Logic of Revisionism. Educational Administration Quarterly, Vol. VIII, No. 3, Autumn 1972, pp. 104-106.
- Ernest R. House. The Dominion of Economic Accountability. The Educational Forum, Vol. XXXVII, No. 1, November 1972, pp. 13-24. Reprinted in Ralph A. Smith (Ed.), Regaining Educational Leadership: Critical Essays on PBTE/CBTE, Behavioral Objectives and Accountability. New York: John Wiley & Sons, 1975. Also reprinted in Fred Raubinger, Merte Sumption, and Richard Kamm, Leadership in the Secondary School. Columbus, Ohio: Charles E. Merrill, 1974.
- Ernest R. House and Donald Hogben. Setting Speculative Snares. SRIS Quarterly, Vol. 6, No. 1, Spring 1973, pp. 11-13.
- Herbert J. Walberg, Ernest R. House, Joe M. Steele. Grade Level, Cognition and Affect: A Cross-Section of Classroom Perceptions. Journal of Educational Psychology, Vol. 64, No. 2, April 1973, pp. 142-148. Reprinted in Robert E. Grinder (Ed.), Studies in Adolescence, 3rd Edition. New York: Macmillan Co. 1, 1975, pp. 152-158. Also in B. Newman and P. Newman (Ed.), Infancy and Childhood. New York: Wiley, 1977. Also in M. C. Wittrock (Ed.), Learning and Instruction: Readings in Educational Research. Sponsored by American Educational Research Association. Berkeley: McCutchan Publishing Corporation, 1977, pp. 563-589.
- Ernest R. House. The Price of Productivity: Who Pays? Today's Education, Vol. 62, No. 6, September-October 1973, pp. 64-69. Reprinted in William J. Gephart (Ed.), Accountability: A State, A Process, or a Product?, Thirteenth Phi Delta Kappa Symposium on Educational Research. Bloomington, Indiana: Phi Delta Kappa, 1975, pp. 49-57.
- Ernest R. House. Technology and Evaluation. Educational Technology, Vol. XIII, No. 11, November 1973, pp. 20-26.
- Ernest R. House, Wendell Rivers, and Daniel L. Stufflebeam. An Assessment of the Michigan Accountability System. Phi Delta Kappan, Vol. LV, No. 10, June 1974, pp. 663-669.

Joe M. Steele, Herbert J. Walberg, and Ernest R. House. Subject Areas and Cognitive Press. Journal of Educational Psychology, Vol. 66, No. 3, June 1974, pp. 363-366.

Ernest R. House. Accountability: An Essay Review on Three Books. American Educational Research Journal, Vol. 11, No. 3, Summer 1974, pp. 275-279.

Ernest R. House, Wendell Rivers, and Daniel L. Stufflebeam. A Counter-Response to Kearney, Donovan, and Fisher. Phi Delta Kappan, Vol. LVI, No. 1, September 1974, p. 19.

Ernest R. House. The Politics of Evaluation in Higher Education. Journal of Higher Education, Vol. XLV, No. 8, November 1974, pp. 618-627. Reprinted in Frank Carol (Ed.), Readings in Evaluation Research (2nd Edition). New York: Russell Sage Foundation, 1977.

Ernest R. House. Accountability in the U.S.A. Cambridge Journal of Education, Vol. 5, No. 2, Easter Term 1975, pp. 71-78. Also in Alex Finch and Peter Scrimshaw (Eds.), Standards, Schooling, and Education. Hodder and Stoughton and Open University Press, 1981, pp. 351-367.

Ernest R. House. The Micropolitics of Innovation: Nine Propositions. Phi Delta Kappan, Vol. 57, No. 5, January 1976, pp. 337-340. Reprinted in Louis Rubin, A Handbook on Curriculum. Boston: Allyn and Bacon, 1977.

Ernest R. House and Gordon Hoke. Lobbying for Special Education. Educational Leadership, Vol. 34, No. 2, November 1976, pp. 118-121.

Ernest R. House. Assumptions Underlying Evaluation Models. Educational Researcher, Vol. 7, No. 3, March 1978, pp. 4-12. Also in J. Galen Saylor, William Alexander, and Arthur J. Lewis (Eds.), Planning Curriculum for Schools, Holt, Rinehart and Winston, 1981. Also in S. Franke-Widberg och U.P. Lundgren (Eds.), Att Vordera Utbildning Del 2. Stockholm: Wahlstrom & Widstrand, 1981, pp. 310-336. Also in G. Madaus, M. Scriven, and D.L. Stufflebeam (Eds.), Evaluation Models. Kluwer-Nijhoff, Boston and The Hague, 1983, pp. 45-64.

Ernest R. House, Gene V. Glass, Leslie D. McLean and Decker F. Walker. Critiquing A Follow Through Evaluation. Phi Delta Kappan, Vol. 59, No. 7, March 1978, pp. 473-474. Also in Educational Leadership, Vol. 35, No. 6, March 1978, pp. 462-464.

Ernest R. House, Gene V. Glass, Leslie D. McLean and Decker Walker. No Simple Answer: Critique of the Follow Through Evaluation. Harvard Educational Review, Vol. 48, No. 2, May 1978, pp. 128-160. Reprinted in Thomas D. Cook, et al., Evaluation Studies Review Annual, Vol. 3, SAGE Publications, 1978.

- Ernest R. House. The Evaluation Audit. Evaluation Practice, Vol. 8, No. 2, May 1987, 52-56.
- Ernest R. House. The Iran-Contra Hearings and Evaluation. Evaluation Practice, Vol. 8, No. 4, Nov 1987, 31-33.
- Ernest R. House. Tres Perspectiva de la Innovacion Educativa: Tecnologica, Politica y Cultural (reprinted); and Post Scriptum: A Ten Year Retrospective on My "Three Perspectives" Paper. Revista De Educacion, No. 286. Ministerio de Educacion y Ciencia. Madrid, Spain. Mayo-Agosto, 1988. (In Spanish). 5-34.
- Ernest R. House and William Madura. Race, Gender, and Jobs: Losing Ground on Employment. Policy Sciences. 21: 351-362. 1988.
- Ernest R. House. Evaluating the F.B.I. Evaluation Practice, 9, 3, August, 1988, 43-46.
- Ernest R. House, Stephen D. Lapan, and Sandra Mathison. Teacher Inference. Cambridge Journal of Education. Vol. 19, No. 1, Spring, 1989, 53-58.
- Ernest R. House. Review of Gerald Grant The World We Created at Hamilton High. In The Annals of the American Academy of Political and Social Science. Vol. 504, July 1989, 161-163.
- Ernest R. House, Sandra Mathison, and Robin McTaggart. Validity and Teacher Inference. Educational Researcher. Vol. 18, No. 7, October 1989, 11-15.
- Ernest R. House. Methodology and Justice. Kenneth Sirotnik (ed.) New Directions for Program Evaluation. No. 45, San Francisco: Jossey-Bass, Spring 1990, 23-36.
- Ernest R. House. Trends in Evaluation. Educational Researcher, Vol. 19, No. 3, April, 1990, 24-28. Also in Spanish, Tendencias In Evaluación, Revista de educacion, 299, 1992, 43-55.
- Ernest R. House. Flunking: What Does it do for the At-Risk Child? Excellence in Teaching. Vol. 7, No. 3, Spring 1990 10-12. Reprinted In Education Digest, as "The Perniciousness of Flunking Students." 56, 6, Feb. 1991, 41-43.
- Ernest R. House. Confessions of a Responsive, Goal-Free Evaluator. Evaluation Practice. Vol. 12, 3, 1, Feb., 109-114, 1991.
- Ernest R. House. Big Policy, Little Polky. Educational Researcher. June/July. Vol. 20, 5, 21-26, 1991.
- Ernest R. House. Realism in Research. Educational Researcher. Aug/Sept. Vol. 20, 6, 2-9, 1991.

Evaluation, Standards, and Student Testing, UCLA, CSE Technical Report, October, 1990. 35 pages.

Ernest R. House. Report One: Evaluation Issues inside a Large-Scale Organization. National Science Foundation, Sept, 1992. 20 pages.

Ernest R. House, Kjell Eide, and Kathleen Kelley-Lainé Environmental Education Policies in Austria: A Review. Organization for Economic Cooperation and Development, Paris, August, 1993. 78 pages.

Expert Panel for Review of Federal Education Programs in Science, Mathematics, Engineering, and Technology, The Federal Investment in Science, Mathematics, Engineering, and Technology Education: Where Now? What Next? Federal Coordinating Council on Science, Mathematics, and Engineering Technology, Washington, D. C. 1993.

Ernest R. House and Carolyn Haug. Report Two: Evaluation Issues Inside a Large Organization. National Science Foundation, Sept. 1993.

Ernest R. House and Carolyn Haug, with Nigel Norris. Evaluation Policies and Issues in the National Science Foundation. Boulder, CO: University of Colorado, 1994. 116 pages.

Marlin Trow, Tony Becher, Ernest House, and Aino Salminen. Report of International Advisory Committee to the Rector and Members of Umeå University. Umeå, Sweden. Jan, 1995. 20 pages.

Ernest R. House, Peter Posch, and Kathleen Kelley-Lainé. Hungarian Environmental Education Policies. Organization for Economic Cooperation and Development. Paris. 1995, 29 pages.

Ernest R. House, Scott Marlon, Linda Rastelli, Dorothy Aguilera, Tim Weston, and Kyung Min. An Evaluation of the Impact of the Center for Research on Evaluation, Standards, and Student Testing (CRESST). School of Education, University of Colorado.

#### Some Consultant Activities

- Biological Sciences Curriculum Study (BSCS)
- General Accounting Office (GAO)
- National Center for Educational Communications (NCEC)
- Governor's School, North Carolina
- Connecticut State Department of Education
- Illinois Education Association (IEA)
- Kettering Foundation
- Bush Foundation
- Far West Laboratory for Educational Research and Development
- Florida State Department of Education
- American Institutes for Research (AIR)

Center for the Advanced Study of Educational Administration (CASEA),  
 University of Oregon  
 Central Midwest Regional Educational Laboratory (CEMREL)  
 Florida Association for the Gifted  
 National Science Foundation (NSF)  
 National Education Association (NEA)  
 The Center for Vocational and Technical Education, Ohio State  
 American Institute of Physics  
 Michigan Educational Association (MEA)  
 New Jersey Education Association (NJEA)  
 National Institute of Education (NIE)  
 Educational Testing Service (ETS)  
 University of Connecticut  
 National Foundation for Research in England and Wales (NFER)  
 University of Reading  
 University of Sussex  
 University of South Florida  
 The Ford Foundation  
 Center for the Study of Evaluation (CSE), UCLA  
 Research for Better Schools (RBS)  
 New Jersey Department of Education  
 Rand Corporation  
 Wisconsin Education Association (WEA)  
 Ontario Institute for the Study of Education (OISE)  
 U.S. Department of Justice  
 Institute for Policy Studies  
 National Consortium on Testing  
 Educational Development Corporation (EDC)  
 Educational Staff Seminar, George Washington University  
 Weyerhaeuser Foundation  
 Canada Council  
 Lung Division, National Institutes of Health (NIH)  
 International Institute for Educational Planning, UNESCO  
 Stockholm Institute of Education  
 University of Umeå  
 Schools Council  
 British Broadcasting Company (BBC)  
 Cambridge Institute of Education  
 University of London  
 National Academy of Education  
 University of British Columbia  
 Harvard University  
 University of Colorado  
 Mayor's Office, New York City  
 The J. Paul Getty Trust  
 College Board  
 Office of Educational Research and Improvement (OERI), U. S.  
 Department of Education  
 Colorado Department of Education

University of Western Ontario  
 National Faculty of Humanities, Arts and Sciences  
 Norwegian Research Council for Science and the Humanities  
 University of Oslo, Norway  
 Rogalands-Forskning, Norway  
 MoreForskning, Norway  
 Oppland District College, Norway  
 Norwegian Research Council for Applied Social Science  
 Northern Arizona University  
 University of New Mexico  
 University of Valladolid, Spain  
 University of Alcala, Spain  
 University of Málaga, Spain  
 British Columbia Ministry of Education  
 Southeast Evaluation Association  
 Canadian Evaluation Society  
 Office of Studies, Evaluation, and Dissemination, NSF  
 Organization for Economic Cooperation and Development (OECD), Paris  
 University of Umeå, Sweden  
 Institute for Advanced Study, Vienna, Austria  
 National Science Board, NSF  
 Economic and Social Science Research Council, UK  
 National Institute of Occupational Health, Sweden  
 University of Melbourne  
 Australasian Evaluation Society  
 Tavistock Institute, London  
 Wellington Evaluation Society, New Zealand  
 Auckland Evaluation Society, New Zealand

#### **A Partial List of Funded Projects**

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|---------|---|
| 1967-71 | Director, Evaluation of the Illinois Gifted Program, funded by the Office of the Superintendent of Public Instruction, State of Illinois - \$420,000.                                       |
| 1971    | Assistant Director, Technical Assistance Program, Joint State/Federal Task Force on Educational Evaluation, funded by the U.S. Office of Education - \$50,000.                              |
| 1971-72 | Director, Development of Instruments for Ascertaining the Opinions of Various OSPI Publics, funded by the Office of the Superintendent of Public Instruction, State of Illinois - \$15,000. |
| 1971-73 | Director, Development and Testing of a New Model of Educational Change, funded by the Office of the Superintendent of Public Instruction, State of Illinois - \$60,000.                     |

- 1974 An Assessment of the Michigan Accountability Program, National Education Association- \$30,000.
- 1975 Ford Foundation Travel/Study Award to Centre for Applied Research in Education, University of East Anglia - \$6,500.
- 1975-78 Evaluation of Nettlehorst Project, Ford Foundation- \$70,000.
- 1977 Policy Implications of the National Follow Through Evaluation, funded by the Ford Foundation - \$25,000.
- 1978 Evaluation of the Weyerhaeuser Company Foundation Activities - \$40,000.
- 1979-82 Study of Evaluation Use and Productivity, National Institute of Education - \$140,000.
- 1981 An Investigation of the Adversary Hearing as a Public Forum, funded by the Ford Foundation- \$8,500.
- 1981-84 Auditing the Evaluation of the Promotional Gates Program, funded by New York City - \$54,000.
- 1986-88 Content Assessment, Center for Testing, Evaluation, and Standards, UCLA, funded by the U.S. Department of Education.-\$80,000.
- 1988-89 Content Assessment, Center for Testing, Evaluation, and Standards, UCLA, funded by the U.S. Department of Education. \$35,963.
- 1989 Evaluation for the National Faculty of Humanities, Arts, and Sciences--\$6,000.
- 1989-90 Content Assessment, Center for Testing, Evaluation, and Standards, UCLA, funded by the U.S. Department of Education-\$35,390.
- 1990-95 National Center for Research on Evaluation, Standards, and Student Testing, UCLA, University of Colorado, and Stanford University, funded by U. S. Department of Education, (Total of \$10 million over 5 years for entire consortium.)
- 1991-96 A Study of Evaluation Issues and Policies in a Large-scale Organization, National Science Foundation, \$ 300,555.