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**MAINE ADVISORY COMMITTEE TO THE
U.S. COMMISSION ON CIVIL RIGHTS**

**Limited English Proficient Students in Maine:
An Assessment of Equal Educational Opportunities**

**FACT-FINDING MEETING
June 13, 1997**

**10:15 a.m. to 4:00 p.m.
Portland Arts and Technical High School
Room 250
196 Allen Street
Portland, Maine 04103**

**DR. BARNEY BERUBE - Chairperson
GERALD C. TALBOT
GRAYCE E. STUDLEY
FERNANDO A. SERPA**

**DON THOMPSON & ASSOCIATES
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Telephone: (207) 941-9800**

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TENTATIVE AGENDA

- 1
- 2 10:15 1) Welcome, Introduction of
3 Committee and Guests
- 4 - Dr. Barney Berube, Chairperson,
5 Maine Advisory Committee
- 6 2) Background on Project,
7 Administrative Procedures
- 8 - Fernando A. Serpa,
9 Civil Rights Analyst,
10 U.S. Commission On Civil Rights
- 11 3) Experience of Limited English
12 Proficient Students
13 Moderator: Dr. Barney Berube,
14 Maine Advisory Committee
- 15 - Pirun Sen, Parent of an LEP Student
- 16 - Grace Valenzuela,
17 Parent of an LEP Student
- 18 - En'Kul Kanakkan,
19 Parent of an LEP Student
- 20 - Mony Keth, Former LEP Student,
21 Graduate of Portland High School
- 22 4) Implementing Programs for
23 Limited English Proficient Students
24 Moderator: Gerald Talbot,
25 Maine Advisory Committee
- Diana Rudlow, Teacher,
King Middle School
- Linda Ward, Teacher,
Kennebunk High School
- Don Bouchard, Migrant ESL Teacher,
Portland High School

- 1 - Carol Dayne, Teacher,
Reiche Elementary School
- 2
- 3 - Marge Sampson, Teacher,
Portland High School
- 4 12:50- 1:20 LUNCH
- 5 1:20 5) Administration of Programs for
Limited English Proficient Students
6 Moderator: Gerald Talbot,
Maine Advisory Committee
- 7
- 8 - Mary Jane McCalmon,
Superintendent,
Portland School District
- 9
- 10 - Sarah-Jane Poli,
ESL Coordinator/Curriculum Director,
Biddeford School District
- 11
- 12 - Robert Clucky, Principal/ESL
Coordinator, Sanford
- 13
- 14 - J. Michael Wilhelm, Superintendent,
Topsham School District
- 15
- 16 - Lorna Endreson, Prinicpal,
Baxter Elementary School
- 17
- 18 6) Community Attitudes and Perceptions
of Language Support Programs
19 Moderator: Grayce Studley,
Maine Advisory Committee
- 20 - Steve Rowe, State Representative,
Portland District
- 21
- 22 - Doris Hohman, Director of Refugee
Resettlement Program,
Catholic Charities of Maine
- 23
- 24 - David Agan, Director,
Portland Upward Bound Program,
U.S. Department of Education
- 25

1 7) Open Comments from Members of the Audience

2 4:00 8) Conclusion

3 - Dr. Barney Berube, Chairperson,
4 Maine Advisory Committee

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10 * Please note, due to time constraints, speakers may
11 appear out of order.

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* * *

1 (This hearing was taken before Karen E.
2 Crespo, Notary Public, at Portland Arts and
3 Technical High School, Room 250, 196 Allen Street,
4 Portland, Maine, on Friday, June 13, 1997,
5 commencing at 10:15 a.m.)

6 * * *

7 CHAIRPERSON BERUBE: This hearing will come to
8 order. It's approximately 10:15 a.m. This is the
9 Maine Advisory to the U.S. Commission on Civil
10 Rights. My name is Barney Berube, I chair the
11 committee. My two colleagues will introduce
12 themselves.

13 MS. STUDLEY: I'm Grayce Studley. I'm a member
14 of the State Advisory Committee to the Commission.
15 I live in Nobleboro.

16 MR. SERPA: And I'm Fernando Serpa. I'm with
17 the U.S. Commission on Civil Rights in Washington.

18 CHAIRPERSON BERUBE: There should be another
19 member of the committee, I don't know where he is
20 right now. Gerald Talbot, resident of Portland,
21 who should be here along. And conceivably another
22 member of the committee, Shirley Elias Ezzy, from
23 Augusta, who should be here. But we'll deal with
24 that -- well, when she comes, she comes.

25 We are an 11-member committee, made up of --

1 who come from a variety of backgrounds of interest
2 to the Commission, based on race, sex, national
3 origin, disability, age, and political
4 affiliation. So it's an extraordinary mix.

5 We are -- every State has such a committee that
6 advises the U.S. Commission on Civil Rights on
7 issues relating to civil rights in this state,
8 based on race, sex, national origin, disability,
9 age, those categories.

10 This committee, and again all committees
11 nationwide, do pursue projects almost every year,
12 or something like, that -- as a result of events
13 such as today, fact-findings hearings. The last
14 time we did this, which was about a year and a
15 half, two years ago, a report was released on the
16 condition of civil rights in Maine relating to
17 issues for seasonal farm workers, educational
18 opportunities for minorities, and issues of hate
19 crimes.

20 After that project was completed, the committee
21 revisited what some of that had taught us, in
22 addition to several documents that were secured
23 statewide, and came to a decision, unanimously, I
24 might add, that Limited English Proficiency would
25 be the focus for its next project.

1 We learned things such as a large number of
2 school districts, at least at that time in the
3 state, had of their own admission indicated that
4 what they were doing to provide services to Limited
5 English Proficiency students was not consistent
6 with the federal statute. That issues of
7 credentialed teachers was not consistent with state
8 requirements. That developing policy on behalf of
9 the -- in service to Limited English Proficiency
10 students had not been developed, and should have
11 been.

12 So there were a series of items that struck us
13 as being important, that we ought to get, as it
14 were, a snapshot of what the state is in fact
15 doing.

16 We have begun, and today is our last day of
17 those hearings. We were in Fort Kent last week.
18 From there we went to Calais. Yesterday we were in
19 Auburn, and today we are in Portland, of course.
20 We -- our focus on those four areas really was an
21 accident of geography and an accident of
22 demographics. Northern Maine, because of the
23 Franco-American population; Calais, because that
24 was between the two Passamaquoddy Reservations.

25 Yesterday, a relatively low incidence of

1 limited proficiency population for that part of the
2 state. And of course, for Portland South, the new
3 Americans from Portland and York -- I should say
4 Cumberland and York Counties. So that is how this
5 has come to be.

6 I will probably stop there and ask my
7 colleague, Mr. Fernando Serpa, from the U.S.
8 Commission on Civil Rights, to provide you
9 additional background on the Commission.

10 MR. SERPA: Okay. Thank you. Good morning,
11 and thank you all for coming and helping us in our
12 efforts as we explore equal educational
13 opportunities for Limited English Proficient
14 students.

15 The U.S. Commission on Civil Rights is an
16 independent, bipartisan agency based in Washington,
17 and whose mission is to examine and evaluate civil
18 rights laws of the United States and see how
19 they're being implemented in the states and
20 communities around the country.

21 To this end, the Commission has established
22 advisory committees like this one in every state,
23 which serves as the eyes and ears of the
24 Commission, and brings to its attention local
25 concerns or interests in civil rights agendas.

1 As Barney said, Maine has chosen equal
2 educational opportunities, and that's what we're
3 here to do today. The results of the four
4 fact-finding meetings that we've held will be put
5 into a report, which will be released probably
6 early next year. It will be a report with
7 testimonies, with findings and recommendations,
8 which will be released to Congress, to the governor
9 here, the State Assembly, and to all the school
10 districts. And hopefully from what the information
11 we gather, we'll be able to make some positive
12 findings and recommendations that will help all the
13 students.

14 With that, I think we have a lot on the agenda,
15 and we should get started.

16 CHAIRPERSON BERUBE: Thank you. Just one
17 moment.

18 (Off the record discussion.)

19 CHAIRPERSON BERUBE: I hope that when all of
20 you came in you signed in at the -- at the back of
21 the room, I guess. And there's an agenda there.
22 At this point the agenda may not do you much good,
23 because we just worked out an adjustment. Because
24 several teachers are here who cannot stay the
25 entire morning, and we want to try to accommodate

1 them.

2 So under -- in the agenda, under item,
3 Implementing Programs for LEP Students, we'll begin
4 with that, with the exception that Grace Valenzuela
5 will be able to come on first, because she too has
6 a scheduling issue.

7 And I'm going to ask my colleague who just
8 arrived to introduce himself.

9 MR. TALBOT: Hi, I'm Gerry Talbot. I'm from
10 Portland, here. I apologize for being late. It's
11 just one of those things I couldn't help. Thank
12 you.

13 CHAIRPERSON BERUBE: And the instructions for
14 most individuals who are speaking here who were
15 asked, was to speak no more than ten minutes, if at
16 all possible. Try to keep that concise. There are
17 several people who will speak, and invariably we
18 tend to run over; so if we can hold to that.

19 Following a presentation I would ask that you
20 would remain at your table down here so that we may
21 be able to ask you questions or comment, if
22 needed. And I think we always do.

23 So, with that, I will turn this section
24 actually over to Mr. Talbot, who will moderate this
25 segment. Would you -- it's a slight adjustment in

1 the agenda, Gerry. Those are the individuals we'll
2 be going with first.

3 MR. TALBOT: Oh, this is something that we'd
4 like to do right now.

5 CHAIRPERSON BERUBE: Yes.

6 MR. TALBOT: May we welcome Grace Valenzuela.
7 Please come up.

8 MS. VALENZUELA: I have prepared a speech,
9 because I cannot do this extemporaneously.

10 My name is Grace Valenzuela, I'm here to speak
11 both personally, as a bilingual, bicultural person,
12 and parent. And, professionally, as an educator
13 with 20 years of experience in ESL bilingual
14 education.

15 I work with the Office of Multilingual
16 Multicultural Programs as a project disseminator
17 for Project Maine, one of 20 projects in the nation
18 awarded the distinction as a Title VII academic
19 excellence program. Project Maine has been
20 consistently funded for the past nine years to
21 disseminate our exemplary program on career
22 development for secondary age language minority
23 students.

24 The project has been replicated in about 200
25 school districts in 19 states. My job as a

1 teacher/trainer for Project Maine has allowed me to
2 work with different school districts around the
3 country, and provided me the opportunity to bring
4 back to my home school district, sound educational
5 practices I have learned from other schools.

6 At the same time, the job has allowed me to get
7 a clear picture of how much more Portland public
8 schools provide in terms of quality educational
9 programs for our language minority populations in
10 the areas of instruction, curriculum, assessment,
11 parent involvement, and professional development.

12 Over the course of the ten years that I have
13 lived and worked in the City of Portland, I have
14 had language minority enrollment increase from
15 about 70, to over 650 students. Portland has never
16 had one dominant language minority group. The
17 multilingual program started with as few as five
18 language groups, and has increased to 41 language
19 groups at present. Fortunately, the district has
20 not experienced sudden influxes and rapid increases
21 of language minority students. Instead, the
22 changes occurred over a number of years, and this
23 allowed the district to structure quality
24 educational services for its multilingual student
25 population.

1 The district has a LAU Plan in place, which has
2 been consistently updated to include changes in
3 policies for improved services. The latest
4 revision of the LAU Plan was in 1995.

5 In the past year, we have developed the
6 Multilingual Intake Center, where language minority
7 students are registered, assessed for
8 identification and placement, and screened for
9 health needs. Next year we will also include
10 social workers for registration and early
11 identification of possible needs.

12 Once language minority students are identified
13 as needing English language services, students are
14 assigned to age appropriate, self-contained ESL
15 classrooms for English language and content area
16 instruction, taught by certified teachers with ESL
17 bilingual endorsements, with support and assistance
18 from native language facilitators.

19 English Language Learners are assessed the
20 beginning and end of each school year to determine
21 placement, either in the multilingual classrooms or
22 in the mainstream. Each level, elementary, middle
23 school and high school have its own developmentally
24 appropriate procedures in mainstreaming students.
25 The LAU Plan provides a system to ensure that once

1 our students exit our program, they will be able to
2 compete on an equal footing with their English
3 speaking peers.

4 And my colleagues from the elementary and the
5 middle and high school levels will give you
6 specifics on what happens in each building.

7 MR. TALBOT: Are there any questions?

8 CHAIRPERSON BERUBE: Yeah. You've been at this
9 a long time, Grace, so you bring a good perspective
10 to some of the issues that are at hand. What sorts
11 of recommendations, given the experiences that you
12 have and how well you know this district, would you
13 have that you think would improve program
14 recommendations that would be important for -- to
15 consider, and recommendations statewide that
16 perhaps the State level ought to be taking into
17 account?

18 MS. VALENZUELA: One of the things that I can
19 think of, and I know that this has been an issue
20 for me for a long time, is the fact that with the
21 increase of language minority groups and the
22 Franco-American community and the Native American
23 community in the State of Maine, I think there
24 needs to be a -- I don't want to say a requirement,
25 but some sort of a course on multicultural

1 education that will assist teachers in preparing
2 them for diversity that they will experience in the
3 classroom.

4 CHAIRPERSON BERUBE: If I could interrupt,
5 Ms. Valenzuela.

6 MS. VALENZUELA: Something like that, that is
7 required now of the special ed population.

8 CHAIRPERSON BERUBE: If I could interrupt you
9 on that, because its -- or not interrupt, I guess
10 follow up. I don't know if you had an opportunity
11 to speak to that very issue in Augusta several
12 weeks ago. Preservice requirement, as it were --

13 MS. VALENZUELA: Yes.

14 CHAIRPERSON BERUBE: -- in multicultural --

15 MS. VALENZUELA: Yes.

16 CHAIRPERSON BERUBE: And given that the Maine
17 Educational Association, obviously, statewide
18 interest, and the University of Maine at Orono, our
19 so-called flagship campus of the University of
20 Maine system, said, no, we don't recommend this,
21 not needed. We're already doing it. It's too
22 little. It doesn't matter. What would you suggest
23 as a best response to that?

24 MS. VALENZUELA: I think that their -- the
25 problem with the bill as it is right now is that

1 it's not -- it's only going to reach about 20
2 percent of teachers, preparing to be teachers. So
3 it doesn't reach those who are already in the
4 system. And I think that's the problem, one of the
5 issues that they have against the bill. But for my
6 perspective, I think it's a start.

7 CHAIRPERSON BERUBE: Thank you.

8 MR. SERPA: Grace, could you tell me a little
9 bit more about the intake center, how that came
10 about and --

11 MS. VALENZUELA: We have had that procedure,
12 but the procedure happened in each school
13 building. Same procedures following, but now we
14 have centralized it in one location. So that
15 parents who are bringing in, let's say, five kids
16 at the same time, could do all of it at once and
17 they don't have to go from building to building.
18 So that's one reason why we've centralize it.

19 MR. SERPA: Okay. And you said you were going
20 to be hiring social workers?

21 MS. VALENZUELA: No, we were -- we are going to
22 include the social workers in the process now, for
23 next year. Right now they are screened for health
24 by the nurse. And social workers actually
25 volunteered to be included in the process, so they

1 can meet the parents, where there is a translator
2 available all the time for possible identification
3 of needs.

4 MR. SERPA: Okay. All right.

5 MR. TALBOT: Grayce, are there any other
6 questions?

7 MS. STUDLEY: Could you walk us through the
8 process of a family comes -- a language minority
9 family comes to Portland? Will you walk us through
10 the process of the intake center, what happens, how
11 appointments are made and what happens when they
12 arrive at the intake center? And approximately how
13 many students have been registered through the
14 intake center of this state?

15 MS. VALENZUELA: I think, for this state, I
16 think there are over 150 students, just for the
17 last year alone, that have come through our intake
18 center. So that's a number of students that we
19 have registered for the year for our multilingual
20 population.

21 The process of registration is one -- our
22 population are basically refugees, and they come
23 from -- through the Refugee Resettlement Office.
24 And so that's one of the network --- the agencies
25 that help us in identifying students who are going

1 to be enrolled in the schools.

2 So as soon as -- you know, as soon as we know
3 that there is a family coming, they have to call
4 our office, make an appointment. And our center is
5 open Tuesday and Thursday, every week. And there
6 is an assessment, language assessment person there,
7 a nurse, and a person who is doing the paperwork
8 for the family. There is also a translator for the
9 family available.

10 And so once the paperwork has taken place, the
11 child is -- does the English language test, and
12 then the health tests are -- you know, all of these
13 are done at the same time. And then -- just a
14 second -- after that, the same day, we know whether
15 our student or this student is identified as a
16 language minority student, and who will be in an
17 ESL, multilingual.

18 And we call the school, set up an appointment
19 for the child to be in that school, with a parent.
20 So we arrange all that, bus schedules, and explain
21 the rules about busing. So it's a whole cultural
22 experience for the parents, as well.

23 MR. TALBOT: Yes, Barney?

24 CHAIRPERSON BERUBE: My questions do not
25 necessarily reflect that of whomever, but it's a

1 question. And but sometimes my question will be
2 front loaded, and that will be obvious. But I'll
3 ask anyway.

4 The City of Portland program for multilingual
5 programs, long in existence, and everyone here who
6 speaks for Portland is almost a sole focus, which
7 is just on the language minority population in the
8 city; and particularly those who are Limited
9 English Proficient. Everything you do is all about
10 that. So, if I come in from the street and go
11 anywhere where multilingual programs are going to
12 have some level of visibility, I'll see invariably
13 about 100 percent of a given population which will
14 be language minority.

15 In other words, if I go to classroom X, I will
16 see a 100 percent population of language minority
17 children in the classroom, presumably for ESL or
18 ESL and some language support. If I go into the
19 cafeteria, I will see probably language minority
20 students in one section, maybe as an accident of
21 just where kids meander, but there they are.

22 Is there any credible response that would say,
23 well, yeah, maybe it's accidental. But there is a
24 segregate -- the effect of segregation of children,
25 at least, physically in the Portland schools who

1 happen to be Limited English Proficient.

2 MS. VALENZUELA: English is my second language,
3 and I've studied Spanish as well, intensively. And
4 my experience as a student of a foreign language or
5 a second language has told me that if I am in an
6 intensive program, I need to take a break from that
7 language that I'm learning at that point. So it
8 could be one reason for -- the same goes for the
9 students who are in an intensive program, to take a
10 break during lunch break and speak their own
11 language. It's just to be comfortable. That's one
12 reason.

13 The other reason is, it could be, you know,
14 that kids are more comfortable with -- sitting down
15 with people who are their friends. And basically
16 if they are new and they don't speak much English,
17 I think they'll be intimidated to mix with students
18 who are English-speaking. So that's just -- those
19 are just my assumptions about the whole thing.
20 Basically we haven't done any survey related to how
21 that is in certain schools.

22 CHAIRPERSON BERUBE: Is there an us and them
23 mentality, if that's the only word I can think of
24 for the moment, amongst teachers, that there are
25 the bilingual kids and there are the other kids.

1 And this program is this, this program is the
2 minority, back and forth, that there are two kinds
3 of schools in Portland. There is the 20 to 30
4 percent population of kids that everything that is
5 done is for that population, and all else is this,
6 and the us and them is always kind of separate?

7 MS. VALENZUELA: I think the teachers can speak
8 on that, because they are in the classrooms, in the
9 school building more than I am. But from my
10 perspective, I -- I don't have the experience, the
11 actual experience of seeing that.

12 CHAIRPERSON BERUBE: I was planning to ask that
13 question several times.

14 MS. VALENZUELA: Don't give me a hard time,
15 Barney.

16 CHAIRPERSON BERUBE: Thank you. That's the
17 problem when they know who I am.

18 MR. SERPA: Grace, I have a question. Where
19 does the funding come from for these programs?
20 Federal, state?

21 MS. VALENZUELA: Most of the teachers are
22 funded locally -- all of our teachers are funded
23 locally.

24 MR. SERPA: Okay.

25 MS. VALENZUELA: Including the native language

1 facilitators, of which there are at least ten, or
2 over ten. How many do we have in the native
3 language facility? I have to count to answer
4 that.

5 So those are all funded by the school
6 district. The extras that we get for other
7 programs to enhance whatever is already in
8 existence, is through federal money.

9 MR. SERPA: Okay.

10 MS. VALENZUELA: But basically the support is
11 there locally for the district, because they have
12 all the teachers that -- those are all funded by
13 the local --

14 MS. STUDLEY: We have 17 facilitators.

15 MS. VALENZUELA: We have seventeen native
16 language facilitators.

17 MS. STUDLEY: And two aide techs.

18 MS. SERPA: Thank you.

19 MS. TALBOT: Realizing -- just one question --
20 realizing what Portland schools are all about,
21 whatever, are you satisfied, or are the people in
22 the City of Portland in the educational field
23 satisfied with teacher certification?

24 MS. VALENZUELA: Are you asking me they that,
25 Gerry? No, you know that I am not. No, I think

1 there are still some things that need improvement
2 in terms of that.

3 And specifically I can say that we have in our
4 staff of native language facilitators, who come
5 from different countries, who have college
6 degrees. But it's hard to translate whatever it is
7 that they have received in their country so that
8 they could be a certified teacher. Is it that the
9 question?

10 CHAIRPERSON BERUBE: Yeah.

11 MS. VALENZUELA: Certified teachers, as well,
12 here. And it's a whole bureaucratic process that,
13 you know, for a lot of people it's a little bit of
14 a nightmare.

15 CHAIRPERSON BERUBE: Can I follow up that
16 question?

17 MR. TALBOT: Pardon?

18 CHAIRPERSON BERUBE: Can I follow up that
19 question?

20 MR. TALBOT: Yes.

21 CHAIRPERSON BERUBE: Can you phrase that as a
22 recommendation? What's the way out? Who needs to
23 meet with whom, whatever?

24 MS. VALENZUELA: Given the fact that they
25 have -- that these people have the language and the

1 cultural knowledge about these certain groups of
2 people, I would think that that would be -- they
3 don't need to take a course, for example, on
4 multicultural education. Maybe, you know,
5 something like if we could -- if we could lessen
6 the number of courses that they are required to
7 take, that probably would facilitate faster --
8 faster the receiving of teacher certification.

9 CHAIRPERSON BERUBE: Not to lead you, Grace,
10 but the -- typically what occurred at another site,
11 again, it's a matter of public record, but was that
12 conceivably -- and in this case it was the
13 Passamaquoddy community -- is that we really ought
14 to have a forum, a meeting, a day long event with
15 key players in the Department of Education, one of
16 them with certification. And on a number of issues
17 certification was clearly one of those. And that
18 those issues such as you're describing ought to be
19 aired with the Department of Ed. Is that something
20 that you would say the recent immigrant community
21 ought to be a part of that dialogue, if that were
22 an item? I don't mean to steer you, but that
23 was --

24 MS. VALENZUELA: Yes, that could be a beginning
25 of a dialogue, yes.

1 CHAIRPERSON BERUBE: Okay.

2 MR. TALBOT: Are we all set? Okay. Grace,
3 thank you very much.

4 MS. VALENZUELA: Thank you.

5 MR. TALBOT: Can we now -- is Carol Dayne --
6 yes.

7 MS. DAYNE: That's me.

8 MR. TALBOT: Would you like to come up front.

9 MS. DAYNE: Sure.

10 MR. TALBOT: And we'll listen to what you have
11 to --

12 MS. DAYNE: Well, I haven't prepared anything.
13 I hope you ask me some questions.

14 MR. TALBOT: That's okay.

15 MS. DAYNE: I'm Carol Dayne. I teach at the
16 Reiche School, I've been there for ten years. I
17 teach a multilingual third-fourth grade. Would you
18 like me to say something, or would you like to ask
19 something or --

20 MS. STUDLEY: Could you describe the program at
21 Reiche?

22 MS. DAYNE: Okay. Reiche School is a large
23 school that has 570 students, among them 111 are
24 multilinguals. Among them, 57 are mainstreamed
25 into regular classes. It is a neighborhood school,

1 but for ESL it's a magnet school. We receive
2 students from all over the city that are bused in
3 to our school to be in our program. There are five
4 ESL classrooms in the Reiche School, that go from
5 first grade to fifth grade.

6 Students, come into our school after they come
7 to the intake center, and they are sent to Reiche.
8 And at that time they are evaluated by our reading
9 teacher. And if they are deemed to be Limited
10 English Proficient by an oral language exam, then
11 they are placed in the appropriate grade level ESL
12 class. And that is done by age, not by proficiency
13 in English.

14 And they stay in this class. It's a sheltered
15 English class. So that they get all content area,
16 all topics all day long. The students stay in my
17 class six hours a day, all day. When they reach a
18 certain proficiency level, oral proficiency level
19 and grade level ability in math, we consider them
20 for mainstreaming in math.

21 We have a mainstream assessment team that will
22 sit and take teacher recommendation, and at that
23 time the student will be placed in a mainstream
24 class for math and lunch and recess. So they can
25 get to know the class and interact with the class

1 more. Some students just are mainstreamed for
2 math. However, if they are successful in that and
3 their English abilities continue to grow, they will
4 take an oral and a written ESL exam, language
5 assessment scale, and also a Gates reading test.
6 And if they test out at a high enough reading level
7 to be mainstreamed, they will be mainstreamed for
8 language arts, also, in that class.

9 After a while they will be reassessed by the
10 mainstream assessment team. If they are successful
11 in that, then there will be further mainstreamed,
12 perhaps for social studies, science, working toward
13 total mainstreaming. The policy of the school is
14 that students who are totally mainstreamed will
15 stay in the school for one year, and then if they
16 are successful in their mainstreaming, then they
17 will be sent back to their neighborhood school,
18 since many of the students are not from the
19 neighborhood of Reiche.

20 We do a lot of things for the multilingual
21 students, we do a lot of things for the mainstream
22 students, so that they will understand the
23 multilingual students and so that all of the
24 students will get along together very well.

25 Once a year we have a large multicultural

1 festival that culminates in a big potluck dinner,
2 that all parents from different countries bring
3 food. We have entertainment that comes from the
4 people in the community. Everybody is invited to
5 attend this, and we have a large attendance at
6 that.

7 We've also, in the past, had a thing called
8 Passports, which is a concentrated study of certain
9 countries that are picked among the whole school.
10 All -- everybody in the school participates in
11 that. We also have once month, a targeted country
12 that is showcased in the foyer of the school, that
13 when you come in there will be crafts and pictures
14 and artifacts and such. Multilingual parents are
15 invited, urged, and encouraged to join in on all
16 things in the Reiche School.

17 We have a lot of communication by our
18 facilitators with parents. We also do home visits
19 to our students. We have a very -- I don't know
20 how to put it. Our administrators in our school
21 have always been very sympathetic and very attune
22 to the needs of our multilingual students, since we
23 have so many of them.

24 What else could I say about Reiche. Our
25 program is growing there. We're adding another

1 classroom next year, in an effort to bring down the
2 number of students in our classes.

3 I don't know if you want to ask me, but I
4 wanted to answer one of the questions that Grace
5 was asked but recommendations. If we could make a
6 recommendation, what would my recommendation be for
7 the city. It's to lower the number of students in
8 the ESL classes. This year I had 24, last year I
9 had 25. A couple of years ago I had 28 students in
10 my class. I do have a language facilitator with
11 me, so it's two of us with 25 students. And it is
12 very hard to give these students the kind of
13 attention that they need.

14 As of late we have been getting more and more
15 students, with less and less education coming in.
16 Many are coming in with illiterate backgrounds, and
17 it takes these students a long time and a lot of
18 attention in order to gain literacy. It is very
19 hard with numbers that large. We are not able to
20 mainstream as many students, because we cannot give
21 them the kind of attention that they need.

22 Another recommendation I would have is that we
23 do more to educate mainstream teachers in
24 multiculturalism and the needs of ESL students.
25 The techniques and the things that we use to teach

1 ESL students are good for any student. However,
2 often ESL students intimidate mainstream teachers.
3 They don't understand them, or they don't feel they
4 understand them or understand their needs. And I
5 think it's very important that we educate them,
6 because now almost every teacher is bound to have
7 several ESL students in their classes. And I don't
8 think that they feel that they are equipped for it,
9 nor do many other ESL teachers feel that they're
10 equipped for it either.

11 MR. TALBOT: I have one question I'd like to
12 start off with.

13 MS. DAYNE: Sure.

14 MR. TALBOT: And that is, defining teachers and
15 family, is there a great extent of the families
16 that are involved in Reiche School who are quite
17 satisfied with the way that their kids are being
18 educated?

19 MS. DAYNE: Do you mean multilinguals, or the
20 population in general?

21 MR. TALBOT: Yeah, multilinguals.

22 MS. DAYNE: To be perfectly honest with you, I
23 don't know. They're not very verbal. They seem,
24 when we talk to them at parent-teacher conferences
25 or when he make contact with them over their other

1 issues, very thankful that we do.

2 But to a large extent they come from countries
3 that give a lot of power to the teacher, that
4 teachers are widely respected and given a lot of
5 leeway in what they do. So they're very happy with
6 almost anything that you do. So I have not heard
7 any complaints at all about anything we've ever
8 done.

9 MR. TALBOT: Yeah, so you're not getting any
10 complaints or anything?

11 MS. DAYNE: No, not from these parents. On the
12 other hand, to be truthful, they -- I don't think
13 that they really would come out and complain a
14 lot. They feel that the teachers have expertise
15 and that they are doing what should be done.
16 Hopefully, we're meeting all their needs, so. They
17 aren't saying anything.

18 MS. TALBOT: Just one aspect of that.

19 MS. DAYNE: Sure.

20 MR. TALBOT: And that is, that's the family.
21 What about the students, themselves.

22 MS. DAYNE: Students?

23 MR. TALBOT: Are you getting any verbal
24 comments from the student themselves.

25 MS. DAYNE: I can only speak for the elementary

1 level, that's where I'm at, and certainly not, no.
2 They are very happy with their teachers and what
3 they get there.

4 Actually, when some of them are mainstreamed,
5 they don't like it. They would rather stay in the
6 multilingual class, you know. I often have
7 students who leave me who keep coming back. I have
8 students in the middle school who come back and
9 visit me. And I think we have a very large impact
10 on them, in a positive way.

11 MR. TALBOT: Yes, Barney. And then we'll --
12 we'll get to Barney and then we'll get to you. Go
13 ahead.

14 CHAIRPERSON BERUBE: A couple of just real
15 straightforward questions, and then one that
16 will -- may be contentious, again.

17 Just for the point of clarification for the
18 record, for the uninitiated, Reiche is not in fact
19 the only magnet elementary school, really. Please,
20 can you just give us a --

21 MS. DAYNE: No, it's not. It's the largest,
22 but it's not the only one.

23 CHAIRPERSON BERUBE: The others are?

24 MS. DAYNE: The Baxter School and Hall School.
25 Thank you. Thank you. There is one small site at

1 the Hall School.

2 CHAIRPERSON BERUBE: Although I know that
3 Reiche was the pioneer, the first.

4 MS. DAYNE: That's right.

5 CHAIRPERSON BERUBE: Approximately how long, on
6 average, obviously I know there's a tremendous
7 variance, but on average does it take for students,
8 LEP's who have come in -- first of all, I won't say
9 LEP, I'll say NEP, non-English proficient at all,
10 to become mainstreamed?

11 MS. DAYNE: That's very hard to answer, because
12 it depends on what the student comes with.

13 CHAIRPERSON BERUBE: I know.

14 MS. DAYNE: Students that are very well
15 educated in their native language, in their native
16 country, can be mainstreamed often quite quickly.
17 And that -- that is your upper end of the scale, so
18 to speak, language-wise. And it moves down to
19 those who come in with really basic skills, to
20 those who don't even come in with literacy skills
21 in their own language.

22 So it's very hard to say that it's going to
23 take three years, four years, five years. It's a
24 very individual thing. And it varies. And it not
25 only depends on what they come in with, it also

1 depends on the amount of attention that they are
2 given in the school. The years that there are
3 larger classes and they are not given as much
4 attention, it will take longer. But it could take
5 four, five, six years.

6 CHAIRPERSON BERUBE: On average.

7 MS. DAYNE: On average? I could tell you on
8 average.

9 CHAIRPERSON BERUBE: If we would look -- let me
10 pare it down a little bit then. To students who
11 are indeed literate in their own language, have had
12 some schooling, but truly are non-English
13 proficient when they come to you, have the
14 vocabulary of a hundred words or fewer in English.
15 Otherwise, no other extraneous circumstances. I
16 know that's still -- I'm only trying to get an
17 average.

18 MS. DAYNE: If they were literate in their own
19 language?

20 CHAIRPERSON BERUBE: Literate. Literate.

21 MS. DAYNE: Quite literate in their own
22 language, I'd say two to three years. Three years.

23 CHAIRPERSON BERUBE: Okay.

24 MS. DAYNE: Perhaps less.

25 CHAIRPERSON BERUBE: Would they, after those

1 three years, never see those kids again, or do
2 you --

3 MS. DAYNE: No, they are followed up by the
4 mainstream assessment team. We do not put them in
5 the mainstream and just drop them there and leave
6 them there. They are followed quite closely, right
7 from the beginning, through that first year, until
8 they are -- they need to have a good deal of
9 success in the mainstream. And success in the
10 mainstream is judged by not all A's, but doing well
11 and keeping up with the class.

12 CHAIRPERSON BERUBE: Do you, at the end of the
13 third year, let's say student X is on the third
14 year, is being considered for mainstreaming. Would
15 there be a language assessment proficiency testing
16 happening then, and a language proficiency testing
17 and other measures that say, yes, this is ready, or
18 that's part of the process?

19 MS. DAYNE: That's right. There's a language
20 assessment every year, done every year, at the end
21 of the year of all students. And it would be done,
22 and then we would look at other things. You need
23 teacher recommendation, we need working closely
24 with the mainstream teacher to make sure that the
25 student can function well in the class, has enough

1 ability in reading and writing in order to function
2 well.

3 And as you go higher in the grades, of course
4 reading and writing is the basis of your learning,
5 once you pass, really, third grade. So it's very
6 important that the reading level is high enough so
7 that they can participate in all the content areas
8 of the class and get something out of the learning.

9 CHAIRPERSON BERUBE: So you said that those
10 students, LEP students are with you six hours a day
11 or thereabouts?

12 MS. DAYNE: (Nods head in the affirmative.)

13 CHAIRPERSON BERUBE: You are their sole contact
14 for the day? Is there --

15 MS. DAYNE: Welll, not entirely. I wouldn't
16 exactly say I'm their sole contact. They do go to
17 other places.

18 CHAIRPERSON BERUBE: Okay. Well, music, art,
19 lunch, homeroom, whatever?

20 MS. DAYNE: Gym, swimming. And then there are
21 some students who are mainstreamed for certain
22 things, that go in and out of my classroom.

23 CHAIRPERSON BERUBE: So help me then. That's
24 the part I want to know, when LEP's are not with
25 other LEP's, but rather with the total population.

1 MS. DAYNE: Okay. I have several students, I
2 have four students who every day take math in the
3 mainstream. So they go, and they go to the math
4 class in the mainstream. When they have math, they
5 just get up and they leave and they go to the
6 mainstream.

7 I have three that -- two that spend every
8 afternoon in the mainstream. After lunch they have
9 math there and then they have science. I have one
10 boy who every day does his language arts and math
11 in the mainstream. He's very close to being
12 mainstreamed. If it wasn't the end of the year, he
13 would probably be mainstreamed very shortly for
14 half a day, and then a full day next year. I
15 expect that he will be.

16 CHAIRPERSON BERUBE: Okay. As an ESL teacher,
17 Carol, well respected in the profession, you've
18 been at this a long time, are you satisfied that
19 the nature of the schedules LEP students have at
20 Reiche School, or for that matter, throughout the
21 district, if the pattern is similar to yours, does
22 not in fact segregate those children. That while
23 it may not be totally desirable to have kids
24 together for so long a period of time, there really
25 is no other way? Would you be satisfied with that

1 statement?

2 MS. DAYNE: I am. It is the most efficient,
3 given the constraints we have. And we have many,
4 many constraints on what we can do. I think it
5 maximizes our teaching time and the learning time
6 for the students, and targets their problems more
7 closely. And giving them, concentrated, what they
8 need now, so that they can later participate in the
9 mainstream.

10 CHAIRPERSON BERUBE: Thank you.

11 MR. TALBOT: Fernando.

12 MR. SERPA: Of your 24 to 25 students, how many
13 different languages are there?

14 MS. DAYNE: There are probably nine or ten
15 different languages. More countries than
16 languages.

17 MR. SERPA: Okay. Can you just take me through
18 a typical period of how you are able to -- go
19 ahead -- how you teach that?

20 MS. DAYNE: How I teach. Well, of course it's
21 English as a Second Language, because there is no
22 dominant language, even if I spoke the language.
23 And from year to year the dominant language groups
24 change. So even sometimes our facilitators, which
25 are targeted for a dominant language group, can

1 change from year to year, the need for the
2 language.

3 I teach through a lot of experiential, a lot
4 of -- well, we call them realia things. A lot of
5 pictures, a lot of experiments. We do -- everybody
6 participates all the time, but they participate up
7 to the extent that they can. Because the class is
8 very mixed ability-wise, there are some who are
9 ready to be mainstreamed very, very shortly, and
10 others, I just got a boy in last week.

11 So it goes from the top to the bottom. They
12 all participate, but I do not expect them all to
13 participate to the same extent. So what they do
14 for me is all different. And that's all right.
15 Equal is it not the same for each one in the
16 class.

17 So everybody is always working together. I
18 have the students broken up. They sit in small
19 groups so that they can work among each other and
20 help each other. I do a lot with peer tutoring,
21 that's the students help the other students.

22 I'm actually forced to do that, because I don't
23 have the languages I need in that classroom. I
24 have other students helping same languages.
25 Sometimes they work with same languages, sometimes

1 I make sure that they work with students of
2 different languages, so that they will be working
3 in English. They work among themselves.

4 I do have help that comes into my classroom. We
5 have help from the migrant education, because many
6 of the students' parents work in the fish industry
7 here in Portland, so they are eligible for migrant
8 help. So a migrant teacher works with them.

9 I have also a number of volunteers. We have
10 Corporate Partners at Reiche School. Heritage Bank
11 and Northern Utilities are Corporate Partners, and
12 they send people in once a week to work in the
13 classroom. And I've been very lucky to have some
14 wonderful volunteers who come in and help. That
15 allows me to break up the class even smaller and
16 give certain students more attention. I don't know
17 if I've answered your question.

18 MR. SERPA: And the facilitator?

19 MR. DAYNE: The facilitator works right along
20 with me. He's Facilitator A, he's been with me for
21 many, many years, I couldn't do without him. And
22 he not only does translating, but doing teaching;
23 does more small group teaching, so we can break
24 them down.

25 There's so many different levels, that

1 sometimes I teach all together, but many times we
2 break them down into smaller groups, because the
3 levels are so very different.

4 MR. SERPA: What would be an ideal size class
5 for you?

6 MS. DAYNE: Ideal? I'd love 12. No, I'd say
7 15, 18, maximum. Once you get over 20, you just
8 can't -- you do not have the time to work with the
9 students as you need to. Everything in teaching
10 ESL takes a lot of time.

11 Repetition in one way or another is very
12 important. Of course you have to vary the kind of
13 repetition you do, so it doesn't always come out
14 the same. But things need to be repeated a lot of
15 times before they're taken in. I mean, I know I
16 don't learn anybody's name the first three or four
17 or five times around, because it's hard for me to
18 learn. I don't remember it. And they are the same
19 way. It takes a lot of repetition. And that takes
20 a lot of time.

21 So everything takes a lot of time. Smaller
22 numbers, I really think that's the key.
23 Unfortunately, the trend is going the other way,
24 and that we're getting larger and larger numbers.
25 It seems to be a Catch-22 when you get larger

1 numbers. You're not allowed to give them the kind
2 of attention that they need, so they are in the
3 multilingual program longer. It's longer to be in
4 the mainstream, therefore the classes get larger.
5 You can't give them the attention, and around and
6 around it goes.

7 It's easy to mainstream students early, in
8 elementary education. As they go up the education
9 ladder, it gets harder and harder, because the
10 skills they need are harder and harder. They need
11 more complex reading and thinking skills. And the
12 cognitive skills are the things that are hardest to
13 develop.

14 So if you can mainstream lots of students, if
15 you're able at first, second and third grade,
16 you're really way ahead of the game. Because if
17 you don't do it then, by fourth, fifth, sixth, and
18 I'm sure middle school and high school can tell
19 you, it gets much, much more difficult and
20 complicated to do that. And then the student has
21 that much time less in the mainstream of education
22 to catch up to what they have already missed.

23 MR. SERPA: Okay. Thank you.

24 MR. TALBOT: Any other questions? Carol, thank
25 you very much.

1 MS. DAYNE: Okay.

2 MR. TALBOT: Diana Rudlow. Welcome.

3 MS. RUDLOW: Hello. I'm Diana Rudlow, and I've
4 actually been teaching in the multilingual program
5 in Portland since the very beginning. So I would
6 say that I was the first teacher for the
7 multilingual program.

8 So I began working with this program in 1980,
9 when, as Grace mentioned, we had just really three
10 language groups, Cambodian, Vietnamese and
11 Laotian. And now we have, you know, over 30,
12 definitely, maybe 40 different language groups.

13 And I've taught at -- the program began at
14 Reiche, and so I taught at Reiche. And then I
15 moved to King Middle School when we sort of
16 really -- the kids started moving up and we needed
17 to start a program, get a program really going the
18 King. And for four years, five years I was a
19 curriculum coordinator for the Portland
20 multilingual program, working with Grace, doing
21 teacher training for Project Maine. And I was a
22 curriculum coordinator for a grant that we had.

23 And I also taught a little bit at Portland
24 High. And now I'm at King. And I've -- I left --
25 I was away from King for five years, and now I'm

1 back. And the school has changed enormously since
2 I was there. And what I'd like to do is describe a
3 little bit how our program works at King.

4 There are about, I think, 600 students. Don't
5 quote me as exact on that, but roughly around 600
6 students at King. And 22 percent of those students
7 have a first language that's other than English.
8 And of those students, there are about 75 that are
9 in the multilingual program. And the rest are in
10 the mainstream.

11 So if you go to King, there's the multilingual
12 program, but you also see many kids that are
13 totally in the mainstream. So the school has, you
14 know, there's a lot of this mixing that's going on,
15 because kids are coming up from the elementary
16 schools, having gotten into the mainstream. And so
17 by the time they get to the middle school, there's
18 a lot of kids who are in the mainstream.

19 The way we have the program organized there
20 is that King is divided into two houses. And
21 students, any student that comes to King is
22 assigned to one house or the other. And they stay
23 in that house through grades six, seven and eight.
24 And our students also are assigned to a house. And
25 we have presently four ESL teachers, and two of

1 them in one house and two of them in the other.

2 And the way -- the way we sort of organize the
3 program, it's a little bit different than Reiche.
4 We have it organized by levels. So that we have
5 beginners, advanced beginner, intermediate, and
6 what we call advanced or transitional kids. And
7 those are the students that are mainstreamed for
8 two or more subjects, often for three subjects.
9 They're almost ready for total mainstreaming.

10 So, we each -- each teacher has like a group of
11 students that are their students, but we share. We
12 do some teaching, different ones of us teach
13 different things. So, for example, there's a
14 teacher who in each house, one teacher responsible
15 for the language arts for the the beginners. And
16 in each house one teacher is responsible for the
17 language arts and reading and writing for the
18 intermediates, and one is responsible for the
19 advanced.

20 And then we teach all the content area
21 subjects, you know, science and social studies and
22 math. And we share that. So that I teach, for
23 example, a beginner group in science, but I teach,
24 you know, an advanced group for language arts. In
25 any case, the students move from group to group, so

1 that they might have language arts with one teacher
2 and math with another and science with another and
3 social studies. If that sort of -- if that's
4 clear.

5 And students are, you know, the process for
6 students coming into the program is similar to
7 Reiche. You know, that a student goes through the
8 intake center. We test students every year,
9 they're given a language assessment test.

10 And as students are ready for mainstreaming, we
11 do further assessment. They have to take a -- they
12 take a reading test. And when they're reading a
13 third grade reading level, then they begin to --
14 they go into their first mainstreaming, which is
15 math.

16 And generally speaking, what happens is that
17 the math takes from six months to a year, they're
18 very successful with that, then the following year
19 they go -- they start mainstreaming into either
20 science or social studies. And from it moves very
21 fast. And usually by the end of the second year,
22 they're generally ready for total mainstreaming.

23 And we provide a lot of support for kids as
24 they go in, as they begin the mainstreaming
25 process. And this, this I think is one of the

1 key -- one of the key elements of the program. And
2 even kids who are totally in the mainstream still
3 receive a lot of support.

4 We have a migrant teacher and we have, you
5 know, a couple of facilitators and other people in
6 the school that -- that work with kids, helping
7 them with their work, so that they won't, you know,
8 so that they'll be able to keep up and understand
9 what's going on.

10 I'm trying to think. Do you have some
11 questions? Oh, I forgot. One other thing that I
12 forgot to mention, is that kids are mixed with
13 mainstream kids for all their specials. So that
14 they have art, music, tech ed, home ec and gym,
15 right from the very beginning, they have those with
16 their mainstream classes. And they also are very
17 mixed in terms of lunch. You know, they are just
18 sort of around with everybody else at the lunch
19 periods.

20 So would you like to ask me some questions?
21 I'm sure I've left out lots of things.

22 MR. TALBOT: Barney?

23 CHAIRPERSON BERUBE: Are you satisfied,
24 generally, Diana, you and others, your colleagues
25 in ESL or colleagues generally, actually, of the

1 level of administrative support, building
2 level, as well as district-wide, where LEP children
3 are concerned?

4 MS. RUDLOW: Well, I mean, the support that
5 we've received over the years from the Portland
6 public schools is phenomenal. I mean, I think that
7 three-quarters -- I mean, that's been very, very
8 important to us, having such a successful program.

9 And I've -- I mean, I have traveled around the
10 country and seen other programs, and I really think
11 that this is one of the best. You know, I agree
12 with Carol, that we need smaller classes. You
13 know, we need more help.

14 At King, you know, we're on a six day rotation
15 schedule. And that -- and we have a problem with a
16 certain amount of fragmentation, because kids are
17 mainstreamed at all different times. So you might
18 have, you know, a group of kids in a social studies
19 class, but because they're going out to different
20 mainstream classes, they're kind of going in and
21 out.

22 But that is always a problem, once you start
23 getting kids mainstreamed out of a -- out of a
24 full-time situation. And it's something that we're
25 always working on, trying to sort of the refine it

1 and make it a little smoother.

2 MR. TALBOT: You have one?

3 MR. SERPA: Yeah. Sure. No one's asked me.
4 Just, you're ESL certified?

5 MS. RUDLOW: Yes, I am.

6 MR. SERPA: What has been your experience with
7 that certification process?

8 MS. RUDLOW: Well, I -- I think that teachers
9 should be certified. That it's my personal opinion
10 that to teach effectively the ESL population, that
11 the teachers should be certified.

12 And, personally, I think that they ought to
13 have some real experience in a -- in a multilingual
14 or ESL classroom as, you know, as part of that
15 whole certification process. But I think that that
16 is, you know, that's happening.

17 There is definitely a certification process.
18 But I would like to have it be more clear, that in
19 order to teach ESL kids, that you need to have that
20 certification, you know, to begin with.

21 MR. SERPA: What was the -- what would you say
22 would be the best part of that program and the
23 worse part of the certification program?

24 MS. RUDLOW: Of the certification program?

25 MR. SERPA: Yeah.

1 MS. RUDLOW: Well, I -- I'm not, you know, like
2 totally familiar with how the certification program
3 works, because I'm -- you know, I was already
4 certified. So I -- so I didn't have to go through
5 that program. But there are people here who can
6 speak much more knowledgeably than I about the
7 certification.

8 But there is definitely a program in Maine, and
9 I think it's very effective. And I think it's
10 reaching a lot of -- a lot of people, which I think
11 is really good. And I think that trend should
12 continue.

13 I also think that there needs to be -- it's
14 beginning, and I think it's a trend that I really
15 like, that we're really reaching out to the
16 mainstream teachers, you know, helping them to
17 understand how to work with these kids, how to
18 understand the different cultures. That's a --
19 that's a really, really wonderful trend that's
20 happening.

21 MR. SERPA: All right.

22 MR. TALBOT: Thank you very much.

23 MS. RUDLOW: Okay.

24 MR. TALBOT: Is Marge Sampson here?

25 MS. SAMPSON: Yes.

1 MR. TALBOT: Yes.

2 MS. SAMPSON: Julie Chrisietello (phonetic) is
3 also from Portland High. We'd like to come up at
4 the same time, if's that's okay.

5 MR. TALBOT: Please feel free to. Would you
6 give your names?

7 MS. SAMPSON: Yes. My name is Marjorie
8 Sampson, and I am an ESL teacher at Portland High
9 School. I've been there since 1987. And I'm also
10 a parent of a student at Portland High School.

11 MS. CHRISIETELLO: My name is Julie
12 Chrisietello, and I've been at Portland High School
13 for six years. Prior to that I thought in Lowell,
14 Massachusetts for three years as an ESL teacher. I
15 started working with refugee populations as an ESL
16 teacher in Thailand, in refugee camps, in 1981.

17 MS. SAMPSON: Okay. I'd like to first give
18 just a little overview of the high school program,
19 continuing from what the other teachers have
20 given. When students come to ninth grade or into
21 the program at any time, they're tested at the
22 intake center for preliminary testing and then they
23 come to the high school. We have a program that is
24 like King, based on ability and -- I mean, based on
25 proficiency levels.

1 We have six levels of English proficiency from
2 A, which is the beginning, the very beginning, to
3 F, which is the highest. The students who are in
4 Level A are in ESL full-time. They have --
5 occasionally they have gym with other students.
6 But they don't have -- they don't have even art at
7 the high school level, it's too language
8 intensive.

9 They do move from different teachers. We have
10 seven full-time equivalent teachers. And Portland
11 High has about 1100 students, altogether. Of
12 those, about 200 are from language minorities
13 families. A hundred and ten are in ESL for part of
14 the time.

15 But I want to talk about how we mainstream
16 students, because actually the greatest majority of
17 students who are taking ESL at Portland High are
18 not in ESL full-time, they are partly in the
19 mainstream. We do that by first offering the
20 second year, or the second level that they're in,
21 they have English as a Second Language. They have
22 a reading class and then they have math taught by a
23 teacher who is certified in ESL and in math. And
24 also science and social studies.

25 This is a sheltered -- those are sheltered

1 content courses and they are pretty language
2 intensive. They're taught actually by ESL teachers
3 at the first level. After the high beginning, low,
4 intermediate level, our sheltered content teachers
5 are taught by people who are also certified in the
6 discipline. So, for example, if I teach an
7 advanced social studies class, I am also certified
8 in Maine to teach social studies. Or science, for
9 example, they are taught by mainstream science
10 teachers who have been trained by us basically to
11 give sheltered content instruction. It's the
12 same. So all of the courses that the students are
13 getting count for high school credit in the subject
14 area that they are studying in.

15 We have, in addition to the seven teachers, we
16 have five native language facilitators. They work
17 with the teachers. The instruction is in English,
18 but the native language facilitators at the very
19 lowest levels translate for the students, help with
20 the parents. At the higher levels they provide
21 tutorial support for students. Of the 110 students
22 who are partly in ESL, I would guess that half of
23 them are partly in the mainstream.

24 And just to understand how a high school works,
25 I mean, it starts with ninth grade. Students come

1 to us, they're placed in high school by their age
2 appropriateness. So a 14-year-old or a 15-year-old
3 may come to us, or an 18-year-old may come to us
4 who is absolutely illiterate in even his own
5 language. We have had many times students who have
6 never been to school before. If we can, if we have
7 a facilitator who can do that, our first job with
8 that student is to try to teach that student to
9 read in his own language, because it's much,
10 obviously, much easier to crack the code of reading
11 in your native language, when you have a lot more
12 data to feed into -- to feed into the data
13 processing device.

14 But, that's not always possible. And when
15 that -- when it isn't possible for us to teach the
16 student to read in his own language, then we have
17 to work intensively, one-on-one with student to
18 help them master. So mainstreaming that student who
19 comes to us at 14 or 15, with no education, is
20 probably not going to get mainstreamed all the way
21 through high school.

22 That student is probably going to achieve
23 literacy by the end of high school, but is not
24 going to be mainstreamed into high school level
25 classes. They will be able to take art, they will

1 be able to take gym. There are many high school
2 classes that they will be able to take. But the
3 core subjects like English and sciences are going
4 to be -- always be sheltered content.

5 However, that's not most of the students. Most
6 of the students are students who come to us, being
7 able to read in their in native language and having
8 some education already. Those students, depending
9 on the level, depending on what they bring to us,
10 we actually mainstream very quickly.

11 The research, you know, says that it takes five
12 to seven years to achieve anything like parity,
13 maybe even ten years to achieve anything like
14 parity. But most of our students are mainstreamed
15 within two and a half to three years, totally.
16 But, when I say, mainstreamed, I need to explain
17 that, too, because we give the LAS. We also give
18 reading tests. We also use teacher recommendations
19 to mainstream: A lot of things. It's not just one
20 instrument.

21 CHAIRPERSON BERUBE: Excuse me. For the
22 record, LAS, Language Assessment Scales.

23 MS. SAMPSON: Yes. Okay. Thank you. And a
24 student usually, if he has other things strong, if
25 his LAS scores are suitable, if his teacher says

1 he's willing, really, to put -- teachers say he's
2 willing to put in a lot of effort; we mainstream a
3 student even in English and history, who is reading
4 at the equivalent of fifth grade level for a native
5 speaker.

6 So you can see that even mainstreamed into a
7 ninth grade class, a student who is reading at
8 fifth grade level is still going to be at a
9 considerable disadvantage. He's still going to
10 need a lot of support, which he or she can get from
11 the migrant program and from us.

12 We hear a lot of times at high school, high
13 school kids are not patient and they want to be
14 mainstreamed. I mean, they want to be mainstreamed
15 and they want to be like other kids. And we
16 mainstream them as quickly as we can, without
17 jeopardizing their, you know, their ability to --
18 to function.

19 The other factor that is concerned with
20 mainstreaming that's really important is when I see
21 a multilingual student, I look at a whole person.
22 And I really think, try to think, okay, how can I
23 help that student reach his potential. I don't
24 want to send kids to the fish factories to work or
25 to, you know, chicken processing places to work, if

1 they have the ability to go on to college.

2 And so I will negotiate with the student. I
3 will suggest to the student, that maybe if that
4 student stays in ESL classes a little bit longer,
5 then I could mainstream that student maybe into a
6 College English 10 class instead of a General
7 English 10 class.

8 And I have been known to even say things like,
9 you are too smart for general level classes, and so
10 I'd like you to stay here and get your English
11 level so that you can compete in the class that you
12 belong in. And I think that's really, really
13 important.

14 And Julie is going to talk about this year's
15 senior class and what they are doing. And I think
16 it pays off that we really try to do that. So we
17 try to balance their ability to function in the
18 mainstream with their incredible desires to be
19 mainstreamed, like yesterday.

20 I just want to see if there's -- we have
21 students from a really diverse background. The
22 system that we use of teaching, of having ESL
23 English be the method of instruction, but with
24 bilingual support, works well for us. Because at
25 Portland high right now we have, I think, 19

1 different language groups. And it just wouldn't
2 be -- it wouldn't be possible for us to do
3 bilingual education the way Julie is used to seeing
4 it in Lowell, for example.

5 But I think what we do really works. The
6 teachers, some of our teachers do speak other
7 languages, but the -- but the students expect that
8 they're going to be taught in English. And most of
9 the time that's almost a help, because the students
10 know that I can't speak their language; but they
11 also know that it's my job to make myself
12 comprehensible to them. So I -- so we don't run
13 into the falling back on the native language that
14 happens sometimes in bilingual programs.

15 I think I'm going to talk -- Julie's going to
16 talk a little bit about curriculum.

17 MS. CHRISIETELLO: I want to talk a little bit
18 at first about the issue of staff develop and
19 curriculum develop. We are fortunate this year to
20 have a federal grant called Pathways.

21 MR. TALBOT: Can I just make one little
22 suggestion?

23 MR. CHRISIETELLO: Yes.

24 MR. TALBOT: And that is, can you speak up just
25 a little bit more?

1 MS. CHRISIETELLO: Sure.

2 MR. TALBOT: Because I want to be able to hear,
3 and I'm sure --

4 MS. CHRISIETELLO: Okay. I was saying we are
5 fortunate this year to have a federal grant called
6 Pathways, which allows us to provide courses and
7 ongoing staff development, for staff development
8 and curriculum develop, and some other areas which
9 I'll talk about.

10 In the area of staff development and curriculum
11 development, we've so far started a process of
12 working in -- we have our curriculum that we've
13 been using, working with in the ESL program,
14 multilingual program. And we are trying now to
15 work with the City's learning results, and combine
16 these two so that we are in line with what the City
17 is doing in terms of their curriculum work. And
18 also what we think, in addition, that our students
19 need in our program.

20 We were able to offer a course that met every
21 week this spring for our staff to work on that, and
22 we intend to continue that in the fall. We are
23 also going to offer a course on multicultural
24 education, primarily for the Portland High School
25 teachers. All mainstreamed teachers will be, you

1 know, allowed to attend this, encouraged to attend
2 this, as well as open to the whole school system.
3 And that course will be focused on working in
4 mainstream classes with incoming Limited English
5 Proficient students, mainstream students.

6 So, those are two positive things happening in
7 the area of curriculum and staff development.
8 We're going to also, one other -- offer next fall,
9 a series of workshops, say, once a month, focusing
10 on different languages and cultural groups that are
11 in the city, which will be open to all -- all
12 teachers in the city.

13 A big part of high school are the sports and
14 all the activities involved in high school, all the
15 clubs. It's a large piece of what happens for
16 students in high school. I think it's more -- it
17 becomes more important at the high school level,
18 what teams you're a part of, whether you're a part
19 of the student council, the Year Book Club,
20 whatever. And the concern of ours has always been
21 to get our students that we have there starting to
22 be mainstreamed, and even those that are not,
23 involved in activities to enrich their --

24 MS. SAMPSON: It takes pushing sometimes.

25 MS. CHRISIETELLO: Yeah, takes real

1 encouraging. So we have three clubs that actually
2 are kind of geared towards these students. One is
3 our International Club, which has between, anywhere
4 between 20, and up to 60 members, depending on what
5 we're doing at any time. We meet weekly, we do
6 various activities. We have co-presidents this
7 year, a Vietnamese girl and a Sudanese boy, who are
8 co-presidents. And so the club is mostly
9 international students. It's not what is normally
10 found in international clubs in other high schools,
11 where it's supports exchange students. This is
12 really serving our multilingual program.

13 We -- our biggest event this year was a large
14 international fashion show, which we opened up for
15 the whole school to attend. So that the whole
16 school was able to see various performances from
17 the different cultural groups that we have in the
18 school.

19 The second club that we have that really, that
20 students feel comfortable attending is more so, you
21 know, when they're not as mainstreamed, is called
22 Yes Diversity. This club, we get calls from other
23 schools throughout the state to share our cultural
24 richness with other places. And we've designed
25 panels of students that have been coached so they

1 can share their cultures with other either high
2 school students or other people in different
3 businesses.

4 MS. SAMPSON: Yes. In the workplace this
5 happens a lot, too, with businesses.

6 MS. CHRISIETELLO: So this club is about, oh,
7 between 15, again, and 30 students that are -- that
8 meet together for potluck dinners, and then also
9 get coached on how to talk about where they come
10 from and share that information with others.
11 Because part of the integration process for
12 everybody is getting to know more about each other,
13 and this is one way that we try to do this.

14 MS. SAMPSON: Yeah, I think it's important to
15 say that Yes Diversity is a mix, is a good mix of
16 newly arrived immigrants and older immigrants.

17 MS. CHRISIETELLO: And American-born students.

18 MS. SAMPSON: Right. A lot of American-born
19 students. And it's important for our ESL students
20 to understand that the American students have
21 stories to tell, too. That the native, that the
22 native foreign students have stories to tell. So
23 Yes Diversity has been really key for their sharing
24 with each other.

25 MS. CHRISIETELLO: I have information -- we

1 encourage students to join all the clubs and sports
2 teams. And I have information on how many language
3 minority students are now in various clubs and
4 sports teams throughout the school. Of course
5 soccer is, and track are places where the students
6 bring with them already the sports, the skills. So
7 they'll join those. Ice hockey, we haven't had as
8 many students involved. I suppose some Russians
9 might feel comfortable, but they haven't as yet
10 joined an ice hockey team.

11 One of my goals this year was to encourage
12 students to participate on the student council and
13 the student government. And at this point we have
14 representation, we have four students that are
15 attending student council meetings who are language
16 minority students, to give their perspective in
17 student government.

18 So that I think that's another, yet another
19 step in involving students in the whole experience
20 of high school.

21 So, do you want to talk about the mentoring?

22 MS. SAMPSON: Yeah. I don't know if you want
23 this report to be part of the record, but it's
24 just -- it's interesting to the look at all the
25 different school organizations and see how many --

1 MS. CHRISIETELLO: Kids are involved.

2 MS. SAMPSON: Okay. Next I'm going to talk
3 about a special program that now exists for all
4 students at Portland High, but just started --
5 started originally only for language minority
6 students.

7 We have a wonderful mentoring program, and
8 it's -- we do this in coordination with area
9 businesses, large -- the first -- our first partner
10 was UNUM, which is a big life insurance company,
11 which is based here. And we pair a student with a
12 professional in the workplace. We try to do -- we
13 try to make this a four-year commitment.

14 Initially, the adults agree to mentor for one
15 year. But these are professionals who can be role
16 models, who can help with college applications, who
17 can expose students to just a whole range of how to
18 make things work in America, that they could not --
19 that they would not otherwise get from their
20 parents.

21 The mentor works with the families. The
22 relationships, there is a range of relationships
23 from narrowly tutorial and academic support to more
24 like a Big Brothers, Big Sisters kind of
25 relationship. We kind of aim for the middle. We

1 aim for career guidance, we aim for raising
2 aspirations, for job shadowing and working out
3 choices for the future and planning, future
4 planning.

5 And initially I worked with UNUM, placing
6 language minority students with mentors from UNUM.
7 And this was a win/win situation with UNUM. UNUM
8 actually came to us and said Portland High is
9 really rich in diversity and UNUM is expanding into
10 world markets. And we need to tap into that
11 diversity, our managers need the kind of learning
12 that can come from your students. And so we set up
13 this program.

14 Well, later on, and this was about five, six
15 years ago. Later on another big employer in the
16 Portland area, the Maine Medical Center and the
17 Portland hospitals wrote a grant which they
18 received from the Commonwealth Foundation to do a
19 youth mentoring program with hospital employees.
20 This program was open to all students, but it was
21 modeled on the program that we had originally
22 started with UNUM.

23 We now have about 50 students this year being
24 mentored. And of those, more than half are
25 language minority students. UNUM has kept it's

1 focus language minority students, but other
2 programs have also been opened to language minority
3 students, as well.

4 The criteria for the program is that the
5 student is at risk for not reaching the highest
6 level of his or her potential, that the student
7 attends regularly. We don't take students who --
8 who are not motivated. But the students are
9 motivated. And the results have been absolutely
10 incredible. I mean, we've had students mentored
11 who -- we have a student who is at Harvard right
12 now. We have a student who is at Worcester
13 Polytechnic Institute, who is a very good student.
14 But he probably would have gone to USM, because he
15 wouldn't have had the resources to find out about
16 other programs.

17 MR. TALBOT: I don't want to cut you off. Our
18 time is slipping by.

19 MS. SAMPSON: Oh, okay. I'm sorry. Okay.
20 Thanks for --

21 MR. TALBOT: And if there are no questions,
22 then I want to thank you very much, both of you.

23 MS. STUDLEY: Can Julie sum up the graduates?

24 CHAIRPERSON BERUBE: Yeah, I would like to hear
25 about that.

1 MS. STUDLEY: It's about the graduation.

2 CHAIRPERSON BERUBE: Can you, in less than a
3 minute?

4 MS. CHRISIETELLO: Oh, yes. Sure. We had a
5 lot of students that have been through our programs
6 at one time in their life, graduating this year 48
7 out of the 190 or so students, our limited work --
8 language minority students -- not limited, but
9 language minority. And of that 48, 75 percent are
10 planning to study something next year.

11 That includes come back as postgraduates, for
12 those that feel like they need one more year of
13 high school or two-year colleges. And 23 of the
14 48, which is 49 percent, are going to -- have been
15 admitted and are going to four-year colleges.

16 So it was just interesting for us to see how --
17 where the students are ending up. And I have that
18 information, to see what colleges they're going to,
19 and what -- how many are going to what types of
20 postsecondary institutions.

21 MS. SAMPSON: And also what the plans are --

22 CHAIRPERSON BERUBE: You'll make that available
23 to us?

24 MS. SAMPSON: Yep. That's the plan.

25 MS. SAMPSON: -- for students who are not going

1 on to college.

2 MS. CHRISIETELLO: Yep.

3 MS. STUDLEY: Did any of them receive honors
4 this year?

5 MS. SAMPSON: Oh, yes.

6 MS. CHRISIETELLO: Well, our valedictorian of
7 the -- is a Vietnamese student who went through our
8 program. She went -- started at King, and was
9 mainstreamed by the time she entered ninth grade.
10 So first year mainstream in ninth grade, she's the
11 valedictorian of the high school.

12 MS. SAMPSON: And she has a full scholarship to
13 Brown University.

14 CHAIRPERSON BERUBE: You indicated that in your
15 classes that the non-English proficient do not have
16 art and perhaps some other subjects. Is it
17 therefore true that on the basis of their limited
18 english proficiency, there are certain classes they
19 cannot have yet?

20 MS. SAMPSON: Yet, is the operant word.

21 CHAIRPERSON BERUBE: And those same students
22 probably cannot yet access extracurriculars either;
23 is that true?

24 MS. SAMPSON: They have -- we have students who
25 are in Level A, Barney, who come to International

1 Club with -- with friends who are at a higher
2 level. I mean, you have to -- we're dealing with
3 adolescence. So if you have a student who is
4 completely on his own, I mean, we advise these
5 clubs so often, so we encourage students to come.
6 Very often they come with their friends.

7 They wouldn't be on student council in Level A,
8 because they wouldn't be able to understand what
9 was going on, because student council is conducted
10 in English.

11 CHAIRPERSON BERUBE: What's the requirement, or
12 if there is an eligibility standard, for students
13 to become part of the International Club? Who is
14 it open to?

15 MS. SAMPSON: Any student in the school.

16 CHAIRPERSON BERUBE: And is it so advertised,
17 anybody at all?

18 MS. SAMPSON: Yes.

19 MS. CHRISIETELLO: Any -- I'm the advisor of
20 it, and any time of year, any week you can join
21 International Club. And you can stay as long as
22 you want. And if you participate, you can, you
23 know, in some kind of way --

24 CHAIRPERSON BERUBE: But it's open to anybody,
25 absolutely anybody?

1 MS. CHRISIETELLO: It's open to anybody.

2 MS. SAMPSON: Right. Yeah.

3 CHAIRPERSON BERUBE: Thank you.

4 MR. SERPA: From what you've seen, how are your
5 students treated by the mainstream students? Are
6 they treated any differently? Are they -- is there
7 any friction?

8 MS. SAMPSON: Oh, that's -- yeah, that's a hard
9 question. I think, yes. I mean, I -- there --
10 there is -- I don't think it's strong enough to
11 say, friction, but there is --

12 MS. CHRISIETELLO: A distance?

13 MS. SAMPSON: -- a distance, a segregation even
14 that sometimes exists. I think, though, that it
15 has more to do with the level of English
16 proficiency. Because the students who are fully
17 mainstreamed are integrated very well.

18 I don't see, like, all of the Cambodian kids,
19 whatever their English level, hanging together all
20 the time. I see newcomers, and maybe at lunchtime
21 some of the other kids, but in their classes, they
22 they get along pretty well.

23 We have we have had -- sometimes had -- our
24 school is very, very proud of its diversity. And
25 when -- whenever we have any -- I mean, we have

1 fights, we're a high school. Whatever we have, any
2 kind of fight that -- that -- or any kind of
3 incident that in any way might be construed as a
4 bias incident, we investigate that very, very, very
5 seriously.

6 And what basically we found is that sometimes
7 we have rivalry between immigrant groups, and
8 that's caused fights. Or we've had fights between
9 white kids and immigrant kids that were not -- and
10 I know this is a really fine line, but were over a
11 girl or that kind of thing, that -- that wasn't
12 really a bias -- didn't turn out to be a bias
13 incident, but it was taken very seriously and
14 investigated as such.

15 MR. SERPA: Thank you.

16 MR. TALBOT: Any more questions? Okay. We'd
17 like to thank you very much for coming in.

18 MS. SAMPSON: Thank you. Thank you for
19 inviting us, and listening to our babbling.

20 MR. TALBOT: Is Don Bouchard here?

21 MR. BOUCHARD: Good morning. I don't have any
22 prepared statement to make, so if you would like to
23 ask me questions, please go ahead.

24 Perhaps I could introduce myself. My name is
25 Don Bouchard, and I'm the migrant education teacher

1 at Portland High School. I have about 30 years
2 experience in English as a Second Language, and
3 I've had the pleasure in the past year to be hired
4 by Portland High School and work there on a regular
5 basis.

6 I work with, on the books, about 165 migrant
7 students, of which 90 percent of them are English
8 as a Second Language. Of those 165 students, we
9 see on a regular basis, 100 language minority
10 students. So we get to see a fairly large
11 percentage of language minority students who are
12 both in the ESL program, as well as those language
13 minority students who are mainstreamed.

14 MR. TALBOT: Yes?

15 CHAIRPERSON BERUBE: Are you aware of any gangs
16 at the high school?

17 MR. BOUCHARD: Am I aware of any gangs in the
18 high school? No, I'm not. None. Which -- which
19 is no reflection on whether or not there are
20 gangs. But I get to work on a one-to-one basis
21 with a number of students, both male and female,
22 and I think I would be aware of -- of some kind of
23 activity, and to my knowledge, there isn't.

24 CHAIRPERSON BERUBE: Shifting over to another
25 area you're very close to, is an area of training.

1 MR. BOUCHARD: Yes.

2 CHAIRPERSON BERUBE: Correct me if I'm
3 misreading this, but when training opportunities
4 are offered and circulated throughout the city,
5 for -- on topics more germane to Limited English
6 Proficiency students, it would appear that the
7 response to such invitations would come from ESL
8 teachers, facilitators, others very closely attuned
9 to them in that direct context. Content teachers,
10 thank you, but I've got other things. Is that a
11 fair portrayal?

12 MR. BOUCHARD: Unfortunately, I think it is a
13 fair portrayal. Those who are converted are the
14 ones who are most interested in continuing to
15 benefit from what they know about an audience such
16 as language minority students. And I would
17 certainly like to see greater staff development
18 opportunities. I don't know how it could actually
19 take place, but in some form or another, be made
20 available, perhaps almost required for mainstream
21 teachers.

22 Because the longer I have been involved in
23 staff training and development, the more I have
24 become very impressed with mostly the interest,
25 motivation and experience and training of ESL

1 teachers and those who are working with language
2 minority students. But I see the real need for
3 mainstream teachers to have increasing training and
4 development.

5 CHAIRPERSON BERUBE: Earlier this morning you
6 probably heard us talk with Grace about the
7 preservice proposition or proposal or whatever
8 legislation that was introduced, and the
9 opposition, the Maine Education Association.

10 MR. BOUCHARD: Yes.

11 CHAIRPERSON BERUBE: The University of Maine
12 had indicated it would reach 20 percent, or so they
13 may have had other reasons for not supporting it.
14 Again, not to lead you, I suspect you probably
15 would support training like in a multicultural
16 education. But I guess I want to pursue it a
17 little bit with what the counterargument might be.
18 If we're only going to serve 20 percent, don't pass
19 the legislation that will bring it down to zero,
20 and that would be an improvement. That's supposed
21 to be cynical.

22 What would it take to turn the tide on -- or
23 are we barking up the proverbial wrong tree with
24 calling for at least a foundation, a knowledge base
25 about the multicultural diversity in this state and

1 the nation and on the planet, for people entering
2 the teaching profession? What's has the
3 relevance? What's the most compelling argument, if
4 there is any?

5 MR. BOUCHARD: Oh, I would say that one of the
6 more compelling arguments is the fact that with the
7 increasing diversity that characterizes classrooms,
8 that anyone working with and connected with any
9 learner, be it mainstream or language minority,
10 needs to understand both the subtle, as well as the
11 great differences that exist among the learners
12 that we have in our classroom. So I think that
13 knowing how to accommodate issues of diversity that
14 students bring to the classroom is extremely
15 important.

16 I think, traditionally, that multicultural
17 education is viewed as understanding language and
18 cultural minorities, as well it should be. But I
19 think it goes far beyond that. I think there are
20 so many issues of diversity that children bring to
21 the classroom today that it behooves all educators
22 to understand these issues.

23 And -- and I might add, I think that another
24 very compelling reason for multicultural education
25 is to enable those educators and other

1 professionals who are working with children to
2 confront their own biases and confront their own
3 attitude towards others in order to come to an
4 understanding of that, and to then process it and
5 be aware of those biases in working with others.

6 I think oftentimes we can operate on a basis of
7 not understanding what our own personal biases are,
8 and I think it's very important to understand
9 that.

10 CHAIRPERSON BERUBE: The State has a, as well
11 you know in your training area, 15 credits that are
12 required from a variety of clusters leading to the
13 ESL endorsement, and a similar arrangement for
14 bilingual education instruction. And as you know,
15 Don, the criticism, not so much from Portland or
16 Portland South, but from others, Millinocket,
17 Fort Kent, we heard from is that access to those
18 courses is so prohibitive because they are almost
19 invariably available at Gorham, in the Portland
20 area. And for people to be expected to commute
21 three hours even, or two hours, even an hour and a
22 half is unreasonable, but the State has made the
23 rules and these are the courses.

24 On reflection, was it a bad idea? And how can
25 we, we, meaning the Department of Education in this

1 case, resolve the kind of issues that are aired in
2 a state that's as large as it is?

3 MR. BOUCHARD: You're really asking easy
4 questions, aren't you, Barney. I think -- I think
5 that a lot has been done to try to make such course
6 work as accessible as possible, what with the
7 summer institutes. But I also understand the need
8 to make -- to have even greater accessibility for
9 schools and educators throughout the state. And
10 quite frankly, sort of special intensive programs
11 that would call instructors in to provide staff
12 development for teachers.

13 The only other possibility that I can see, and
14 it's one that I'm extremely reluctant to even
15 broach, is the notion of television as a way of
16 reaching the more isolated areas of the state. And
17 the reason why I say I'm really reluctant to
18 mention this is because I think that the dynamic
19 that occurs in the classroom is extremely important
20 in any kind of multicultural or language minority
21 training. And that despite wonderful technology
22 that exists today, I have seen -- I've seen too
23 much of a distance, so-to-speak, both
24 psychologically and physically that occurs among
25 the learners who participate in such courses, as

1 well as between the learners and the instructor, as
2 to really make such a course less effective as a
3 learning experience.

4 So I really mentioned this solution very, very
5 reluctantly. There's so many things that need it
6 be done in a classroom context that can't be done
7 effectively, without enormous resources at hand in
8 a television or televised situation.

9 CHAIRPERSON BERUBE: Is there a need for a
10 committee crew or a group of people to meet with
11 the officials at the Department of Education to
12 revisit its requirements for the ESL and/or
13 bilingual education endorsement?

14 MR. BOUCHARD: I -- offhand, I would say, yes.
15 And I don't say that with any specific idea in mind
16 that such and such should be changed. But I think
17 that it is important to review the requirements and
18 to review the process, to see whether or not
19 changes need it be made. And I think that that's
20 true of any kind of program or activity that's
21 being implemented. I think it's necessary to have
22 a review.

23 CHAIRPERSON BERUBE: Thank you.

24 MR. TALBOT: Well, thank you very much.

25 MR. BOUCHARD: Okay. You're welcome.

1 MR. TALBOT: I'll turn it back over to our
2 chairman.

3 CHAIRPERSON BERUBE: Oh, we have one more.
4 Linda Ward is also here.

5 MR. TALBOT: Linda Ward. I'm sorry.

6 CHAIRPERSON BERUBE: Shifting to another town
7 altogether.

8 MR. TALBOT: Thank you very much.

9 MS. WARD: Well, this is going to be a little
10 different story, because -- well, quite a different
11 story, because I'm not in Portland. I teach in
12 MSAD 71, which is Kennebunk, Kennebunkport, and
13 it's what's commonly referred to as a low density
14 area. We have, you know, probably less than one
15 percent of the population is language minority in
16 Kennebunk. But I've been teaching there for 17
17 years, and generally have about 35 students under
18 my, you know, under my program.

19 I work in six schools, and I'm the only
20 teacher. But I think that this is a typical
21 scenario for a lot --- a lot of towns in Maine.
22 And it just represents a different way that, you
23 know, a different experience that language minority
24 kids have, than the concentrations that are in
25 cities like Portland.

1 Okay. I have outlined my program a little bit
2 for you all, so I'll just go through that. The
3 MSAD 71 District goal is excellence for all
4 learners. And the ESL program goal has been stated
5 as to facilitate access to the mainstream
6 curriculum at a meaningful and competitive level so
7 as to enable ESL students to reach their full
8 potential and have equal opportunity.

9 To that end, we screen all students who enter
10 the district and to identify those for whom English
11 is not the first or home language. I personally,
12 as the ESL teacher, get that information. And then
13 I evaluate their first and second language
14 proficiency. I make a home visit, and we have what
15 we call a LAC meeting, which is dictated by our
16 District LAU Plan, which has been in place for a
17 while.

18 At the Language Assessment Committee meetings,
19 excuse me, which LAC stands for, we'll have the
20 teacher and administrator, the parents, the
21 student, myself, and we evaluate that student's
22 needs and come up with an individualized education
23 plan, if you will. Then any services which are
24 deemed necessary are provided by me. And we
25 continue regular evaluation, yearly evaluation and

1 regular LAC meetings until the student has met exit
2 requirements. At which point we monitor them for
3 three years. That's basically the program.

4 We offer these services, oral language
5 development. This is a cornerstone. And I would
6 say it usually takes, you know, one to three years
7 of conversational skills, as well as, you know, up
8 to ten years of more of tutoring in academic
9 areas. Again, I would refer to the research that
10 Marge Sampson referred to, Virginia Collier's
11 research that says, you know, says it takes quite a
12 while to achieve parity.

13 Second language literacy development, we feel
14 this is essential for academic success, and often
15 requires intense intervention in the early years.
16 And I happen to have a degree in ESL literacy,
17 which is perfect for those purposes and has worked
18 out very well. I'm very grateful for that
19 education. So in addition to having the
20 endorsement, I have the master's degree in
21 literacy.

22 Cultural fluency. Research is now saying that
23 cultural identity is really just half the battle.
24 I recently heard a whole -- whole workshop at
25 Orlando TESOL by Jim Cummings on that subject. And

1 it really corroborated what I feel is true. So I
2 put a great deal of effort into that aim, of having
3 students that, you know, accept and access their
4 background knowledge. Because if they deny who
5 they are, I don't see how they really can fully
6 actually do that.

7 Content area support. This is mostly what I
8 do. I mean, you can see that in six schools, with
9 one teacher, they're mainstreamed, everybody's
10 mainstreamed from day one. But I -- so I have to
11 go around everywhere. And I keep up regular
12 communication with all the teachers. I have a
13 form, you know, that I put in people's mailboxes,
14 and they write down there what they're doing.

15 And I meet with kids and, you know, at the same
16 time as I work on, say, literacy skills or
17 whatever, I'm working right to the content areas
18 and trying to support what they're doing in the
19 classrooms, so they can better understand what's
20 going on there.

21 I stress that -- you know, I'm constantly
22 stressing that accommodations not be made that
23 water down content for my students. That's a big
24 battle. I'm a parent-school liaison. That's
25 really important. I'm like a bridge. I stand in a

1 really different place from anyone else in the
2 district. I think it's sort of in between the home
3 and the school.

4 And I do home visits. I bring parents in for
5 various things. They come in -- they come in for
6 meetings, but they also -- I have books home
7 projects going on in the first -- you know, in
8 English and in the first language. I send books
9 home Russian for a Russian family, you know, to
10 read to the children, and then send maybe even the
11 same book home in English for the readback.

12 And I have parents come in and read in their
13 native language to the whole classroom, whole
14 mainstream classroom. And sometimes the students
15 stand beside their parent and translate the book,
16 tell the other kids what it says. And that's kind
17 of interesting.

18 Staff development. Staff development, I just
19 think this is just a huge issue. And over the
20 years I have offered a lot -- it's usually just me,
21 although we have had a Title VII bilingual
22 education grant for three years. And for those
23 three years I got to hire someone to help me
24 half-time. But at the end of those three years,
25 that person went bye-bye.

1 So we've offered workshops, courses,
2 everything. Again, the same problem. I've had
3 mainstream teachers in every case take these
4 courses, but not enough, you know. I mean, it's
5 not enough. I've been working at this for 17
6 years, but I don't feel like we're anywhere near
7 where we should be with awareness in the -- which I
8 think is maybe even more important in the low
9 density area than perhaps it is in Portland. I
10 certainly can't do this job all by myself.

11 So that kind of basically covers it. I don't
12 know whether to go -- I went through your points
13 that you put, you know, the questions you sent
14 out. And I could go through and answer them one by
15 one, or maybe you'd rather just ask me questions.

16 MR. SERPA: We'll ask questions. I have
17 questions.

18 MR. TALBOT: Fernando.

19 MR. SERPA: Okay. Let's start with, you have
20 35 students. How many languages?

21 MS. WARD: Oh, I'll tell you. I have that
22 information right here. Let's see, we have 36
23 students enrolled in six schools, representing 15
24 languages in 19 countries of origin, not counting
25 exchange students, of whom we usually have five or

1 six.

2 MR. SERPA: Okay. And are they all at
3 different levels of proficiency?

4 MS. WARD: Yes. Everybody's at different
5 levels, and different socioeconomic backgrounds.
6 We have adopted kids. We have people that are here
7 on business for like three years. You know, when I
8 began this, we had Cambodian and Vietnamese
9 refugees. Now I have every level. Yeah.

10 MR. SERPA: Okay. Actually, I'll pass right
11 now.

12 MR. TALBOT: Do you have any?

13 CHAIRPERSON BERUBE: When these students --
14 you've had new arrivals, some of them have been
15 around a while.

16 MS. WARD: I've had people that --

17 CHAIRPERSON BERUBE: Evolving all the time.

18 MS. WARD: Yeah. Plus a lot -- I'm working on
19 the next generation, you know, because some of my
20 students, some of my first -- I mean, I have one
21 family -- one Vietnamese family has ten kids. I've
22 taught every, single one of them. And the oldest
23 boy has -- the oldest child in that family of ten
24 now has four children. And I've started teaching
25 his children, because they came to school with no

1 English. They, you know --

2 CHAIRPERSON BERUBE: You're -- I assume you're
3 funded locally?

4 MS. WARD: I'm fully funded locally.

5 CHAIRPERSON BERUBE: Locally. Not a federal
6 program?

7 MS. WARD: No.

8 CHAIRPERSON BERUBE: When the time comes and
9 the school committee has got to make those tough
10 decisions, as we say, and cutbacks are there, are
11 you under some pressure to defend a little extra
12 harder your -- the work you do with LEP's because
13 of the cost factor?

14 MS. WARD: No. I keep the pressure on to get
15 another person, so they won't come after me. I'm
16 always asking for help.

17 CHAIRPERSON BERUBE: And the other part, since,
18 again, I'm going to take advantage of -- I know
19 you're not a bona fide administrator, because you
20 work directly with students, but on the other hand,
21 you've been around a long time and have worked with
22 superintendents pretty closely. And in the absence
23 of not having the superintendent from Kennebunk,
24 I'll just take the liberty of asking you.

25 MS. WARD: Okay.

1 CHAIRPERSON BERUBE: Superintendents, most
2 superintendents meet as part of a group called the
3 Northeast Superintendents Council. Made as sort of
4 a central point of one of their agendas is seeking
5 the state support for the education of Limited
6 English Proficiency services. And they are almost
7 consistent throughout the state in making that kind
8 of a demand, so far to no avail, with the
9 legislature. But nonetheless, that's a front
10 burner issue for those superintendents, except for
11 one who is their spokesperson, curiously.

12 The spokesperson happens to be a superintendent
13 from Bangor who would argue simply, you have X
14 number of students with a variety of needs that
15 come into your district, whatever they are, they're
16 yours, you are the district, you take care of
17 that. It all should be taken care of locally.
18 Give us enough funds to cover the total general
19 purpose needs for all of our students. And to be
20 providing funding for LEP is really, it's an extra,
21 it's a labeling, it's an identification marker, and
22 we don't want to do that, says the superintendent.

23 MS. WARD: Okay.

24 CHAIRPERSON BERUBE: Would you recommend, say,
25 to your superintendent that that argument should be

1 sustained, and that's the way it ought to be? Or
2 do you have another --.

3 MS. WARD: Oh, boy, Barney. I hate to say
4 this, but I lost -- I lost you.

5 CHAIRPERSON BERUBE: I guess ultimately I want
6 to know, because there's a diversity of point of
7 view. Does the State have a responsibility for the
8 extra cost of educating LEP students, if indeed
9 they are so-called extra costs, or is that, as it
10 is now, local responsibility; let the locals take
11 care of it?

12 MS. WARD: Well, I certainly wouldn't turn it
13 down, but I think that we -- you know, I think that
14 every teacher -- I mean, the question was asked in
15 here if I thought we were an exemplary program.
16 And I would say, no. I mean, that's going to be --
17 but then I'm intuitively, my standards always reach
18 so high that it would take a long time to get there
19 for me.

20 But I feel like our responsibility, I would
21 feel like I want everybody to feel like, I want
22 everybody in Kennebunk to feel like their
23 responsibility is to, you know, educate the vision
24 of the larger, more diverse population so that my
25 students aren't considered extra students or, you

1 know, marginal. You know, that they need federal
2 aid for or state for, this as a real member of the
3 Kennebunk community, no. Yeah, I would -- I would
4 argue it should be a local responsibility,
5 ideally. People should feel like it is.

6 CHAIRPERSON BERUBE: Thank you.

7 MS. STUDLEY: I have a question. How much help
8 do the individual students receive each week, and
9 do you think this is sufficient to meet their
10 needs?

11 MS. WARD: No, it's not.

12 MS. STUDLEY: I mean, between six schools, you
13 must travel a lot.

14 MS. WARD: Well, it's terrible. And I had --
15 I'm only two years on my own now since the end of
16 our Title VII funding. So for -- what happened was
17 I worked alone -- you got to realize that the
18 numbers increase gradually.

19 I started out basically just in the high
20 school, and they thought little kids could just --
21 could go it on their own, you know. And so then I
22 started picking, you know, the elementary school
23 children. And then I realized the need was growing
24 so much that I, together with some other people,
25 wrote the Title VII grant which got us the

1 funding. And I got to get someone to help me. And
2 then I really augmented those services in the
3 elementary school and actually trained the person
4 who came in, too. She got a master's degree in
5 literacy, also.

6 And all the elementary schools became
7 accustomed to a lot of services. So when they let
8 the Title VII employee go that was helping me
9 half-time, everybody wanted a piece of me. And,
10 you know, there was less of me to go around, or
11 more places to divide me into. So it really is a
12 problem.

13 And, again, I -- I had a meeting at the
14 district level, several meetings with the assistant
15 principal, the head of special education, and one
16 of the elementary school principals to solve this
17 problem. They just basically said, no, we need a
18 new middle school. This is -- Linda, let's be
19 realistic. This is all -- you know, we've got an
20 ESL teacher, that's all you're going to get.
21 That's it, you know, for a long time, until we get
22 the middle school built.

23 MS. STUDLEY: Do you find that sometimes
24 because of the overload and you're spread so thin
25 between the schools that some of these students end

1 up being served by special education, without being
2 identified as being special services.

3 MS. WARD: That was one of the questions on
4 here, and if anything, I think, you know, we might
5 be under represented in special ed, because I'm
6 very wary. For one thing I've been very wary of
7 that happening. So -- and sometimes I've almost
8 worried that I'd prevented a referral that maybe
9 should have happened.

10 And I've worked very closely with our special
11 ed people. And we always have, you know, we always
12 have trouble like which one is it. And usually we
13 just -- we have two students identified right now
14 as special ed, and that's all out of 35. And I --
15 we have them identified as bilingual special ed, so
16 they work with me in the special ed department.

17 MS. STUDLEY: That's it.

18 MR. SERPA: Quick question. You've been there
19 17 years?

20 MS. WARD: Pardon?

21 MR. SERPA: You've been in Kennebunk for 17
22 years?

23 MS. WARD: Um-hmm. I think that's about right,
24 yeah.

25 MR. SERPA: Has the -- has there been an

1 increase in the escalation gradually, or was it all
2 of a sudden you got 35 students, or how? Has there
3 always all been a bilingual population?

4 MS. WARD: Well, I actually started out just
5 with a few, you know, like tutoring where there was
6 a few Vietnamese kids. It took about -- how long
7 have I been a teacher? You know, maybe half of
8 that time I've been a fully paid teacher. I
9 started out as a tutor and then I, you know --
10 again, I -- I had to beg to be an assistant. And
11 then I went up the ladder until I was, you know,
12 finally a full-fledged teacher.

13 But I'd say, you know, I had like 20 -- 20, 25,
14 and now it's increased. And it seems to be
15 steady around somewhere around 30 or 35. Every
16 year it changes. But when people graduate, new
17 people come in. It seems to be pretty steady that
18 way.

19 I'm really kind of proud of our students. I
20 was going to tell you that I had -- we have a --
21 almost everybody goes to college in Kennebunk that
22 graduates, you know, in the last five years,
23 really. I have students -- I wrote it down right
24 here to show you. Let's see. Oh, there they are.
25 I have one at UNH; one at USM, two at UMO. One

1 that just graduated from Bridgewater this year, one
2 graduated from RISDI. One that graduated from
3 KO University in Japan. And one in Northeastern.
4 And that's pretty good.

5 MR. SERPA: All right.

6 MR. TALBOT: Any more questions?

7 MS. WARD: No more.

8 MR. TALBOT: Thank you very much. Is
9 Sarah-Jane Poli, Assistant Superintendent of
10 Biddeford here?

11 MS. POLI: Well, I'm Curriculum Director, but I
12 do everything.

13 CHAIRPERSON BERUBE: You just got elevated.

14 MS. POLI: Well, that's what I actually am
15 doing, now that Roger is on vacation. And I do
16 have to get back because of an emergency in the
17 district, so I appreciate your allowing me to come
18 up early.

19 Basically, I don't have a prepared statement,
20 but I'll give you some information about
21 Biddeford's program. We presently are serving 43
22 students, who represent probably between eight to
23 ten minority groups at this time. We have had a
24 large influx this year of Ukrainian students in our
25 district. And this is not their first resettlement

1 area, this is their second. I take it that they're
2 moving into our area because of relatives and
3 friends. And so that has created a little hardship
4 on our district this year, because we were not
5 prepared for it. And most of them have come in
6 within the last two months, which has been really
7 difficult.

8 We have one full-time teacher and two part-time
9 teachers. They are certified ESL teachers. My two
10 part-time teachers actually almost work an entire
11 day with our youngsters. When the students enter
12 our Biddeford school system they are automatically
13 placed in their grade level, age appropriate grade
14 level class. And because of our scheduling, we
15 allow a support time for each of our teachers. So
16 our students are pulled out during that time for
17 English as a Second Language service.

18 The majority of our students receive 40 minutes
19 daily of service, five days a week. The least
20 amount of days that they would have service is
21 three days.

22 We have been providing services to ESL students
23 for 22 years, and long before that with the French
24 Canadians. We were able to secure certified
25 teachers as a result of a Title VII grant that we

1 received a few years back. And I have to say that
2 my district has gone out 100 percent since that
3 time. They picked up a full-time teacher and
4 another part-time teacher, and now everyone is on
5 local dollars.

6 And in this year's budget there is another
7 half-time teacher, because I would like to have one
8 person in each of my buildings. It would be a lot
9 easier schedule-wise, a lot easier on them in order
10 to provide the services.

11 CHAIRPERSON BERUBE: Excuse me. That would be
12 local also?

13 MS. POLI: Local also.

14 CHAIRPERSON BERUBE: Thank you.

15 MS. POLI: One of the advantages, I've had a
16 very supportive superintendent, who's also been the
17 chairperson of the Maine Advisory Council for
18 bilingual education. So it's been great having
19 that type of support within the district.

20 Many of our students have graduated with honors
21 and high honors. The majority of them are very
22 athletic. They are totally involved in the school
23 extracurricular activities, except for those
24 students whose parents have, because of religious
25 beliefs, are preventing them from being involved.

1 And that is something new that we're running into
2 this year, is the religious beliefs of our parents
3 who are preventing students from attending programs
4 involving dancing or music.

5 This is a real problem, because there's been a
6 lack of communication. I've had to hire
7 interpreters to communicate and to find out where
8 we are with these parents. We automatically now
9 will be sending a letter out to them as they enter
10 the school district to give us that information
11 right up-front.

12 Our students are screened by our ESL teachers,
13 using a variety of tools, but mainly the Language
14 Assessment Screening device, or the pre-LAS. We
15 try to give our teachers as much staff development
16 as they're willing to accept. And the primary
17 level teachers are very willing. And as you get up
18 in the upper grades, your content area teachers
19 feel that they have all the information that they
20 need to know.

21 One of the things that we're really focusing in
22 on is cultural diversity, as I work with my various
23 curriculum groups. And so hopefully next fall that
24 we can do some workshops in that area to make all
25 teachers aware of the cultural differences that are

1 existing with the population that we have in our
2 community.

3 So I'd be willing to answer any questions at
4 this point.

5 MR. TALBOT: You mentioned you were going to
6 try to activate the cultural diversity program.
7 Can you explain that? I mean, how much is going to
8 be involved? Does that --

9 MS. POLI: I'm making it a very strong part of
10 every curriculum that I'm working on with my
11 community, with my teachers, the importance of
12 multicultural materials. But I think we need to
13 have some awareness sessions for all of our staff
14 members. I don't think they have an understanding,
15 and I'll give you an example.

16 We have a young fellow in my district, a young
17 boy who's in the third grade. The teacher felt
18 that the youngster needs to be retained for special
19 education services next year, is not able to. And
20 in reality, he's the only boy in the family, and in
21 his culture that means that the rest of the family
22 caters to him. So the teachers need to push this
23 youngster more. They need to force him. He is not
24 a special ed student, he does not need to be
25 retained. But he needs to be forced. He needs to

1 be able to do the work. Require him to do the
2 work.

3 So we are going to make him go to summer school
4 this summer, as maybe sort of an enticement for him
5 to realize that he has to buckle down during the
6 school year and get his work done. But the
7 classroom teacher has never said this to me until
8 within the last two weeks, I want to refer this kid
9 to special education. No, he's not a special ed
10 student. He still is limited English, he's limited
11 in his own language, he's limited in the English
12 language. But he is catered because he is the only
13 boy in the family with around six girls. And they
14 do everything for him. And his past ESL teachers
15 in classrooms, that teachers have said that he
16 needs to be pushed.

17 And so I think they need to become aware of
18 some of the cultural differences that are
19 required. And we need to make them attend
20 workshops that make them aware of these problems.

21 MR. TALBOT: Yes?

22 CHAIRPERSON BERUBE: Is Biddeford a participant
23 in the Attorney General's office civil rights team
24 pilot project at this point?

25 MS. POLI: Not that I know of.

1 CHAIRPERSON BERUBE: You'd probably know about
2 it if you were, because --

3 MS. POLI: Yeah.

4 CHAIRPERSON BERUBE: There are several high
5 school teens, teachers, kids, working out
6 differences in the district, like trainings.

7 MS. POLI: Not that I know of, Barney.

8 CHAIRPERSON BERUBE: Okay. They'll probably
9 ask you next time around.

10 MS. POLI: That's right. Probably.

11 CHAIRPERSON BERUBE: It's only been their first
12 year. If a parent opts not, for whatever reason,
13 to participate, and maybe their religious piece you
14 mentioned may be part of that, I don't know, to
15 participate in ESL support, do you have a procedure
16 for them in the event that they say, look, I don't
17 want it. Just learn English and leave me alone, no
18 support. What would you do?

19 MS. POLI: We would probably honor that, but we
20 would probably ask them to put it in writing to
21 us. I have not run into that. Most of my parents
22 are very supportive of getting any kind of help
23 that they can. And we try to honor that as much as
24 we possibly can.

25 But I've never had anyone say I want my child

1 out of the program, just that they do not want them
2 to attend special programs involving dancing at
3 this time. And we've honored that.

4 CHAIRPERSON BERUBE: Can I ask permission of
5 the moderator, can I just -- just bounce back to
6 Linda for a quick second on the same question?
7 Because I don't want to lose it.

8 Does Kennebunk do that too?

9 MS. WARD: We had people who didn't want to do
10 ESL, parents that have requested that; and it gets
11 honored.

12 CHAIRPERSON BERUBE: So you have a waiver of --
13 a form, a form that they would sign off?

14 MS. WARD: We don't -- no, there's no form.
15 There's no form. I remember when I was over at --
16 when I had someone working with me, and the
17 principal just came in and said these parents
18 called, so don't work with this kid anymore,
19 because -- informal.

20 CHAIRPERSON BERUBE: Okay. Thank you.

21 MS. POLI: The difference with that is I would
22 not allow my principal to be the only one to make
23 that decision. In Biddeford that would become a
24 team decision. And we would bring the parent, the
25 administrator in the building, the ESL teacher, the

1 classroom teacher and myself, and we would listen
2 to them. But I would not just say to the
3 principal, we honor that. We would discuss this
4 first. So it would become a team decision.

5 CHAIRPERSON BERUBE: Are you aware of any
6 issues of racist behavior that has gone on in
7 school?

8 MS. POLI: I think we're beginning to see it,
9 Barney. It hasn't existed up until now. Because
10 my high school ESL teacher has said a couple of
11 times that she is beginning to see the line of
12 prejudice occurring among students. We're also
13 seeing gangs becoming a part of our community.
14 The -- Chief Chitwood (phonetic) has taken them out
15 of Portland and is forcing them into the Biddeford
16 area, I have to say that. So we're beginning to
17 see some gangs.

18 CHAIRPERSON BERUBE: What's the school's
19 response to that? Also the racism.

20 MR. POLI: We are working with it. We are
21 trying to -- we have our Safe Schools Committee
22 that is looking into it. We're working with our
23 police department. We are going to be offering
24 some different courses. We even offered one at our
25 high school this year, Violence No More. We made

1 sure that our minority students were involved in
2 that, as well.

3 One of the problems that we're also seeing is
4 minority students from other school districts
5 coming to Biddeford who are involved in some
6 gang-related activities, because they have friends
7 in the system. And we do have to ask them to
8 leave, very nicely. Our high school principal
9 handles that. Or he will call the local police
10 in. And as soon as the police cruiser comes up,
11 they will leave.

12 That's beginning to occur. It's occurring more
13 and more. And our police department is well aware
14 of it, and working with the schools. And we do
15 have an officer in our schools. He's -- we have
16 one officer who circulates all of the schools. But
17 he's very helpful, and he's working with us in that
18 area.

19 CHAIRPERSON BERUBE: Given your long tenure of
20 working in Biddeford, and you certainly know the
21 Biddeford population, better than perhaps anybody
22 on staff. What -- given the experiences that
23 Biddeford has had with regard to LEP students over
24 the recent years, any recommendations that you
25 think that would, however, have statewide impact

1 that you would like to see occur for whatever
2 agency or group that you think that recommendation
3 should be targeted for?

4 MS. POLI: Well, probably the same way as
5 special education. We demanded they all at least
6 take a course in exceptionality. Maybe there needs
7 to be some type of awareness session of --

8 CHAIRPERSON BERUBE: For whom?

9 MS. POLI: All teachers, before they graduate
10 from college. And even for our certified teachers
11 that -- free re-certification credit course in
12 working with diverse populations. And some type --
13 teachers would not be happy with me in my stating
14 that, but I think -- I think it's needed. Because
15 I think we're going to see more and more of
16 diversity in our schools. And I think they need to
17 know how to work with it.

18 CHAIRPERSON BERUBE: Thank you.

19 MS. POLI: Okay. Thank you.

20 MR. SERPA: I have a question.

21 MR. TALBOT: Yes, another one.

22 MR. SERPA: You mentioned that the upper level
23 teachers are a little resistant to diversity
24 training.

25 MS. POLI: They will be resistant to anything.

1 MR. SERPA: Okay. Why?

2 MS. POLI: Other than their own content area.

3 CHAIRPERSON BERUBE: I can relate to that one.

4 MS. POLI: You can relate to that one, Barney?
5 I'm just being honest. They're a tough group to
6 crack. Change is very difficult. That content
7 oriented teachers, they don't want to modify, they
8 don't want to make things easier for kids; that
9 their expectations are high. And I agree,
10 expectations need to be high. However, we're
11 working on that, and have been working on it now
12 for a good three or four year period.

13 And I think our high school teachers are
14 beginning to come around. I guess the next
15 population we need to work on is the middle level
16 teachers. But, they are resistant. And time is a
17 factor. I think that's it.

18 Not having a full-time ESL teacher in their
19 building so that they can discuss things with her
20 at the end of the day. She's in the building in
21 the morning, she has to move on to the middle
22 school, and then she moves on to another school.
23 That's the difficult part, and that's why I would
24 like to see one full-time person in each of my
25 buildings.

1 MR. SERPA: Actually, I have a question for
2 Linda, a follow-up. That one student who waived
3 out, do you know what his progress is?

4 MS. WARD: Do I know why?

5 MR. SERPA: Well, yes, and his progress.

6 MS. WARD: Oh, her progress has been good,
7 really good. She comes from a very educated Polish
8 family. And her older sister didn't have ESL. And
9 she was just feeling, from what I understand -- she
10 was not my student, it was when I had someone else
11 working with me. So this was my best understanding
12 of what she was feeling. You know, less than her
13 sister, and so pressuring her parents. I don't
14 want to do this. I don't want to. You know, I
15 want to go and do it alone.

16 MR. SERPA: But she's managed to progress
17 normally?

18 MS. WARD: Not as well as her sister, her older
19 sister, no. But she's okay. You know, she's
20 mainstreamed and -- I've kept an eye on her,
21 checked out her grades and her test scores. And
22 she's not a great student, but she's, you know,
23 keeping up.

24 MS. POLI: One of the things I'd like to also
25 say is Linda and I were all on the Title VII Grant

1 together. And one of the positive things about
2 that was the communication and the sharing of
3 ideas, and that is lacking. And perhaps maybe
4 that's something that needs to be worked on, is
5 having a support system for ESL people.

6 MR. SERPA: All right. Thank you.

7 MS. WARD: Before you -- may I ask a question
8 that no one asked, or may I just make a comment
9 quickly? I'm sorry. I just don't want to
10 interject myself like this, but regarding the
11 diversity thing, I think it's extremely important.
12 But, you know, what I think should be mandated is
13 that every district come up with a diversity policy
14 which included proactive diversity training for
15 students and for teachers.

16 And that every district have a policy sort of
17 like a LAU Plan that sets a standard of behavior,
18 and then it outlines exact consequences for what
19 happens if you violate that. And that would lead
20 to real behavior change on people's part.

21 MR. SERPA: Okay.

22 MR. TALBOT: Thank you very much.

23 MS. POLI: Thank you.

24 MR. TALBOT: Now, I'll turn it back over to --

25 CHAIRPERSON BERUBE: Yeah, we are running

1 over. I'm going to ask the good graces of Pirun
2 and En'Kul, if it would be okay if we pick up with
3 you right after lunch. Is that all right?

4 MR. KANAKKAN: I have an interview after lunch,
5 so.

6 MS. STUDLEY: Oh, that's right. He has an
7 interview this afternoon.

8 (Off the record discussion.)

9 MR. KANAKKAN: Well, my name is En'Kul
10 Kanakkan, and I'm a parent of four, and at the same
11 time I work with the school system. I have three
12 children going in the ESL program or the bilingual
13 program.

14 MR. TALBOT: Can you speak up a little bit
15 louder?

16 MR. KANAKKAN: Yeah. Okay. My name is En'Kul
17 Kanakkan. I'm from -- I just need to use, well,
18 the old name to help you, just because we recently
19 changed our name to the old one. I'm from Zaire,
20 and now it is back to Kongo. That was the name we
21 had in the independent state. And I've been here a
22 year.

23 I have four children, who three go in the
24 programs, bilingual programs, basically in the
25 public schools. So I just remember a year ago when

1 we came to Portland, I just had to escort my
2 children to Reiche School, and the way people
3 around, who just came to welcome us. After filling
4 in the different forms, my kids were taken, as I
5 said, just disappeared in different rooms. So
6 being a teacher myself, I just started thinking,
7 well, they just going for a placement test or
8 something like that. And when we were going back
9 home they just said, okay, well, you know, they ask
10 us what we did at school. And my daughter said,
11 well, they asked me if I knew such a color. And
12 she started talking about what happened when they
13 were taken by those different personnel to find out
14 what -- what educational background they had, what
15 linguistic background they have.

16 We speak French at home. We speak French at
17 home, and my kids, after a year now, my daughter is
18 almost totally fluent in English. And her elder
19 brother, he is, too. Well, and my eldest son is
20 still fighting with the language, but my second son
21 can now read, you know, in English, make drawings.
22 Make some kind of little cartoon and then draw and
23 then make pictures and make some comments.

24 And just usually, basically. I don't work with
25 them in English. I want them to keep their French,

1 so we speak French at home, and I just leave them
2 with the school for the English. And as for what I
3 see, they are doing well.

4 Just to read it in other terms. I think that
5 the programs going on in the school system here,
6 that really children who don't -- would have
7 English as a first language, because when I came
8 here my children could say hi and what's your
9 name. That was the only thing they could say. I
10 never concentrated in teaching them English when we
11 were in a French speaking country. Myself, I used
12 to be a teacher for English, so I never found a
13 need then to have the children learn English. But
14 when they came here they have just been doing it
15 without my direct assistance. And then I can see
16 the result.

17 So translating very simply, I think that there
18 exist something that goes to help children who do
19 not have English as a first language. But stemming
20 from that, I work in the system. I work at
21 Portland High School. And there I am a language
22 facilitator with the students that we called --
23 that you call LEP. And just -- well, I've been
24 reading and reading, and I don't think that not
25 being able to -- to speak one language perfectly

1 could be taken as a disability; and I don't like
2 really that term. You know, I just say they are
3 English limits and that they have some other
4 things, some other languages that some students
5 here don't have. And I do think that help speaking
6 just one language can, on the other side, be taken
7 as a disability. If it has to be put so, you
8 know.

9 But I work in the classroom, and Marge and
10 Julie spoke of our classroom experience. I don't
11 want to come back to that, but the thing I want to
12 point out is that it is at the same time very, very
13 challenging for teachers and students alike,
14 because some of those students come with no
15 literacy at all. And it is usually very difficult
16 for them to try to learn what English is and just
17 get into the content area.

18 And I can say that it is a good thing that we
19 have a kind of setup ESL program, kind of in the
20 school system, so that it helps children, and to
21 learn the language and help them to, you know, to
22 get involved in the school, in the schooling system
23 and in the community.

24 And at the same time, as working for the
25 Portland High School, I also work for -- I am the

1 community resource specialist. And from that stand
2 I'm in real connections with the schools and
3 parents. And we basically concentrate on that kind
4 of interaction that parent would have, because I'm
5 working now at this point with basically African
6 families and the visions that most Africans have of
7 school. You just have kind of responsibilities.
8 The school takes care of education and the parents
9 to take care of another thing. So what I'm just
10 trying to fight with at this point is just to make
11 them understand that there should be real
12 interaction, and then they have to participate in
13 there.

14 So that's why, from we had a federal grant and
15 that what give me my half position for as community
16 specialist, the Pathways that Julie spoke about.
17 And we have educational tours that were organized
18 for parents, because we know that most of them want
19 their children to go on with their education. So
20 we just wanted them to know what options, what
21 openings are for the students. So that if the
22 student can come back home and just, then just
23 start talking about their choice in a college or
24 anything, be concerned about education, that parent
25 should know what's going on.

1 And we just made a visit, Path, because we
2 think that some of the students, it was raised
3 here, because of their limited literacy when they
4 come, and then they go to Portland High; and then
5 they don't have enough time to have a complete
6 program. And we think that it's school like, Path
7 here, which is vocational, doesn't somehow need a
8 student to be really very proficient in English.
9 So that he can have some practical knowledge here
10 and begin a career. Because this school gives
11 things which are really hands-on. They can learn
12 mechanical engineering or automotive things or
13 carpentry things.

14 So we made -- we brought parents here and they
15 visited the school. And some of them were very
16 happy about what the children can take as
17 opportunities by coming here. And we had some
18 among the latest, courageous students who had been
19 going to Portland High and completing their program
20 here at Path. But at the same time, we didn't want
21 the parents just to see that we just have that kind
22 of block hold, you just, you go -- because the
23 students are limited in their English knowledge,
24 this is the only option they have. We just try to
25 make the -- we visited USM and we talked with the

1 special ed program for ESL. And after USM, each
2 also made a visit to Southern Maine Technical
3 College, for parents to know that there is more
4 than one door open for the kids.

5 And I just remember there were a few questions
6 when we were talking about here about the
7 certification. And I've been personally going
8 through those kind of hassles, so maybe I may be
9 coming back to that later.

10 But some of the parents raised issue concerning
11 themselves. They come here as college graduates,
12 and even sometimes when their grades are translated
13 to English, still some people making evaluation
14 wants another translation, them just to be
15 translated under U.S. standards.

16 So you bring your grade transcript with an
17 English translation, still it is not enough. So
18 you're wanted to be evaluated by a special office
19 so that, you know education offices can work on
20 it. So some parents really raise a concern. And
21 I've been talking to many of them, because I make
22 also home visits. We have parents here who are
23 college graduates and who are just working where
24 they shouldn't be working. And I don't know,
25 because we -- what we're thinking here when we look

1 at those students. It is clear that if parents
2 have the knowledge, have the education, they can
3 help their children to be fully, you know, to give
4 their full potential in learning.

5 So, somehow we have to see into a possibility
6 of helping those parents use their skills and
7 qualifications, and maybe to bring some peace of
8 mind in their own social environment, and in that
9 way they can work to -- to help their children to
10 learn better.

11 Maybe I just will just leave it to you to
12 answer some of the questions, and if you have some
13 that you would like to ask.

14 MR. TALBOT: I have one, and I think probably
15 you've already answered that. But so far as your
16 family is concerned and you being a teacher, are
17 you satisfied with the way that the system is
18 working out?

19 MR. KANAKKAN: Okay. I would -- I would say
20 that the -- many of the defining -- many from my
21 own experiences, as I said, I just put it the -- in
22 a different way, saying, okay, I left my children
23 being taken care for their language with the
24 schools. And now they're becoming -- you know,
25 they speak the language. My children particularly

1 wouldn't maybe be the good reference. They just
2 still went into normal schooling system, you know.
3 And when watching them, they just have to learn the
4 language only. They have all the other content
5 area that they were familiar with. So that their
6 big concentration at this point will be language.

7 But I have work in the schools, and in working
8 in schools I just have noticed one thing that the
9 teachers I work with, because I work as a language
10 facilitator, they have lots of dedication and they
11 are really available for the population, the kind
12 of population we are targeting now, as English
13 learners. And even though there probably might be
14 some problem depending on it, because this thing
15 has to be taken, it is on an individual basis.

16 But I think in whole this program is affective
17 because we have some guidelines stated for the ESL
18 program, and then I do work with the students. And
19 I have seen moving from one level to another since
20 September, when I have been there at Portland High
21 School. And all that they get basically comes in
22 the classroom, because they don't have other
23 assistance in their home where they speak different
24 languages.

25 So I can see that at least with Portland High,

1 where I'm in there and for where my children go,
2 and I can say that they have an effective, you
3 know, program working for language minority.

4 MR. TALBOT: Thank you.

5 CHAIRPERSON BERUBE: But, En'Kul, your
6 children, whose first language is French?

7 MR. KANAKKAN: Yes.

8 CHAIRPERSON BERUBE: Don't -- unless I'm wrong,
9 they don't receive facilitator support in French in
10 school, they get ESL, because it's not a high
11 incident language group? So, I mean, there may be
12 Vietnamese, there may be some other languages, but
13 not French for your kids?

14 MR. KANAKKAN: I know at Reiche there are --
15 among the facilitators there are two in French.

16 CHAIRPERSON BERUBE: Oh, so then there is.
17 Okay. And so do you support the use of French in
18 helping them with their academics, or do you --
19 would you prefer, no, don't use French, just go
20 with ESL.

21 MR. KANAKKAN: I do use. I do use because I
22 know that normally there is no conflict of, you
23 know, usually when you teach, when you teach, well
24 content area, and then if you just can -- you want
25 a concept can be understood in any language.

1 You're not going to change the table and just give
2 another form, because they say table in English,
3 and it remains the same thing.

4 So that instead of trying to explain in
5 English, that would take time, I could just give
6 the French concept to my son and then give him the
7 equivalent. So it would -- you know, we wouldn't
8 be explaining what a table is made of, because he
9 knows what it is. So, I -- and I just play it a
10 little bit with them. Sometimes they feel like
11 speaking English to me, and I don't say, no, don't
12 speak English. I mean, we just speak English.

13 CHAIRPERSON BERUBE: Let me try it another way
14 now. The kids at Reiche, let's say just for the
15 sake of argument that at Reiche there was not a
16 French facilitator, but there was one over at King
17 or at the high school, let's say, but Reiche
18 didn't. Your kids are at Reiche. But, okay, look,
19 we've got a Vietnamese, we've got a Rwandan, pick
20 any, whatever, other languages. Would you as a
21 parent say, wait a minute, my kids are at Reiche, I
22 want a French facilitator. Take them out of King
23 some of the time for my kids so that my children
24 can have the French support in addition to the
25 ESL. Or would you just say, well, I understand

1 that's -- that we're the only ones there with that
2 language, so I'll just take what I can, which is
3 essentially ESL. If that scenario played out, how
4 would you handle it?

5 MR. KANAKKAN: Well, ideally I would like them
6 to be, you know, helped with a language that they
7 could just use to -- to make progress quickly. But
8 I -- we know everybody just say there's a problem
9 of funds and in all the other situations. And also
10 given the fact, as you pointed, that we have many
11 different languages now, so it becomes really kind
12 of utopia just to have a bilingual program being
13 run in all those individual languages.

14 And I think it is -- it is out of common sense
15 and also good judgment to try to see really the
16 relevance of just moving the children and putting
17 them where they can have this, you know,
18 opportunity of using their first language. And at
19 the same time, well, also you have to see in which
20 way it stands as an obstacle for the learning.
21 Because remember here we are speaking of young
22 children, who probably will have less problem of
23 language acquisition than, you know, than the older
24 student. So that is one point you just, you have
25 to know a little bit how to play with it.

1 CHAIRPERSON BERUBE: As well as you can tell
2 from -- you and you wife, both, I guess, are the
3 children happy at Reiche?

4 MR. KANAKKAN: Yeah, they are.

5 CHAIRPERSON BERUBE: Your children, I mean.

6 MR. KANAKKAN: They are happy.

7 CHAIRPERSON BERUBE: They come home from school
8 and they've got nice stories to tell?

9 MR. KANAKKAN: Yes. I don't remember a day
10 where they were not ready to go to school. So
11 usual for children, you would know if he doesn't
12 want to go back, he would tell you. Well, he would
13 have a lot of excuses, and I think they have been
14 claiming for some other thing. I don't remember
15 them saying about, well, today I don't want to go
16 to my classroom.

17 CHAIRPERSON BERUBE: And you're absolutely
18 right. Those could be very telling.

19 MR. KANAKKAN: Yeah.

20 CHAIRPERSON BERUBE: You went through the
21 certification process a little bit, and I know a
22 few weeks months ago, whenever. Any problems with
23 the process from the State Department of
24 Education's perspective -- or from your perspective
25 of the State Department of Education, rather, for

1 the -- you were going -- well, you can tell me what
2 your experience was. Just right? Just wrong?
3 What needs to be done, if anything?

4 MR. KANAKKAN: Okay. Well, I think that the --
5 I believe that some information have to be
6 available, and at this point, well, the person
7 interested as I was has to go for that information,
8 which I did at one point.

9 But I remember the first time when I submitted
10 my file, I had -- I just thought -- said, well, I
11 need a translation of my transcript and all my
12 degrees. And I had them notarized. And I send
13 them to Augusta. And what I just got, I got all my
14 files back saying, okay, well, it is all fine, but
15 we want them to be translated under U.S.
16 standards.

17 And I said, well, I just -- I think I tease you
18 and I said, well, they are in English. I sent the
19 translation, what's wrong now, they still cannot
20 read English? Well, I was given at the same time
21 an address of an institution that could make an
22 evaluation for this transcript. And I had to send
23 them to Boston, and paying \$120 to have them
24 evaluated.

25 And I got them back and I sent -- they were

1 sent directly from the office to Augusta. And when
2 I got the first letter, the letter came saying that
3 okay, I needed to take a list of credits that I
4 didn't have. And when I look at it I say, well,
5 wait a minute. This is not correct, because I took
6 those courses already. I'm a college credit from a
7 teacher training college. So I went to college to
8 learn to teach English as a Second Language, in a
9 foreign country. So English is my fifth language
10 that I learned.

11 And I said, well, I'll just have to go and talk
12 to people there, because I want to be clear about
13 what they mean for, you know, courses that the
14 credits that I don't have, because I got all of
15 them, all of them there.

16 The Zaire education is just a copy somehow of
17 one of the French or Belgium, and the teaching
18 basic requirements are close to the U.S.
19 standards. So we just had an appointment set, and
20 then I went all the way to Augusta. But in between
21 the time I had other appointments. And when we
22 went there some of the things we already changed,
23 so all of a sudden some of courses that were
24 initially said I didn't take, were marked that I
25 had credit for those courses.

1 So somehow, at one point, you know, somebody
2 could read more attentively my transcript and find
3 out that in fact that some of the requirements they
4 wanted me to meet were already met. And at this
5 point, the only course that I need to -- well, the
6 only thing that I wanted to complete the file is
7 just having a curriculum development in -- in
8 assessment. And we've been working on a workshop
9 with Pathways funding, that, of course that Don is
10 running at Portland High.

11 And it was said in the letter, the last letter
12 that I received, that you could meet the
13 requirement. So all in all I have honestly no
14 other course that I need to take, when initially I
15 was told that I not -- I would need to take
16 additional credit for some of the courses.

17 And at the same time I had submitted a request
18 for an endorsement in French. And I'm a native
19 speaker of French. And my credit -- well, my high
20 school degree is in Latin and philosophy, but it
21 concentration in French. So, I spoke French, that
22 was the first language that I spoke. And I went
23 and I took additional, and I'm a certified teacher
24 for all the languages that I speak. And this
25 certification was given by a U.S. Institution, the

1 the U.S. Peace Corp. Training Center. Still, it
2 was not good enough.

3 So I just have to take an oral aptitude test in
4 French, on the form, with somebody, well, from the
5 American Council of the Teaching of Foreign
6 Language. And at the end of the test, I teasingly
7 told the instructor that his French -- her French
8 was good. Of course I just received my
9 certification and --

10 CHAIRPERSON BERUBE: Did you still pass the
11 test after that?

12 MR. KANAKKAN: I had superior French, that was
13 the test for that. Well, I just went because I
14 just -- I'm -- I am a teacher and then I just said,
15 well, if there are some of the requirement that I
16 have to meet, well, then let me go find out what
17 what -- what they are. But there are other people
18 who cannot stand it the the way I did, so they
19 would just really give up and not continue.

20 So now I have a provisional certificate and
21 endorsement in French. And I need to -- if I have
22 a position as a teacher of French or a teacher
23 of -- well, an ESL teacher, I have at least a year
24 to take the national teaching exam, which is a
25 requirement for, you know, any person.

1 It was not a very, very good experience. It
2 was, like I say, because it turned out that in face
3 there were not so many things that I need to take
4 as -- just to complete my formal education as a
5 teacher.

6 CHAIRPERSON BERUBE: Thank you.

7 MS. STUDLEY: Thank you.

8 MR. SERPA: Thank you.

9 CHAIRPERSON BERUBE: And I forgot to mention --
10 thank you. Ms. Callahan from Topsham, will you be
11 okay that we break?

12 MS. CALLAHAN: Yeah.

13 CHAIRPERSON BERUBE: We're about an hour late
14 already.

15 MS. CALLAHAN: Yeah, that's the best thing to
16 do.

17 CHAIRPERSON BERUBE: So we're going to stand
18 adjourned at ten minutes of one. We'll return
19 approximately, about 1:10. We'll be running a
20 little bit late. Thank you.

21 (Whereupon a luncheon recess was taken at
22 approximately 12:50 p.m., and the hearing was
23 resumed at 1:20 p.m.)

24 CHAIRPERSON BERUBE: Okay. We'll reconvene the
25 hearing at this point. It's 1:20. And, Pirun, why

1 don't you go ahead and start us out, if that's
2 okay.

3 MR. SEN: My name is Pirun Sen. I'm -- I have
4 four children, age 3 to 18. I have two children in
5 Portland High, one at Hall, and one at home. So
6 today I'm on behalf of the Cambodian leaders,
7 advocate, and also as a home school coordinator and
8 parent trainer.

9 I'd like to talk a little bit about how the
10 school assists parents of LEP students. And that I
11 will take five minutes, and then I leave the
12 questions to you.

13 Now, what I'm doing, I have been working for
14 Title VII for 14 years now. What I do is
15 counseling the conflict between students and
16 parents, in order for parent, for ESL classes, or
17 for jobs. Plus translation of school notices or
18 some kind of paperwork that the parent have some
19 problem, that they get from any kind of agency, and
20 for me to help them out.

21 I'm teaching citizenship class, Vietnamese
22 group, Cambodian, for those who cannot read and
23 write their own languages. Some of them read.
24 Those two groups. In my outfit we have a lot of
25 book and videotapes about colleges that they may

1 borrow to read for themselves or for their
2 children. School, monthly parent meeting, parent
3 advisor, he comes to the parent meeting, we have
4 done throughout the school year. Present a
5 workshop, cover many topics. Just to name a few,
6 like balancing work and family, welfare reform, the
7 right of student and parents. Parenting skills,
8 discipline, respect and expectation.

9 Also much in the program and my office I'm
10 working, we are always welcoming nonstop problems
11 with our appointment needed for the parent and
12 family to visit us and discuss any concern for
13 their life, to live here in the United States. Any
14 kind of problem related to student at school or the
15 problem with themselves. At the marginal program
16 we are glad to see them, and we get to help them
17 the best we can already to prepare for agencies.

18 Besides that, for me, I have been presenting
19 workshops for school in Portland, statewide and
20 national. Okay. The topic would include all about
21 the cultural differences that the students and
22 parents bring to the school system and to the
23 community. Through our days I can tell the success
24 that I can measure from the parents, the other
25 children doing well in school, plus they want

1 themselves to be success in the society as a new
2 country. So what we have done, we see the smiling
3 faces, appreciation to our program. Thank you.

4 CHAIRPERSON BERUBE: Questions, comments,
5 members of the committee?

6 Do you know, Pirun, if the City is involved at
7 all with the civil rights training of the Attorney
8 General's office, civil rights teams; teaching kids
9 to cope with problems, conflicts, diversity? Not
10 to be confused with the Yes Diversity, that I know
11 we already have, but this is something in its first
12 year. There were 18 schools that were selected.
13 You don't know if Portland was one of them?

14 You're drawing a blank, that's probably a not
15 aware of response.

16 MR. SEN: I'm not sure about your question.
17 Please repeat it again.

18 CHAIRPERSON BERUBE: Are you, in talking with
19 parents, and you've been at this for a long time
20 and know the parent community from several
21 cultures, I suspect fairly well. What is the
22 number one complaint you hear from parents, number
23 one, Portland schools, if any?

24 MR. SEN: Well, the number one that I heard
25 from time to time was, of course, I would not say

1 the student alone, but also from point of view,
2 too, in terms of the children attending public
3 school. They take on new culture, new way of
4 living in that, you know, bring them away from
5 their own home culture. That is a conflict.

6 So, that's why I will say that when I
7 presenting prep workshop, I try to make sure that
8 if the parents present any kind of problem to me,
9 they, themselves need to learn what is a new
10 culture here; that we need to learn, need to
11 unlearn, so that we can cooperate with the
12 children.

13 So the problem that they always told me is the
14 school treated children for the American culture
15 only. In terms of like everyday living or like the
16 example, like if I have a 16-year-old child that
17 have a conflict at home because the freedom
18 limitation, those kind of things. And those
19 students would seek help guidance from counselor in
20 the school. And the school would say, well, your
21 home is not good for you. Leave your home then.
22 So children take that as a kind of clear advice.
23 So they take off.

24 So, therefore, the parent would say, well, if
25 somehow the school tried to feed any information

1 that the child has grown up with. So that's, I not
2 mean to pull away from where they are from. So
3 that would be a little better to have a family to
4 be unit, as it should be.

5 CHAIRPERSON BERUBE: You have children of your
6 own in both Portland schools, right?

7 MR. SEN: Yeah.

8 CHAIRPERSON BERUBE: Are your kids happy in
9 school? You have Reiche, King? I don't know which
10 schools. Your own children.

11 MR. SEN: Yeah, they are very happy. My number
12 second, she went to Reiche school for one year in
13 ESL, and then she was mainstreamed. And now
14 they're both in Portland High School. So they were
15 happy in Portland High. I didn't have any
16 complaints.

17 CHAIRPERSON BERUBE: Are you satisfied with the
18 challenges the school -- that the kids are being
19 challenged in ways that you feel are appropriate in
20 school?

21 MR. SEN: Well, the -- sometimes I feel like
22 this, I feel like it -- any kind of activity at
23 night, anything around eleven o'clock at nighttime,
24 that make me, us parents feel a little bit
25 uncomfortable. And besides that, it's everything

1 is just fine.

2 CHAIRPERSON BERUBE: I don't understand the
3 eleven o'clock thing.

4 MR. SEN: Any kind of school, a child
5 curriculum that have to do with any kind of party,
6 dance, the children go out at nighttime past eleven
7 or ten o'clock.

8 CHAIRPERSON BERUBE: Okay. I understand.

9 MR. SEN: That the only thing we are very
10 concerned about. But, again, we know that we have
11 to -- I try to understand that is a school
12 curriculum, so what our children would do at a
13 school is just like everybody else. So if we stop
14 that, and then our children would have some kind of
15 accounting.

16 CHAIRPERSON BERUBE: Too easy, too hard the
17 classes? Teachers fair, unfair? From the kids,
18 not from your -- from what your kids tell you.

19 MR. SEN: Well, from my kid tell me, is for me
20 a little different, because to have both parent,
21 one father, I may say it's okay. But, again, you
22 have to fight with the mom, and, oh, maybe it's not
23 okay. So, therefore, sometimes I would hear from
24 my child, no, that my mom doesn't, you know, do
25 anything fair to me because she tried to stop me,

1 see.

2 So I can hear that, too, but I think the -- and
3 beside that, those kind of things that we would put
4 as a parent, put as a second kind of what need to
5 be done. But the first thing, which is care much
6 about the schooling part, that's where we have to
7 be careful and pay more attention to it.

8 CHAIRPERSON BERUBE: Thank you.

9 MR. SERPA: Are you aware of any racial
10 problems among the students?

11 MR. SEN: Well, you mean in school?

12 MR. SERPA: In school, correct.

13 MR. SEN: Well. The racial, I would -- I
14 don't -- don't think this is a necessarily real
15 problem. I, when I hear anything from either
16 Portland High or King, I would move my judgment
17 clearly to step to ask for, you know,
18 clarification. Because when something happens not
19 caused only by one partner, it has to be both. So
20 for those students who do well, and in school, they
21 get along well with the community members, get
22 along with their own parents, those children never
23 any problem; anywhere you go to. But the one who
24 come from the family that broken up, don't have
25 enough time to care for them, low self-esteem,

1 didn't get a good grade in school; those people
2 that seem more like cause trouble and then the
3 class meet.

4 MR. SERPA: But there's no actual racial, one
5 group against another group or anything like that?

6 MR. SEN: I wouldn't -- I would not see that.

7 MR. SERPA: Okay.

8 CHAIRPERSON BERUBE: Anybody else? Thank you,
9 Pirun, very much.

10 MR. SEN: Thank you.

11 MR. BERUBE: Peggy Callahan from Topsham has
12 been waiting for a long time.

13 MS. CALLAHAN: My name is Peggy Callahan. I
14 teach at Mt. Ararat High School in SAD 75
15 District. The high school itself is located in
16 Topsham. I am one of two ESL teachers for the
17 district. I am the only teacher at the high school
18 presently.

19 There are 32 ESL students in our district, of
20 which 16 are in the high school. And there are six
21 language groups in the high school at this time.
22 Because high school is a departmentalized school, I
23 belong in the English Department, rather than the
24 Foreign Language Department, which sometimes
25 creates some problems.

1 But anyway, we are -- we have a low density ESL
2 population, so therefore I have to play a variety
3 of roles in the school. I am not only a teacher,
4 but an advocate for my students. I am a
5 counselor. I work for the entire month of
6 September and then in June, on their scheduling.
7 And also throughout the year, on their careers or
8 their college applications and things like that.
9 So I have to divide my time in many different
10 ways.

11 I have -- offer ESL instruction and support,
12 similar to the Kennebunk program. And also content
13 area support. The content area teachers need to be
14 very closely in contact with me at all times,
15 simply because I have students that need help. But
16 I do not offer a course in chemistry for them, so
17 therefore, they are in a regular chemistry class,
18 with my guidance; and also working with the teacher
19 to help them get through some of the harder
20 academic programs and classes.

21 This year I've also been able to offer a U.S.
22 History course for ESL students. And also what
23 they will have this year, Academic ELL English,
24 which I'm especially proud, of because I worked
25 very closely -- in both of these courses I worked

1 very closely with the departments, working straight
2 from the curriculum. And having a small class, I
3 was able to accomplish a lot, and really see a lot
4 of improvement. And the students really seemed to
5 gain a lot through those two courses.

6 Our funding is strictly local. This is my
7 second year at the high school. When I first was
8 hired, I was hired part-time, to replace the
9 teacher that requested to be transferred because
10 her position was cut from a full-time to a
11 half-time position.

12 So when I was hired half-time, for the first
13 two months I was half-time, when, like all ESL
14 populations, I received new students. And then
15 there was another board meeting and they bumped me
16 back up to full-time. So, that tends to be one
17 issue at our district, where they do, although
18 they're very supportive, they do like to look at
19 the bottom line and look at the numbers.

20 And the two of us are stretched thin. The
21 elementary ESL teacher covers the middle school,
22 plus all of the elementary schools. She sees 26
23 students. Some are monitored, and some she sees
24 directly. But she does have a lot of driving,
25 since we cover the Bowdoin, Bowdoinham, Topsham,

1 and Harpswell area; which is a big area to cover.
2 But because of my schedule and having seven periods
3 a day, it's nearly impossible for me to leave and
4 help her out when she needs it, or vice versa.

5 So that seems to be some of the concerns. Any
6 questions?

7 CHAIRPERSON BERUBE: Just to get the numbers
8 right. When you started, I think I heard you say
9 42 LEP's, K-12?

10 MS. CALLAHAN: Yes. I think right now there's
11 42. We started, I believe, with 45, if I'm not
12 mistaken.

13 CHAIRPERSON BERUBE: Are you the one that
14 reports out the LEP's for the district?

15 MS. CALLAHAN: I report for my high school.
16 And I report my students to -- I fill the form out
17 and send it to the elementary teacher, who finishes
18 it and sends it off.

19 CHAIRPERSON BERUBE: I'm asking, because the
20 Department of Education received a report
21 indicating there were 28, unless those other
22 students are new arrivals?

23 MS. CALLAHAN: I'm not -- I'm not quite sure,
24 since I just recently was in contact with the
25 elementary teacher and asked her for her numbers.

1 She told me she saw 26. I'm wondering if she's
2 including -- or if she just said there's 26
3 students, maybe she was thinking about the whole.

4 CHAIRPERSON BERUBE: Okay. I'll follow up on
5 that later. I just wanted to make sure that I
6 heard you right.

7 MS. CALLAHAN: Yeah. Sure.

8 CHAIRPERSON BERUBE: I live in Augusta and hear
9 a little bit about the local news from not far from
10 us. And I know that your district has just had a
11 referendum that defeated its -- the local budget.

12 MS. CALLAHAN: Yes.

13 CHAIRPERSON BERUBE: And I'm wondering if since
14 that occurred, that you are being pressed perhaps
15 to make an extremely compelling argument about the
16 program that you will be responsible for, because
17 somebody's got to take part of the axe. Will it be
18 your program?

19 MS. CALLAHAN: Well, I haven't -- I haven't
20 heard yet whether or not that's come down to me
21 having to, you know, back the program once again.
22 I do think that the school board at this point
23 recognizes that we fluctuate. And so they might
24 not be real fast in making a decision as to whether
25 or not to cut the program, since they cut it, and

1 then two months later had to reinstate it to
2 full-time.

3 So I don't know whether or not they've really
4 looked closely at doing any major cuts. But I
5 always, from year-to-year I'm not sure what the
6 status of my position as a full-time teacher is.

7 CHAIRPERSON BERUBE: Issues that you experience
8 in Topsham and the surrounding towns, based on
9 those experiences, are there any recommendations
10 you have that would have actually statewide impact,
11 depending on which agency you want to focus on for
12 LEP students?

13 MS. CALLAHAN: I believe, because there are a
14 lot of low density populations, where there are
15 students that are in regular classes because
16 there's not enough direct assistance given to those
17 students, that the teachers be given as much -- as
18 much guidance as possible has to how to deal with
19 the diversity in the classroom.

20 They -- the teachers I work with are wonderful,
21 however, in a high school it's also very difficult
22 to keep -- maintain in contact with content area
23 teachers, reminding them that, yes, you do have a
24 student that needs special attention in this way.
25 And I think that, in general, outside of the

1 Portland school district there are a lot of
2 districts that just need some more education as to
3 how to cope with the ever increasing diverse
4 population.

5 CHAIRPERSON BERUBE: Is the high school
6 participating in the Attorney General's pilot
7 program for civil rights?

8 MS. CALLAHAN: I haven't heard anything.

9 CHAIRPERSON BERUBE: No. Okay. Questions?

10 MR. TALBOT: How many minority students did you
11 say you had?

12 MS. CALLAHAN: I have 16 in my building.

13 MR. TALBOT: Sixteen?

14 MS. CALLAHAN: Sixteen.

15 MR. TALBOT: Sixteen. One more question is,
16 you mentioned something about history that you
17 taught them. Where does that come from or what --
18 in other words, is the history, is that a basic
19 element of their --

20 MS. CALLAHAN: Yes. This year I had some of my
21 ESL students that needed their U.S. History
22 required course, go into their regular history
23 class. And they seemed to have a lot of
24 difficulties with all of the readings, and textbook
25 itself was very difficult. What I did was I

1 started to work with the history teacher, and I was
2 going into the classroom to help my students. But
3 I needed more time in the my classroom, my ESL
4 classroom to work on what they're learning in the
5 classroom. So I worked closely with the History
6 Department in teaching U.S. History, but in a way
7 where I could go back and forth in the history
8 classroom, and in my classroom with the students.

9 So they basically accomplished everything that
10 was necessary of them for their history
11 requirement.

12 MR. TALBOT: Okay. One other question is -- to
13 help me, in talking about the history, does that --
14 does that history go into our basic history? In
15 other words, what Black American is, what Hispanic
16 American is?

17 MS. CALLAHAN: It's the U.S. History course.
18 It's exactly what the U.S. History course --

19 MR. TALBOT: That must be a new course.

20 MS. CALLAHAN: Well, it's -- the U.S. History
21 course at a high school is the regular, academic
22 U.S. History. I worked from their curriculum.

23 MR. TALBOT: Okay.

24 MS. STUDLEY: I had some questions. You have
25 42 students in total in your school district. What

1 contact do you have with the parents? How are the
2 parents involved?

3 MS. CALLAHAN: There are a lot of families,
4 some are -- so I work very -- I do know all of my
5 families in my school and have contact with them
6 throughout the year. I have gone to several
7 occasions with them, Chinese New Year parties,
8 things like that. So I have a very good rapport
9 with all of the families.

10 And I make home visits, to make sure that they
11 are, you know, everything is okay with the
12 education programs. And I'm able to give a lot
13 of -- I have only 16 at the high school, so I am
14 able to give a lot of individualized instruction.
15 So my students get to know me very well, and I get
16 to know them and their families very well.

17 MS. STUDLEY: You spoke about professional
18 development for the staff in terms of understanding
19 how to work with these students. In that culture
20 does your school district do anything to help
21 educate the personnel there on the cultures of
22 these students being served?

23 MS. CALLAHAN: Not on the whole, although, I do
24 a lot of talking to all of the teachers in
25 different situations, and talk to them about --

1 they are very open to learning about the cultures.
2 They don't have anything that's a direct
3 instructional time where they've learned about
4 cultures, but they are very, very happy to hear
5 everything that I talk to them about. And we do
6 have, you know, different foreign language weeks
7 and different festivals, where the whole school is
8 involved.

9 MS. STUDLEY: How do you decide when a student
10 is exiting from the program and no longer needs
11 your assistance? First of all, how are they --
12 what LAU procedures do you have in effect in the
13 school district?

14 MS. CALLAHAN: We follow our LAU Plan, where
15 the exit criteria must be teacher recommendation,
16 parent conference with a team consisting of the
17 school administrator, myself, and the classroom
18 teacher. And we also have exit criteria for the
19 LAS. And as soon as that student reaches fluency,
20 we also go very slowly through, and I monitor
21 students at all times.

22 I -- you know, there are students that come in
23 just during their study hall, into my room, because
24 it's a safe place and because they like the
25 atmosphere in the room. So my study hall time

1 period is filled with students, and they are going
2 back and forth in their native language. And then
3 there are some fluent students that are helping
4 each other for AP Bio class.

5 And we have quite a -- our graduates this year
6 are going, all of them are going on to college.
7 Northeastern is one that one of our students is
8 going to. We have some very bright -- one is the
9 top ten -- in the top ten of our schools. So we
10 have some highly successful students.

11 MS. STUDLEY: That's great. There's been some
12 talk, and Barney asked this question earlier, about
13 the consideration to have a course in multicultural
14 education be mandated for all people getting
15 teacher certification. How do you feel about
16 that?

17 MS. CALLAHAN: I think that's a wonderful
18 idea. I highly recommend it. I think it would do
19 a wonderful amount of good, not just for the
20 language minority population, but for all students
21 and all teachers. I think it's a wonderful course
22 and all people should have to take it.

23 CHAIRPERSON BERUBE: Other questions,
24 comments?

25 Peggy, thank you. Thank you so much for your

1 patience.

2 MS. CALLAHAN: No, thank you. I learned a
3 lot.

4 CHAIRPERSON BERUBE: Ms. Superintendent of
5 Schools for the City of Portland, Mary Jane
6 McCalmon. Thank you for joining us, I know your
7 schedule is crazy sometimes.

8 MS. McCALMON: I'm pleased to be here.

9 MS. STUDLEY: Your schedule is always crazy,
10 not just sometimes.

11 MS. McCALMON: Yes. Yep. I'm okay for right
12 now, though. I do have some comments to make, is
13 that all right?

14 CHAIRPERSON BERUBE: Please. Please.

15 MS. McCALMON: When I'm done, then I'd be glad
16 to answer any question that you might have.

17 CHAIRPERSON BERUBE: Thanks, Mary.

18 MS. McCALMON: I know that a number of staff
19 members from the Portland schools were here this
20 morning, and I was not able to be here all morning
21 to hear, so if I start repeating a lot of stuff
22 that they said -- I'm going to stick to the sort of
23 overview issues -- but if I start repeating a lot
24 of stuff you've already heard, you're not going to
25 upset me at all if you just say, now we've already

1 heard all that.

2 CHAIRPERSON BERUBE: You'll also have access to
3 the full transcript, so you will know what was
4 said.

5 MS. McCALMON: No, I just don't want to bore
6 you, if you've already heard what I'm going to say,
7 that's all. Because you've been here all day. I
8 just want to be sensitive to that.

9 I'm sure you have a sense of the quality of the
10 program at Portland, if you've met a number of the
11 staff members this morning. They are an
12 absolutely, incredibly committed group of people,
13 who are very highly skilled. They care
14 passionately about the students they serve, as do
15 other staff members in Portland who don't serve
16 this population. But I hope you got a sense of the
17 kind of commitment that we have in Portland to
18 doing a superb job in this area, because we are
19 very -- quite frankly, we are very proud to be a
20 community with this kind of diversity. It lends an
21 interesting weave into the fabric of our student
22 population, which we value highly. And we want to
23 make sure that any of the areas where we need to
24 improve, that we address those areas. So we take
25 that very seriously. So any recommendations that

1 you have that come out of this will be much
2 appreciated by us.

3 Just to give you an overview, in Portland we
4 have over 800 language minority students. Grace's
5 last number to be is 813, to be exact. But on a
6 daily basis that does change. Of that population,
7 a good 578 of those students are Limited English
8 Proficiency students. And those 578 receive a wide
9 range of services, some very intensive levels of
10 services, all the way down to just social worker or
11 guidance counselor intervention, depending on the
12 nature of the issues with any given child. Whether
13 the child is someone who has been in other
14 communities previous to coming to the Portland
15 community here in this country and have already
16 gained language proficiency, or whether they are
17 coming straight from another country and they
18 are -- they have absolutely no English language
19 proficiency. Depending on whether they have come
20 from a relatively sedate background, or whether
21 they have suffered tremendous trauma in their
22 background. I mean there is just a wide range.

23 Some of the students we receive have no -- no
24 literacy skills in their own language, they have
25 never attended school in their own native country.

1 So add that complexity to coming into a country
2 with a whole different language, beyond their own
3 spoken language that they're familiar with. So
4 there's just a wide range of students that we --
5 that we do serve.

6 We have, in fact, of that over 800 students,
7 over 40 different languages represented.
8 Forty-three is the last exact number that I've
9 heard. So that adds a uniqueness to the challenge
10 to Portland that I want to address at another part
11 of my comments.

12 The ways in which we attempt to provide
13 services for that very complex group of students
14 is, and I'm not going to go into detail in this at
15 all, because I'm sure someone talked about this
16 this morning. We have, really, without adding
17 additional resources, we have reallocated from
18 within our resources in the Portland schools and
19 developed an intake center, that I'm sure people
20 must have talked to you about this morning. So
21 that we are more efficient and customer friendly in
22 terms of how we try to provide the services in a
23 quick, efficient manner when people arrive from
24 wherever.

25 So that is something that I think we're pretty

1 proud of, because in tough budget times, and I will
2 talk budget in a few minutes, nonetheless, we
3 managed to dramatically improve entry level kinds
4 of services, assessment services and placement
5 services. Because there's a commitment to do it
6 well, and we try to do it without whining too much
7 about money. But money is an issue, obviously.

8 We are committed to providing equal access,
9 equal opportunity for all students in the system.
10 It is an enormous challenge, given the complexities
11 of that population, both the number and the range
12 of students. We have -- we have students basically
13 who -- all of whom equally wish to succeed, and we
14 need to recognize that.

15 We have specifically a large number of
16 teachers, and I can tell you the exact number, if
17 you haven't been told. We have 24 ESL teachers.
18 We have 18 native language facilitators in our
19 schools, representing a million four in salary and
20 benefits for those folks alone. Three intake
21 center staff included in that. In addition to
22 that, our social workers, our guidance counselors,
23 our nurses in the schools where the ESL programs
24 are offered, spend considerable percentages of
25 their time taking care of issues, many of which are

1 unique to this population.

2 And so about 40 or 45 percent of the time with
3 those people in these schools is devoted to ESL
4 students, with a value of 338,000. So there's
5 about \$2 million worth of services, just salary and
6 benefits. I've never even bothered to calculate
7 the amount of money that we spend on supplies,
8 materials, that kind of thing. I'm just trying to
9 give you the extent of the services provided here
10 in terms of staffing. Because -- because we have
11 targeted schools that provide the ESL instruction
12 and support.

13 We also have quite a challenge to our
14 transportation system in Portland. About 30
15 percent, maybe 25 or 30 percent of our
16 transportation costs in Portland emanate from
17 transporting ESL students from a variety of
18 different neighborhoods across the community to the
19 schools where these services can be provided, at a
20 quality level. So we have transportation services
21 that are -- that are pretty significant, as well.

22 We have, in spite of a budget cut which we were
23 ordered to take this year by City Council of \$1.4
24 million -- let me make that very clear, because I
25 don't want to misstate that. We proposed a budget

1 that was an increase over last year. That increase
2 was a \$2.3 million increase. The City Council
3 said, no, go back and cut 1.4 million. All right.
4 So just our salary and benefit increases alone were
5 1.3 million. So we didn't even, in our budget
6 increase, cover our just general salary and benefit
7 increases.

8 So, essentially, by any accounts, a million
9 four is a lot of money to cut. A lot of what we
10 were requesting in additional sums were direct
11 service personnel, teachers, teacher assistants,
12 facilitators for needy students of a number of
13 kinds. Special ed students, a number of the
14 positions for special ed, a number of them were for
15 ESL students.

16 On Wednesday night of this week the school
17 board voted in the cuts. Just so that you know, we
18 did not cut one single additional ESL teacher,
19 which we had requested we maintained that. And the
20 additional ESL facilitators, we maintained in this
21 budget. We had to go cut other places, because we
22 had to have sufficient level of service for these
23 needy students.

24 So I guess my message to you is even in times
25 of a pretty tough budget cut that we had to take

1 this year, we had to find budget -- including a
2 central office position that I'm not going to be
3 able to fill, 18 volunteer coordinators get their
4 time cut in half. I mean, there were personnel
5 impacts in this budget. But I saved the additional
6 personnel that were needed in this area. So they
7 were not cut. And that -- we wouldn't even
8 consider existing positions for cuts in this area.
9 Not only did we not do that, we didn't cut the
10 additional ones that we had in the budget.

11 So I when the local tax situation is a
12 difficult one, as it is in Portland, and councilors
13 decide that they can't support what we consider to
14 be a truly needs-based budget, we protected this
15 area in spite of that cut.

16 I guess next I would say that unfortunately we
17 have also suffered some reductions in federal
18 support. We have in the past had several federally
19 funded grants that have supported enrichment
20 programs of a variety of kinds for students in the
21 Portland schools who are in need of support
22 services in these areas. This year, unfortunately,
23 we did not get a number of those grants. We
24 specifically have one federally funded grant this
25 year that certainly we're very proud of, but we're

1 very sad to have lost out on some others. And even
2 more upsetting to us is the reason why. And that
3 is the requirement in the federal grants for
4 bilingual education to be a criteria for judging
5 the grants.

6 Now, when you have a school system that has 40
7 different languages, and even though, let's say,
8 take the top ten of those languages in terms of
9 numbers of students, how do you run a bilingual
10 program when you have that kind of diversity? So
11 we -- we were very upset, for instance, to have
12 lost a preschool program that we felt very strongly
13 about, that was very successful in helping us to
14 reach children at younger ages. So that when they
15 came into kindergarten and advanced up through the
16 primary grades, they would more quickly be
17 mainstreamed, which is always our goal. And that
18 got -- we didn't get funded. Why? Because it was
19 not a bilingual program.

20 And, again, you know, in any given classroom
21 you walk into in the Portland public schools that
22 is an ESL classroom, you will see 15 or more
23 languages represented. And that's right through
24 adult ed population. So to run a bilingual program
25 in a community, an ESL program in this school

1 system, just doesn't fit the needs of this school
2 system, because of the number of different
3 languages represented.

4 I guess, in closing, what I would say is I
5 think that there is a lot of evidence that we --
6 that we are committed to this program, that we're
7 very proud of this program. I'm sure the staff
8 development programs have been described in some
9 detail, our connection with Brown University.
10 We're very proud of their -- some tremendous
11 opportunities that have been offered to staff. We
12 can always do more. I think we do need to do more
13 for the general teacher population, in terms of
14 educating them about the question I just heard you
15 ask of SAD 75, the Topsham folks, and that is to
16 educate the general teacher population about the
17 cultures from which all of our many students come.
18 I think we can never do enough of that.

19 So I think certainly we need to do more of
20 that. I think we've done a lot of work with both
21 students and staff in those schools where there are
22 ESL students of any number, particularly where the
23 formal programs are offered. I think it's equally
24 important, however, for staffs in those schools
25 where there isn't necessarily an ESL program, for

1 people to develop some understanding of the
2 complexities of the population in the town where
3 they are working and/or living.

4 I frankly think that -- that some of the
5 misunderstanding about our budget requests and the
6 complexities that we're dealing with in this school
7 system to City Council comes from a lack of
8 understanding, even on the part of some of the
9 policymakers, of how complex and challenging and
10 how difficult the strategies are, and how necessary
11 it is to invest in worthwhile strategies in a
12 school system where the community is becoming as
13 complex as it is.

14 I think -- I mean, I was born in Portland.
15 I've lived here for over 50 years. So I have a
16 very clear perspective on what's happened in this
17 community. I grew up on the West End of Portland,
18 and it was the Irish Catholic neighborhood. I
19 lived on Clark Street. You go down beyond Danforth
20 Street and it was the Polish section of town. I
21 remember the ethnic mix, you know, 40 years ago.
22 And I equally recognize, still living here, how
23 that has changed over the years. It is dramatic in
24 terms of the complexity of the population. And I
25 think that's something that we -- that we need to

1 do more with in the community at large, and
2 certainly with the population of the teachers in
3 Portland.

4 But I think it goes all the way up to
5 policymaker levels. And I think it ought to do --
6 it ought to make that leap real soon, so that there
7 is also a better understanding of what are the
8 implications for what policies and practices we
9 need to put in place, given the nature of the
10 community that we serve.

11 So I'll be glad to answer any questions that
12 you have.

13 CHAIRPERSON BERUBE: Thank you, Mary Jane.
14 Yeah, I have two or three or something.

15 MS. McCALMON: Yep.

16 CHAIRPERSON BERUBE: Also born in Portland, I
17 have a place in my heart for Portland.

18 MS. McCALMON: Oh, really? I didn't realize
19 that.

20 CHAIRPERSON BERUBE: And I have a pretty high
21 visibility here, but I -- some things I don't know,
22 and still don't know. And I kind of like to think
23 I know about Portland, but I'm always amazed,
24 particularly when Grayce keeps bringing me up to
25 snuff, so.

1 The demographic thing, pretty straightforward,
2 I think. The regular school enrollments in
3 Portland, other than the language minority
4 population, is level or dropping, other than those
5 new arrivals? Is that an accurate?

6 MS. McCALMON: Well, no. I would say over the
7 last five years or so we have had a general
8 population increase in the Portland schools of over
9 500 students.

10 CHAIRPERSON BERUBE: In the last?

11 MS. McCALMON: Over -- for the last five to
12 seven years. A good 700 students, if you go back
13 seven years. Our total population is 8300, total
14 across-the-board population, not including any
15 adult ed. There's now 6,000 people served through
16 adult ed. But the K-12, is 8300. However, in the
17 last year or so we're beginning to see a leveling
18 off in the kindergarten level. We did not have as
19 many kindergartners this year.

20 And the projections that we do regularly, tell
21 us that over the next several years we are
22 flattening out. So you're sort of right, over the
23 last several years, we have not been.

24 CHAIRPERSON BERUBE: So then in the last two or
25 three years it wouldn't necessarily -- well,

1 obviously the language minority population has
2 contributed -- the new Americans have contributed
3 to that growth.

4 MS. McCALMON: Oh, absolutely, sure. It's part
5 of all that.

6 CHAIRPERSON BERUBE: But not in a greater
7 proportion than the non --

8 MS. McCALMON: I would say that's probably
9 true.

10 CHAIRPERSON BERUBE: Okay. Issues that keep
11 coming up.

12 MS. McCALMON: Yep. Because, I mean, when -- I
13 have some numbers here. In '85, '86, we had 45 LEP
14 students.

15 CHAIRPERSON BERUBE: I remember that.

16 MS. McCALMON: So, I mean, ten years.
17 Dramatic.

18 CHAIRPERSON BERUBE: Well, I remember the first
19 call from --

20 MS. McCALMON: I mean, we're talking ten times
21 over, plus.

22 CHAIRPERSON BERUBE: I often mention the call
23 from Eve Bither. The call said, Barney, we've got
24 23 LEP's, and there was a month of school left.
25 She says, what do we do? We've come a long way

1 since --

2 MS. McCALMON: And now 538.

3 CHAIRPERSON BERUBE: Superintendent -- there
4 are a group of superintendents. You're acutely
5 familiar with the Leadership Council?

6 MS. McCALMON: Yes.

7 CHAIRPERSON BERUBE: And the Maine group that
8 meets --

9 MS. McCALMON: Yes.

10 CHAIRPERSON BERUBE: -- have kind of made, as
11 you might guess, one of their front burner issues
12 for a long time, for which still has not been
13 successful, has been state support for LEP, the
14 extra costs, and so on.

15 MS. McCALMON: You bet. Yeah. I skipped state
16 level funding, didn't I. I'm sorry. I skipped it
17 on my notes.

18 CHAIRPERSON BERUBE: Yeah, well, I'm going to
19 raise that. Well, I'm going to give you a chance,
20 or at least give you sort of a spin for it.

21 MS. McCALMON: Thank you.

22 CHAIRPERSON BERUBE: I'm going to ask you to do
23 a spin on it for a moment. But that, knowing that
24 it was defeated in the legislature this go-around,
25 and knowing that your colleague from Bangor,

1 Jim Doughty, Superintendent, is one of the
2 committee that will be drafting a report and
3 getting at issues of how to take another look at
4 the funding formula.

5 He has said publicly, so I'm not speaking out
6 of turn here, that schools should provide equal
7 access to everybody. Whoever comes through your
8 doors, that's where your money goes. You don't
9 need to label, you don't need to target this group
10 or this one, or let's have money for this because
11 this is an extra cost. And so there -- we
12 really don't really want to go after the State to
13 do this, but rather let's just have the GPA cover
14 it, as it is. You're the most impacted, probably?

15 MS. McCALMON: My answer to that --

16 CHAIRPERSON BERUBE: So what would your
17 response be, in --

18 MS. McCALMON: My response to Mr. Doughty would
19 be, does he not accept special ed money? I bet he
20 does. That is a population that has extraordinary
21 needs, and therefore extra costs. The general
22 student population, we get a sum, and everybody
23 gets the same sum across the state. The fact is
24 that ESL students are more expensive to educate,
25 because of the extra measures that are necessary to

1 help them be successful.

2 If we do not have a low pupil-teach ratio and
3 you have 15 different languages in a class, you're
4 going to be running a holding tank, not an
5 education program. If I do not have the capacity
6 to hire a language, foreign language facilitator to
7 support students in their content level learning
8 while they're trying to learn the English language,
9 in addition, those students are not going to be
10 well served. That -- the social worker help, the
11 guidance counselor help. The uniqueness of these
12 students in terms of what their needs are result in
13 a need for extraordinary levels of expenditure.

14 If I did a per pupil cost analysis for an ESL
15 student and compared that on a per pupil basis to
16 just regular students, I mean, it's as plain as the
17 nose on your face, it is going to be much more
18 expensive. We are pleased to serve the students.
19 We are proud to serve the students. But all we ask
20 for is some additional support in helping us to
21 meet those needs.

22 It is my firmly held belief that ESL costs
23 ought to be a program cost in the state funding
24 formula. That is where special ed costs are
25 listed, because there is a recognition that there

1 are extra costs involved in educating special ed
2 students. There are in fact extra costs involved
3 in educating ESL students. No one can deny that,
4 who has any significant experience with either.
5 There are also transportation and early, you know,
6 preschool kinds of programs and program costs.
7 That is where I believe there ought to be
8 additional financial help from the State, by making
9 ESL program costs part of the program costs,
10 reimbursement portion of the state funding
11 formula. Which for those of you who aren't
12 familiar with the funding formula, simply gets us
13 reimbursed at a little higher level.

14 CHAIRPERSON BERUBE: I remember a very cold
15 winter evening in this very room, there was a
16 hearing relating to the learning results. And you
17 spoke, as you always do, eloquently, making the
18 compelling case that learning results is a good
19 idea and we want to support it, so on and so forth.

20 MS. McCALMON: Yep.

21 CHAIRPERSON BERUBE: It's passed now. On
22 reflection, is there any yes, but, that you might
23 say, if any at all, with regard to LEP students and
24 the learning results? Are they going to be well
25 served?

1 MS. McCALMON: I wouldn't say, yes, but. I'd
2 say, yes, with no exceptions. And that means we
3 all need to stand together to make sure we have the
4 resources to make sure all children can get there,
5 including ESL children. Including, to the extent
6 that we can, special ed children.

7 So we certainly are committed to doing the very
8 best we can with the resources that we have. We do
9 everything we can. We bend over backwards to make
10 sure that we do a very good job with that.

11 There are teachers in the school system, as we
12 speak, who are meeting on a regular basis, looking
13 at the learning results, designing back from them
14 and figuring out with -- with best practice design
15 for ESL students, how are we going to get them
16 there. Because it's just as important to me and
17 everybody else in this school community that we get
18 ESL students to those standards, as it is that we
19 get every other student.

20 CHAIRPERSON BERUBE: And you said the question
21 that you were asked was how will we get them
22 there. Did you get comments or others on staff
23 that you're aware of that, gosh, if these learning
24 results fly, what is going to happen. Please don't
25 allow -- I mean, I don't know, any conversation

1 that went in a completely different direction and
2 said please, don't do this?

3 MS. McCALMON: No, I didn't hear any woe is me,
4 wringing the hands kind of reaction at all.

5 CHAIRPERSON BERUBE: Okay.

6 MS. McCALMON: What I saw was a can do kind of
7 reaction. It's a challenge, no question about it.
8 It's also a challenge for economically
9 disadvantaged students, frankly. I mean, there are
10 students -- we have one school in the system that
11 has almost 90 percent free and reduced lunch
12 students. The kinds of educational experiences
13 that those children have prior to kindergarten,
14 vastly different from what it is in some other
15 schools in this very same town.

16 We have to recognize that, and know that we
17 have to put additional support. Title I, that's
18 what it's all about, Title I supports in place for
19 those children. Make sure there's reading recovery
20 in place for those children. Because it's just as
21 important for poor kids to get there as it is for
22 kids who are well supported financially and
23 socially and educationally at home.

24 And it really is the same for ESL students.
25 There's sort of a dogged determination, is the

1 response that I see in the system. And there are
2 some incredibly talented people, who are very well
3 trained. Whether it's Bea McGarvey, who is the
4 person, the Director of Education Planning in the
5 school system who worked at both the state level,
6 as well as at the local level in developing the
7 learning results.

8 So we've got some real expert people in here
9 about learning results design and what's in them
10 and how to accomplish them. And some instructional
11 staff and administrative staff who are very
12 familiar with best practice in terms of
13 multilingual education and regular pedagogy. And
14 we'll get them there, one way or another.

15 CHAIRPERSON BERUBE: Thank you. I'll give a
16 chance to some others.

17 MR. SERPA: You mentioned the budget cuts this
18 year.

19 MS. McCALMON: Yes.

20 MR. SERPA: And that some other positions had
21 to be cut. Have you heard of any resentment by the
22 other non-ESL teachers or even the parents
23 about --

24 MS. McCALMON: No.

25 MR. SERPA: -- having --

1 MS. McCALMON: No, I really have not. It is
2 certainly among staff that I can speak to very
3 directly, there is a clear recognition on the part
4 of staff members that the ratio has to be lower
5 when you have that kind of complexity in front
6 of -- any teacher would recognize that challenge
7 and know that a person couldn't have 25, 27
8 students, which in some classes we do have that
9 many, if you have 15 different languages and those
10 kinds of challenges. And they're very, very
11 understanding of what those needs are. Because it
12 is has been a good ten years now that this has been
13 building in Portland. So this isn't something
14 brand-new to many of the staff in Portland.

15 MR. SERPA: Thank you.

16 MS. McCALMON: And on the part of parents, we
17 held several hearings. Absolutely not one word at
18 a hearing, not one letter. I have never heard a
19 single word of resentment about what we spent.
20 There is some -- there is some resentment about the
21 resistance of others at the state level and at
22 other levels to give us the financial support we
23 need. But no resentment about doing what's right,
24 and sort of being jealous and wanting to -- wanting
25 to be negative about serving one group of students

1 and the perception that it's taking away from
2 others, I've not heard any of that at all.

3 MR. SERPA: Okay.

4 MS. McCALMON: But they sure do get angry.
5 Some city councilors, some other people that I've
6 heard, get pretty angry about the lack of support,
7 financial support, from the State, specifically, to
8 try to do a good job here.

9 CHAIRPERSON BERUBE: Grayce?

10 Steve Westler, you know Steve, at the Attorney
11 General's office, Civil Rights Unit. Has he or
12 others from that unit, particularly interested in
13 working closely with Portland as part of their
14 pilot sites, training for civil rights? Since
15 given just the demographics alone make it an ideal
16 site.

17 MS. McCALMON: There's a pilot going on right
18 now, I know, at Lyman Moore.

19 CHAIRPERSON BERUBE: At Lyman Moore?

20 MS. McCALMON: Yes, absolutely. They are part
21 of the Attorney General's grants that provide that
22 pilot --

23 CHAIRPERSON BERUBE: Are you getting the sense
24 that it's working, it's a good idea, give it some
25 time?

1 MS. McCALMON: It needs some time, sure. It's
2 in the early phases, but, yes, certainly.

3 CHAIRPERSON BERUBE: Okay. So that's -- that
4 is okay.

5 MS. McCALMON: Those all very wonderful
6 resources and people who really have something to
7 contribute, so it's very helpful to have that kind
8 of resource available.

9 CHAIRPERSON BERUBE: Again, this is a question
10 I've asked several people. We've -- as I've said,
11 maybe in an intro, this is our fourth site that
12 we're doing. We were in Northern Maine before, at
13 the Indian Reservation or near the Indian
14 Reservations, and yesterday in Auburn. And an
15 issue that is of interest is training, for not only
16 ESL teachers, but others. Again, on the
17 legislative side there was a proposal from a
18 legislator to require preservice diversity training
19 for those who in the teaching profession.
20 Everybody ought to have a course in diversity
21 training.

22 The Maine Education Association, the University
23 of Maine at Orono both opposed it. Some of the
24 reasons were it will only attract a very small
25 percentage of the eligible teachers coming in,

1 about 20 percent or something like that. But doing
2 it anyway, there are other ways to do it, so let's
3 not do it. And it's apparently being tabled till
4 next week. Again, what would you suggest? Is this
5 worth pursuing?

6 MS. McCALMON: I think -- I don't know if a
7 specific course in preservice is the way to do
8 that. That may be one of a, sort of a portfolio of
9 ways of getting at that issue. If you -- if you
10 only target preservice learning, that means it's
11 going to be literally a generation of teachers, way
12 before everybody has that learning. Because
13 everybody who's already in the profession isn't
14 going to be involved in that.

15 Maybe one of the ways to think about that is to
16 require for a certain renewal of certification or
17 something, a portfolio that demonstrates that you
18 have achieved outcomes. I mean, if that's the way
19 we're moving for students, we articulate our
20 learning result; here's what you need to know and
21 be able to do. Now provide for us a portfolio that
22 says this, this, and this is what you have done and
23 you can demonstrate that you are knowledgeable and
24 skillful in this area. One way to do that might be
25 a course.

1 However, if someone is in a school where there
2 are ESL programs alive and well, I frankly would
3 rather have them do their learning hands-on, right
4 there in their school, with some learning
5 integrated into that program, than go off somewhere
6 and take some course.

7 So I think there are probably different
8 strategies that might be used. But just be clear
9 about what are the outcomes you want. What is it
10 you want people to know and be able to do as a
11 result of this course or any other set of
12 strategies. And then maybe have an expectation
13 that, both for those in preservice and for those
14 already on-the-job, that you would have to
15 demonstrate that by a certain time in your
16 recertification life. And you'd probably get more
17 people quicker than just doing it in preservice.

18 CHAIRPERSON BERUBE: Are there any major,
19 compelling concerns you really do have that are
20 more attitudinal, particularly hate, racism at any
21 level in the schools with regard to the new
22 immigrants?

23 MS. McCALMON: When I -- and I do regulate, and
24 I would go right to kids about this one. When I
25 talk to kids, particularly, say, at Portland High

1 and at King. And I probably talk more frequently
2 to the high school level kids. We have a whole
3 series of meetings we've set up just for that
4 purpose, let's talk, what are the issues. How can
5 we hear your voice better. I hear them saying that
6 there is -- there is very limited, isolated issues
7 around racial bias or hatred.

8 I think most kids are very pleased to see the
9 kind of diversity that exists in our schools. I
10 know that I was living in Falmouth and my
11 daughter -- my daughter insisted that she wanted to
12 go to Portland High School because of that reason.
13 And there are a lots of us -- or I know lots of
14 kids who have gone to Portland High School. I
15 taught there for 20 years, as well.

16 But they are very proud of the diversity. And
17 they frown significantly, it is not culturally
18 acceptable as a norm among the kids at a school
19 like Portland High where there is a good mix, to
20 have any kind of bias evident.

21 There is a very active group at Portland High
22 School called the Yes Diversity Group. Maybe one
23 of the staff members mentioned that. That staff
24 and students who actively get engaged in trying to
25 address those issues when they do see them, and

1 prevent those kind of issues from arising. So
2 there is, I think, a real cultural norm,
3 particularly in the schools where there is
4 diversity in the population, that kind of attitude
5 is not acceptable.

6 We have put in policy in the Portland public
7 schools as whole district a very carefully designed
8 monitoring program for any incidents of bias that
9 do occur. A year ago the bias reporting system was
10 put in place. A bias based on gender, based on
11 religion, based on ethnicity, on race, you name it,
12 any kind of bias incident or crime must be dealt
13 with in certain ways and reported.

14 And we centrally monitor that data, see what
15 are the trends. And that feeds us information
16 about what are the prevention kinds of things that
17 we need to do in the future, if those are the
18 trends we're seeing. So, we really take those
19 issues seriously and do what we can. We can
20 certainly always do more and get smarter about it.

21 But we do try to gather data about that, to
22 keep a good track on it, and then develop some
23 strategies to address the issues that seem to be
24 the themes. And they're very -- they're different
25 at different grade levels. At upper elementary, at

1 middle school, and at high school, they tend to be
2 different in terms of what the nature of the bias
3 is. And they tend to be different in terms of how
4 those biases get acted out. The upper elementary,
5 name calling; you'll see a lot of that, not much
6 else. Sometimes at middle school it will get to be
7 more serious name calling and harassment, maybe a
8 push or a shove. So it does vary, but we watch it
9 very carefully.

10 CHAIRPERSON BERUBE: Thank you. I appreciate
11 the time you spent with us.

12 MS. McCALMON: You're very welcome.

13 CHAIRPERSON BERUBE: And your insights.

14 MS. McCALMON: I appreciate it. I have -- I
15 don't know if you want any documents, too. I have
16 a little schematic here, a bar graph that shows you
17 all the various languages.

18 CHAIRPERSON BERUBE: Give it to Fernando.
19 Fernando is not as well acquainted as the rest of
20 us.

21 MS. McCALMON: Okay. And the enrollments just
22 since September, by school or by racial or ethnic
23 group.

24 MR. SERPA: Okay.

25 MS. McCALMON: I thought you might --

1 MR. TALBOT: Were those done by the school
2 department or were those done by the Attorney
3 General's office?

4 MS. McCALMON: No, by the school department.

5 CHAIRPERSON BERUBE: These are just K-12
6 students, right?

7 MS. McCALMON: Yeah. Multilingual office here
8 in Portland public schools.

9 MR. TALBOT: I have one like -- I have one like
10 that, but I thought I got it out of the Attorney
11 General's office.

12 CHAIRPERSON BERUBE: If you got it before
13 yesterday, it's out-of-date.

14 MS. STUDLEY: They keep changing all the time,
15 needless to say.

16 MS. McCALMON: Yes. So I'll leave these with
17 you.

18 CHAIRPERSON BERUBE: Thanks very much.

19 (Off the record discussion.)

20 CHAIRPERSON BERUBE: Okay. Mony Keth, right?
21 Thanks, Mony, I know you would have been on this
22 morning, and so we got you now.

23 MR. KETH: I would have. I ran into a little
24 bit of a problem. My name is Mony Keth. And I was
25 supposed to be here at ten o'clock and --

1 CHAIRPERSON BERUBE: It doesn't matter.

2 MR. KETH: Okay.

3 CHAIRPERSON BERUBE: It's perfectly okay. I'm
4 glad that you're here. And you're a recent
5 graduate of Portland High School?

6 MR. KETH: Portland High School, yep. '94.

7 CHAIRPERSON BERUBE: '94 already?

8 MR. KETH: Yes.

9 CHAIRPERSON BERUBE: I knew you in eighth
10 grade, maybe seventh grade?

11 MR. KETH: Yes, I went to your camp.

12 CHAIRPERSON BERUBE: Yeah, Castine.

13 MR. KETH: Yes, when I was in seventh or sixth
14 grade.

15 CHAIRPERSON BERUBE: There we go.

16 MR. KETH: Yeah, I was a little troublemaker, I
17 remember. I was.

18 MR. TALBOT: I'm taking notes.

19 CHAIRPERSON BERUBE: Well, you can make more
20 trouble here, so there.

21 MR. KETH: Okay. I really -- they did not tell
22 me, Pirun, he did not tell me what I was supposed
23 to be talking about. So, I mean, if you guys --

24 CHAIRPERSON BERUBE: Do you want me to give you
25 just a couple of notes? You're a student, you've

1 graduated from the Portland school systems. This
2 committee is interested in what the experiences are
3 in the entire state of students who came to school
4 not speaking English and not speaking it well, what
5 their experiences were going through the school.
6 Mostly with learning English, with being with other
7 students, attitudes of teachers, attitudes of
8 students. What -- how school has treated them.

9 What has it meant for you, good or bad, it
10 doesn't matter. So that we can get as fair a
11 picture, of course, in your case, of what it was
12 like in Portland, because you've been -- you've
13 spent many years now --

14 MR. KETH: Yes.

15 CHAIRPERSON BERUBE: And you came through the
16 ranks, and leading to your graduation.

17 MS. STUDLEY: And college now.

18 CHAIRPERSON BERUBE: I'm sorry?

19 MS. STUDLEY: College also.

20 CHAIRPERSON BERUBE: And you're in college. So
21 your experiences are the most valuable testimony I
22 think we can hear from. And then we'll ask you
23 some questions.

24 MR. KETH: Okay. Well, to tell you a little
25 bit about myself, I came to the United States in

1 '82. I came from Cambodia, straight through to --
2 and I have lived in Columbus, Ohio for a few
3 years. And that's where I started my first
4 education in school, public school. I didn't speak
5 English. I did not know how to speak English, and
6 the only person that could speak English was my
7 mom. And it was just my mom and I that came to the
8 United States. My dad was still back in Cambodia.

9 I started school -- I started -- well, they --
10 you know what happened is that I started school
11 very, very young, and I couldn't speak any
12 English. All I knew was yes and no. And a little
13 story to explain that, to tell you that. I think
14 it's funny. Is that I didn't know -- I did not
15 know what yes or no meant when I started school.
16 All I knew was how to say yes and no. So when I
17 started school for the first day, they -- nobody
18 told me -- I was in an all American classroom, and
19 all the teachers did not know how -- you know, they
20 didn't know about the ESL programs or they did not
21 know that I couldn't speak English. So they
22 assumed that I knew what I -- you know, what was
23 going on in the school program.

24 Well, so every time they would say something to
25 me, I couldn't understand, so I would either answer

1 yes or no. Or sometimes I would think, well, I'll
2 switch it around, you know, yes. So I had a
3 really, really difficult time. And my mom wasn't
4 very -- wasn't very educated about this, but she
5 could get by with a little English.

6 So what the funny part about this story here,
7 before I go on, is that they didn't tell me about
8 recess. So I lived only about a half a block down
9 the street, I could see my school. So every time
10 we had our first recess, which was around 10:30, I
11 would pack up my bag and would go home. Because we
12 were all outside, hanging out, and I would just go
13 home. And I would wonder, why am I getting out of
14 school so early, you know. And I would do -- I did
15 this for a week and teachers did not know where I
16 went. And every time they called home, you know, I
17 didn't answer the phone because I didn't speak
18 English. You know, so they could not get contact.

19 So they finally came to my house one day and
20 found me sitting there watching TV, you know, at
21 like eleven o'clock in the morning. But, well,
22 after that I moved. I moved to Maine in '84. And
23 I went to school in South Portland. And I still
24 had a really hard time then, too, because I did not
25 know how to read or write. I could speak English

1 just to get by with my peers, my friends and, you
2 know, a little bit with my mom. So I had a really
3 hard time with that, too.

4 And then my parents -- my mom decided to move
5 to Portland and got me into Reiche School, and
6 found that that's where I fit in the most, because
7 all the kids there spoke Cambodian, that are my
8 friends. And there was a guy that was translating,
9 you know, English into Cambodian for those who
10 couldn't speak English, and I was one of them.

11 And then I -- then I went through all, you
12 know, elementary school in the ESL program. Then I
13 went to -- I continued on, to go to King Middle
14 School, and was still in the ESL program. I was
15 able to read just a little bit and write a little
16 bit too. I went on to -- in sixth grade, was in
17 ESL. And seventh grade, I was still in ESL, only
18 for a few classes, though. Then I think one of my
19 teachers realized that maybe she could experiment
20 me into some of the more American classes. And so
21 I went into my math, my first math class, because
22 that's what I was good at at the time, because it
23 was just numbers.

24 And, well, to make the story short about what I
25 was going through, by my eighth grade year I was in

1 all the American classes. Even though I was still
2 struggling, I still -- I worked hard, because I
3 knew that this is where I wanted to be. I didn't
4 want to be in the ESL program anymore because I
5 felt that I was educated enough to understand what
6 is going on, you know, with the English language.

7 So when I went into Portland High School I was
8 in all American classes. I -- and all my friends
9 were American. So that had a lot of influence on
10 me to work hard in being in an American class.
11 Because it was a goal for me, because a lot of the
12 kids that I looked up to when I was in sixth and
13 seventh grade were in American classes that were
14 Cambodian. And they would tell me -- they would
15 tell me it's, you know, it's better. It helps you
16 more and, you know, it was just a cool thing back
17 then, to be in all the American classes. And that
18 was one of my goals, was to do that.

19 And when I went to Portland High School, I did;
20 even though I still struggled. I had a really hard
21 time, you know, understanding what was going on in
22 history, English, you know, the writing classes and
23 stuff like that. Because I was still learning, you
24 know, how to read and write, you know, the English
25 language.

1 But, you know, I had a hard time. My GPA was
2 not that great because the -- the teachers that
3 were not in ESL, they didn't understand. You know,
4 they figured that if I was, you know, having a hard
5 time, then I should be in the ESL program. But you
6 know, it was a goal of mine to make myself in the
7 American -- in the American classes.

8 But -- but I don't know what you guys, you
9 know, really want to know about my background, is
10 that -- except that that was about it. And then I
11 continued on to go to college at West Virginia
12 Wesleyan. And I'm a junior. I'm going back to be
13 a senior this fall. So I don't know what --

14 MS. STUDLEY: Did you find that the school
15 system prepared you well for college? How did you
16 find college? Was the college also prepared to
17 meet your needs?

18 MR. KETH: I don't think that the school system
19 really prepared me for college. I kind of had to
20 figure that out on my own, with my mom. And my mom
21 didn't help me too much, because she didn't know
22 what the school system was about, was like. You
23 know, she -- even though she worked, she -- with
24 the -- she worked a lot -- she owns her own nail
25 shop, so she works with -- all her customers are

1 American. And they all have kids. And they would
2 talk to my mom about me going to college. And all
3 she knew was that after high school she wanted me
4 to go to college, because that was the best thing
5 to do for me. So that's all she knew, but she
6 didn't know how to help me apply for college, how
7 to apply for financial aid or anything.

8 You know, so it was mostly on my own and the
9 American friends that I had that were going
10 through, you know, college, you know, with me, kind
11 of helped me out, my peers. And, you know, my
12 guidance counselor at the time was Paul Penna, and
13 he took the time to help me, because he knew that I
14 was the type of kid who wanted to be successful, I
15 wanted to continue on, but didn't know how. So he
16 took the time and effort to help me. And my track
17 coach, too, who knew I had, you know, I had, you
18 know, I have a future, you know, success in track.
19 So he helped me a lot on finding what school fitted
20 me the most.

21 MS. STUDLEY: That's really great.

22 CHAIRPERSON BERUBE: Others?

23 MR. SERPA: Yeah. When you were in ESL
24 classes, were you able to take other classes, music
25 and art?

1 MR. KETH: Yes, I was able to take all those,
2 yeah, those classes with the American kids. But, I
3 mean, but there weren't too many, you know. I
4 mean, it was mostly a lot of the Asian kids were in
5 the class with me. You know, so it was a mix,
6 which was, I think it was okay, you know, for me to
7 take. Like gym, music, and like home ec, and stuff
8 like that.

9 But when it came to like history, science, and
10 stuff like that, I, at the time, in sixth and
11 seventh grade, I was not able to be, because it was
12 too far ahead of my time.

13 MR. SERPA: Did you feel you were missing out
14 on something or --

15 MR. KETH: At the time I didn't, because all my
16 friends were Asian. You know, so I didn't know
17 what it was like to be in the, you know, mainstream
18 classes. You know, I didn't know what I was
19 missing out, except that this class had all the
20 American kids, and this class here had all the
21 Asian kids. And it was kind of separated, you
22 know. It was like you would stay in one classroom
23 through the whole day, you know, at King Middle
24 School and Reiche School.

25 MR. SERPA: Did you ever feel like you were

1 treated differently by mainstream students?

2 MR. KETH: No. No, I didn't.

3 MR. SERPA: Any problems?

4 MR. KETH: They helped me a lot with anything.
5 They, you know, they taught me, you know, English,
6 obviously. And, you know, they just wanted to
7 teach me the basic, you know, what I needed that I
8 was -- I didn't have when I came to America. So
9 they were supportive. They were very supportive.

10 CHAIRPERSON BERUBE: Relating to Fernando's
11 question of racist slurs, feeling unwelcome, being
12 made fun of, imitating your English at a time when
13 it wasn't where it is today? Any kinds of things
14 that really, you went home very unhappy?

15 MR. KETH: Oh, yeah. I mean, that happened.

16 CHAIRPERSON BERUBE: Say something about that.

17 MR. KETH: Well, that went on when I was in
18 Reiche School. You know, when I was in Reiche
19 School a lot of kids, because they looked down on
20 the ESL kids because they didn't understand how
21 come these guys had their own classrooms and did
22 their own things.

23 You know, it was kind of like, we were at
24 Reiche School, back then, we like had a building,
25 like a whole room just to ourselves. And we did

1 everything together. All the ESL kids did
2 everything together. We were not mixed with the
3 American kids. So -- and we were a small group,
4 you know, of the whole elementary school, we were
5 very small.

6 So we didn't -- I was picked on many of times,
7 you know, even though I tried to fit in with the
8 American kids and stuff like that. I was called a
9 lot of, you know, names, racist names. And
10 stereotyping was a big thing. You know, thinking,
11 oh, he doesn't know anything. He doesn't speak
12 English. You know, he's stupid. He's just from
13 another country. You know, he doesn't fit in. So
14 I had a really hard time.

15 CHAIRPERSON BERUBE: Follow that up. The
16 middle school, high school, same thing?

17 MR. KETH: And in middle school, a little bit.
18 A little bit. But it wasn't as bad, because in
19 middle school you had homerooms with the American
20 kids, so you were exposed a little bit with the
21 American friends. And for me, because I was
22 involved with track, a lot of the kids that were in
23 track were American kids. So they knew me through
24 that and, you know.

25 But a lot of the kids that were very closed

1 minded, that didn't know me, like the
2 upperclassmen, like the seventh and eighth graders,
3 would pick on me, you know. They would call me,
4 you know, names like Gook, Chink. What do you do,
5 go back to your country. You don't belong here.
6 Get back on your boat. And, you know, and stuff
7 like that. Where is your passport. And, you know,
8 just stuff like that. But I didn't -- I didn't
9 care, you know. I mean, what could I do, you
10 know. Because at the time I didn't understand most
11 of the words they were saying to me, because I
12 didn't know how I got here.

13 CHAIRPERSON BERUBE: Do you think that's
14 happening today at other schools with other kids?

15 MR. KETH: It wasn't like that when I was in
16 high school, when I was in Portland High School. I
17 don't know what it's like now at Portland -- I
18 mean, at King Middle School or Reiche School,
19 because we have so many more, you know, immigrants
20 now.

21 But it wasn't like that for me, anyway, in high
22 school, because all my friends were American. And,
23 I mean, I hung out with most of the American kids,
24 so they -- I was very -- I was pretty much popular
25 because, you know, of track, again. And, you know,

1 all the classes that I attended were --

2 CHAIRPERSON BERUBE: And you're just a nice
3 guy, so what are you going to do.

4 MR. KETH: Yeah, just a friendly, you know,
5 nice guy, yeah.

6 CHAIRPERSON BERUBE: But, Mony, I wanted to
7 pursue a little bit, a teacher this morning
8 indicated that she has ESL students, all day, six
9 hours those kids are with her.

10 MR. KETH: Right.

11 CHAIRPERSON BERUBE: And that's at Reiche. And
12 there are several classes like that. And you
13 described essentially the same thing, where you all
14 were in this all day, one room. And I remember
15 because, I remember that time period; except that
16 now the numbers are much higher. Do you think then
17 that that is something that needs to be changed, or
18 is that really the way it's probably got to be,
19 because that's how English and anything else is
20 going to be learned?

21 MR. KETH: Well, I think to a point that maybe,
22 you know, being in the classroom of all the Asian
23 kids and all the ESL students, I think that's
24 good. But I also think that, especially at Reiche
25 School, you need to be exposed to what it's like to

1 be with the Americans. Because you have to learn,
2 you know, hands-on with the kids, you know. You
3 need to be -- you have to be spread out. I feel
4 like -- like some class you just, you know, like, I
5 don't know, like music, art, and stuff like that,
6 the kids could go into with, you know, the ESL or
7 with the American kids for that. That's very
8 important.

9 That's what helped me a lot, was that the
10 teacher gave me a class, you know, let me out of
11 like the ESL math and put me in the American class
12 math. And that helped me a lot to motivate
13 myself. Well, you know, I want to be in more. You
14 know, I want to get out. You know, I want to fit
15 in. Because I didn't feel like I was fitting in at
16 the time, you know. I felt like I wasn't part of
17 the school system, you know. In a way I was just
18 in the room from eight to three o'clock, in the
19 same room with the same teachers, you know.

20 CHAIRPERSON BERUBE: Thank you.

21 MR. SERPA: When you were being called names,
22 did you report that to your teachers or anybody?

23 MR. KETH: Yes, I did sometimes. But I kind of
24 I blew it off, you know, because most of the kids
25 were older than myself. So if I did report, they'd

1 get in trouble, then the problem would continue on
2 outside. And I was a small kid and there was no
3 way, you know. But sometimes, like kids that are
4 my own age, I would say, you know, this kid just
5 called me a Gook or whatever or Chink, you know. I
6 would say that and they would do something, but,
7 you know. It was -- like for me it wasn't as bad
8 as for some, like for black kids. But I did
9 sometimes, not all the time. Because I kind of
10 just played it off. I was like, yeah, whatever.
11 You're tough.

12 MR. SERPA: What did the teachers do?

13 MR. KETH: They would call the kid. You know,
14 they would tell the principal. The principal would
15 talk to him, and detentions and stuff like that,
16 you know, after school. Mostly in middle school,
17 not too much in high school. Because in high
18 school there's such a big ESL program that
19 nobody -- I mean, you're older and nobody really
20 cares, you know. They're more open-minded in high
21 school than they were in middle school. Because I
22 guess, at the time, in middle school, it was cool
23 to make fun of kids, you know, of other people.
24 And as you get older, you realize that nobody
25 really cares anymore.

1 MR. TALBOT: Well, I have to give you a lot of
2 credit. One of the things that I think I think
3 about is from '84 until, say, '94 or '96, is, this
4 is what you did.

5 MR. KETH: Um-hmm.

6 MR. TALBOT: I find that very astonishing,
7 because I think being a black kid or a native
8 American kid who understands all of that and
9 whatever, just that it makes it that much harder,
10 because you have to wear those kinds of things.

11 MR. KETH: Right.

12 MR. TALBOT: And by wearing those kinds of
13 things, you're not going to learn so much. It's
14 not going to be as detrimental as the helping
15 himself. So I have to give you a lot of credit for
16 that.

17 MR. SETH: Thank you.

18 MR. SERPA: Okay.

19 MR. KETH: But, you know, I was thinking when I
20 was in college, you know. And I was thinking when
21 I was a freshman and sophomore in college about why
22 we have such a small number of Asian kids, ESL kids
23 continue on to college. And I was thinking about
24 myself and trying to relate that to them, about why
25 most of these kids don't go on to college, they

1 would go on to either find a job or get married.

2 And that's common now.

3 And I think it's a lack of education in the
4 parents. You know, like for myself, my mom, even
5 though she didn't know how to help me get into
6 college, she kept reinforcing college, college,
7 college. I want you to go, I don't care how you
8 get there, just go. You know, I don't want to see
9 you anymore. You know, it was kind of like that,
10 you know. I want you to go. And -- and so that
11 kind motivated my -- you know, me. Because I felt
12 like, well, I don't have a choice now. You know,
13 my mom wants me to go to college, this is what I
14 got to do.

15 And for a lot of the Asian -- Cambodian kids,
16 I'm speaking mostly for the Cambodian kids, that's,
17 you know, I have a lot of friends who are
18 Cambodian. The parents are not educated, you
19 know. They know about college, but they don't talk
20 to their kids about it. And I feel like -- and
21 this is what I was thinking. This is my
22 philosophy, here. I don't know if you guys agree
23 or not. But, when you go from elementary school to
24 King Middle School, it's a given, you know. I
25 mean, you have to do that. Once you graduate from

1 elementary, you have to go to middle school. And
2 it's a given that once you go from middle school,
3 you have to go to high school. You don't have a
4 choice, you know, unless you drop out or whatever.
5 But you have to go. You know what I mean, the
6 school programs make you go.

7 But then they don't understand, and this is
8 where they lack, is that they don't understand
9 that -- they feel like, oh, I know that there's
10 college, you know. If I get out of high school,
11 I'm going to go to college, you know. That's a
12 given, you know. But they don't know that there's
13 a choice now. When you graduate from high school,
14 now it's like a fork, you know, the end of the
15 road. You continue on to college or you don't.

16 But the kids, like Cambodian kids don't know
17 that. You know what I mean? They think it's a
18 given, that they go right on to college. And
19 that's what I thought when I was a freshman and
20 sophomore is, you know, I want to go on to college,
21 too, because all my friends are going to do that,
22 you know. But then my junior year I realized, wow,
23 you know, I can't just do that. You know,
24 especially with, you know -- I learned this through
25 my American friends, that, you know, they were

1 telling me how to apply. You know, you just can't
2 go, you have to do all this stuff.

3 But like I said, the ESL kids, most of the kids
4 that I grew up with did not know that. They did
5 not know that they have a choice now after high
6 school, you know. And by the time they do realize,
7 it's too late, and so they can't do anything about
8 it.

9 And I've been -- I went to King Middle School
10 and I went to Portland High School to try to help
11 maybe volunteer to help the sophomore class or the
12 junior class or the senior class, who are
13 graduating, to explain to them my stories, you
14 know, of what I went through. Maybe have some kind
15 of influence on them. Because I know that I have a
16 lot of influence on kids who are now running track
17 that are, like Cambodian kids. They run track
18 because, you know, I ran track. And, you know, I
19 was a big role model for them in that for the
20 sports. And I know that I can have a big role
21 model to them with the education. You know, I can
22 relate to what they're going through.

23 And I, you know, I've been to Portland High
24 School. I told them about it. You know, I said,
25 can you find some way for me to help these kids?

1 You know, I don't care if it's just one, you know,
2 or a whole classroom, I don't mind, you know. But
3 nobody has ever gotten back to me on that.

4 CHAIRPERSON BERUBE: Other comments? Other
5 questions? Mony, thank you so much for having
6 enriched us with your --

7 MR. KETH: Well, thank you for having me. I
8 didn't know if I could come or not, after.

9 MS. STUDLEY: I might say talk to Val Park,
10 because we have a career awareness course at the
11 high school now. You know, Grace's husband.

12 MR. KETH: Yep. I've talked to him a few
13 times.

14 MR. STUDLEY: That's great.

15 MR. KETH: All right. Thank you for letting me
16 talk.

17 MS. STUDLEY: Well, thank you for coming. Good
18 luck. What are you majoring in?

19 MR. KETH: Communications.

20 (Off the record discussion.)

21 CHAIRPERSON BERUBE: By the way, if you haven't
22 picked up an agenda or signed in, please do so at
23 the table by the door. I know that Mike is not
24 here, Wilhelm. Bob Clucky, I don't see here
25 either. Lorna Endreson?

1 MS. ENDRESON: Margie and I are both here.

2 CHAIRPERSON BERUBE: Are you presenting
3 together?

4 MR. STUDLEY: No, separate.

5 CHAIRPERSON BERUBE: Separate. Okay.

6 MS. ENDRESON: However you want.

7 CHAIRPERSON BERUBE: No, it's however you
8 like. Separate, I suspect.

9 (Off the record discussion.)

10 MS. ENDRESON: Why don't we kill two birds with
11 one stone. We're both principals at elementary
12 schools.

13 CHAIRPERSON BERUBE: It's perfectly fine with
14 us. And then you can work off each other. That's
15 okay. Do you need any questions of us? You didn't
16 get our intro speech that we did at the beginning.
17 But you're okay?

18 MS. ENDRESON: That's fine. I guess we're
19 fine.

20 MS. McDONALD: I know you keep good company.

21 CHAIRPERSON BERUBE: Well, there. Thank you.
22 So, go ahead, whenever you're ready.

23 MS. McDONALD: Well, first of all we didn't
24 prepare a presentation. I thought we were going to
25 be asked questions.

1 CHAIRPERSON BERUBE: And you will be.

2 MS. STUDLEY: Maybe if you'd just describe the
3 program in your schools. We heard about the
4 program at Reiche School this morning from
5 Carol Dayne, one of the teachers. I think Margie
6 could elaborate on some of the transition classes
7 and some of the multicultural events, et cetera,
8 and planned classes in the future.

9 No one spoke from Baxter Elementary School, so,
10 Lorna, if you'd like to explain the Baxter
11 Elementary program and the expansion plan in the
12 years to come?

13 MS. ENDRESON: Sure. Baxter is one of the
14 smallest elementary schools in Portland, over on
15 Back Bay. And we became involved in the
16 multilingual program, I think a little by chance,
17 three years ago. We were looking for a space to
18 move my kindergartners, because we didn't have
19 enough classrooms. And that space became available
20 to us at Cummings Elementary School. And in the
21 basement of Cummings School was the multilingual
22 preschool. So I became the principal at Cummings,
23 and I oversaw the multilingual preschool for that
24 year.

25 The following -- for the following -- and we

1 also put a kinder -- multilingual kindergarten
2 there, placed a multilingual kindergarten class,
3 because Reiche School had become so overcrowded.
4 That just blossomed the next year into three more
5 sessions of kindergarten being added, to my three
6 sessions of regular kindergarten. The preschool
7 continued. And then this current school year we
8 brought them all back to the neighborhood school.
9 So at Baxter I have seven. I have four sessions of
10 ESL kindergarten, three sessions of regular
11 kindergarten, and ESL first grade; and plans to
12 extend that into transition classes in second grade
13 next year. So that's the program at Baxter right
14 now.

15 MS. McDONALD: Jumping in a little to describe
16 Reiche, here. As Lorna said, Cummings opened to
17 answer some of the need of more elementary space.
18 And Reiche continues to grow in the ESL program,
19 but our mainstream population is shrinking. The
20 ESL population is growing faster than the
21 mainstream population is shrinking. However, this
22 year we will be downsizing one and a half
23 classrooms in the mainstream, and adding one and a
24 half classes of ESL classrooms. We will be taking
25 back Reiche's kindergartners, so we will have now a

1 complete program again. We miss them very much,
2 our youngest students in the multilingual program.

3 So we will once again have a complete program,
4 plus we'll be adding an additional four or five
5 classrooms. That will bring us up to six and a
6 half multilingual classrooms at Reiche School. It
7 is somewhere between -- I'll have to do my math
8 here -- somewhere between a fifth and a quarter of
9 our population. We're about 120 out of the 574, so
10 you can figure that out. But growing next year,
11 anticipating around 140 students that will be in
12 our multilingual program.

13 In addition to these six sheltered, six and a
14 half sheltered classrooms, we have started this
15 year a pilot program, which maybe Carol addressed a
16 little bit.

17 MS. STUDLEY: No, she didn't.

18 MS. McDONALD: Okay. We recognize the need
19 that when our classrooms -- I heard Mary Jane talk
20 about keeping the sizes smaller. And, yes,
21 compared to mainstream classrooms, we have two
22 adults in those classrooms, a teacher and a
23 facilitator. But last year we reached 28 students
24 in one of our multilingual classrooms. We had 26
25 in others, and 22, 23 was the norm by the end of

1 the school year, because students are entering at
2 any time. And these students tend to come and
3 stay, where Reiche it can be very transitional for
4 other students who make the circuit. They move
5 from Baxter School to Reiche School to Adams School
6 to Jack School. Some kids might have three and
7 four schools in one year. The multilingual
8 population will come and will stay, because they've
9 been relocated from far away. They come, and they
10 are here for the year. So the class sizes are very
11 different in September.

12 And we get alarmed when we see us even starting
13 out with 16 and 18. And this year we are starting
14 very, very -- where projected numbers for September
15 are already very, very high. Because we know by
16 the end of the year we will have gotten in six,
17 eight, or ten more in each grade. And so -- and
18 they won't go anywhere else. We'll need to
19 accommodate them where we are. So I expect a large
20 population increase this coming year. We've seen
21 it mushroom already.

22 So when the children come in, and they're
23 beginners, they have very little understanding of
24 the English language. Of course they come in at
25 all levels, but the very beginners, very new to our

1 country, need to be taught the basics. I mean,
2 pencil, chair, desk, teacher, classroom, all of
3 those things. And so it's very difficult for a
4 teacher to go back and start over again. So we use
5 our emergency funds to hire extra teachers to come
6 on to help, and help out particularly with the
7 beginner groups.

8 But it leaves the students that are at a higher
9 level of proficiency, but not yet ready for the
10 mainstream, at a disadvantage. They have one
11 native English speaker for a teacher in a
12 classroom, with maybe 20, maybe up to 25. This
13 year our top number right now is 23, in one of our
14 classrooms. So that's pretty good, compared to
15 last year's 28 in one of the classrooms.
16 Twenty-three, with one native English speaker and
17 one native language facilitator, who may speak --
18 we have very talented people, they may speak
19 between two and six or seven languages. And we
20 still don't begin to cover all the languages that
21 we have in the school. But the need for those
22 children that reach the upper level of proficiency,
23 but not quite ready for mainstreaming, is to have
24 more English models.

25 So this year we started what we called our

1 pilot program. And we took eight students from our
2 ready to go into ESL second grade, but on the
3 higher level of proficiency, not quite ready for
4 mainstream, and put them with ten students who are
5 incoming first graders. We had a one-two
6 multigrade. And we put a facilitator in with
7 them. And it was -- it happened to be a job share,
8 so we had a morning teacher and an afternoon
9 teacher, and it has been the most wonderful pilot.
10 These students coming from the ESL classrooms are
11 the older students, they are role models in so many
12 things. They are very good in some of the content
13 areas. Some of them are excellent math students,
14 very good at problem solving. Their reading skills
15 are moving and their language skills are being
16 acquired at a rapid pace. We hope they will be
17 ready for mainstreaming so much more quickly,
18 because now they have eight or ten other English
19 language speaking models.

20 And it has been just a model of community.
21 They have done a lot of work on diversity, not just
22 about different ethnic, religious backgrounds,
23 racial backgrounds, but also on handicapping
24 conditions. They have had a whole year full of a
25 curriculum that the teachers developed themselves

1 to talk about differences and similarities in human
2 beings, and exploring that in various ways. It's
3 been one of the most happy experiences for the
4 children. Their skills are growing.

5 Next year we decided to continue that pilot in
6 a two-three classroom, because, again, these
7 children are on the edge, but they're not quite
8 ready to just thrust out into the mainstream
9 classroom; but they're right there in the middle of
10 Reiche School.

11 We heard, was it Mony, talking about being
12 stuck off in a room. And that indeed was my
13 experience when I came to Reiche School three years
14 ago. There were five classrooms that very much
15 operated on their own, and very little crossover to
16 the mainstream, except when the child was ready to
17 be mainstreamed; and then it was a frightening
18 experience in some situations. I'm leaving all my
19 friends. I'm excited because my parents want me to
20 go the mainstream, but my friends are back here.
21 And so all of a sudden my day changes. And of
22 course we do it little by little. We might send
23 them up for math and then for science. Well, it
24 would usually be math and then language arts. Now
25 they are in the mainstream, making friends,

1 learning the English language, and a much less of a
2 big chasm to cross over. So we'll have two of
3 those classrooms next year.

4 In addition, what we have done is buddied up;
5 every ESL classroom has a mainstream buddy. They
6 go back and forth. They do special projects
7 together, usually on a weekly basis. In most
8 situations -- in some situations it's same grade
9 level, in others, it's like fifth graders with
10 one-twos. And so they have big brothers and big
11 sisters. They come in and read to the younger
12 children. The younger children come up and do
13 special projects. In Carol Dayne's class, the
14 teacher that was here, she worked, she had a
15 three-four and she was working with a fifth grade
16 classroom. They did wonderful, wonderful, hands-on
17 projects together.

18 I remember walking in one day, actually it was
19 a tour, there were some people from Washington,
20 D.C., coming to see us. And one of the teachers,
21 the mainstream teacher was singing Abraham, Martin
22 and John and explaining about civil rights and
23 passive resistance and how to get your way and make
24 sure you stand up for each other and all of that,
25 as we walked in with these two classrooms together.

1 It was just -- it was just wonderful to see. And
2 so we see a lot of that crossover.

3 MS. ENDRESON: And what we've done at Baxter is
4 very similar. We're going to do some of the
5 transitioning next year. But what we did right
6 from the very beginning, was make it an absolute
7 requirement of the kindergarten team or the first
8 grade team, that the teachers work together and
9 actually mix their children up during parts of the
10 day.

11 And it really has been funny, because teachers
12 who have never had any ESL children are having,
13 well, if there are three classrooms, we've divided
14 a third, a third, a third, and they rotate from
15 teacher to teacher. So they've got English
16 speaking children, non-English speaking children,
17 and teachers with experience and teachers without
18 any experience. And we do full school units. The
19 first grade has done a nine-week math unit that
20 way. I thought math was a safe subject to start
21 experimenting with because it was concrete,
22 hands-on. A nice experience is that they could do
23 it without necessarily needing the language.

24 The kindergarten team has done a full year unit
25 on literature, and fine pieces of literature. And

1 it's been great. We're taking our upper level
2 kindergartners and first graders who are more
3 fluent and not ready for mainstreaming, and we are
4 putting them in mainstream classes next year, with
5 a facilitator to help. And, hopefully, by the end of
6 the year, they may be ready for mainstreaming. So
7 we're doing a lot of the same kinds of activities.

8 CHAIRPERSON BERUBE: Do you have a situation
9 amongst -- either of your schools, where parents
10 the non -- the language minority population will
11 tell you that, understanding that there's a whole
12 complex area of need that those LEP students have,
13 but, you know, my kid goes to this school, too, and
14 you're putting all of your energy on those kids,
15 that kept -- put you sort of on the defensive about
16 why you do what you do with so many of the students
17 at the school that are -- that were not -- that are
18 not originally from here?

19 MS. ENDRESON: I'm relatively new at this,
20 Barney. I mean, it's just been three years. I
21 would say at Baxter School, probably a third of
22 my -- it's approximating now a third of my students
23 as ESL students. And I'm a little uncomfortable
24 with that, in that neighborhood school. The
25 parents have been wonderful, though. I have not

1 heard any neighborhood --

2 CHAIRPERSON BERUBE: The nonminority parents.

3 MS. ENDRESON: -- complaints. The nonminority
4 parents, right. They have been great. They've
5 looked at it as an opportunity to provide a piece
6 of diversity at Baxter School that we've never been
7 able to have before, because -- because of the
8 neighborhood we're in. The unfortunate piece for
9 us is that they can't be included socially as much
10 as we would love, because they all live so far
11 away. So whenever we plan events, we have to
12 provide busing for families.

13 I'm used to having parents come into school
14 anytime they want. To get the ESL parents
15 volunteering and coming in has really been a
16 struggle. But it's working. We've got eight or
17 ten of them that come on a regular basis now.

18 CHAIRPERSON BERUBE: Is that what you meant
19 when you said you were uncomfortable?

20 MS. ENDRESON: Well, I think I'm a little
21 uncomfortable with a regular neighborhood school
22 totally changing. It's a personal, a personal
23 uncomfortableness. It's not anything that's been
24 expressed to me. I'm not sure I want to see the
25 school get half and half. And I can't tell you why

1 I feel that way.

2 But I think that the students that we're
3 servicing at Baxter need to be serviced K-5, and I
4 think they need to be serviced in the neighborhoods
5 where they live. I don't want to lose them,
6 because I love having them there. It's just
7 brought such an excitement to my school and to my
8 staff. But it also brings a lot of difficult
9 things, when I can't guarantee that they can stay
10 at Baxter School for grades K-5. I have students
11 that are starting with me in preschool and
12 kindergarten, they're going -- some of their
13 siblings are a Reiche for first, second, and third
14 grade.

15 MS. McDONALD: Reiche has the entire two-three
16 population for ESL for the City.

17 MS. ENDRESON: Right. And then they go to Hall
18 School for grades four and five. And I feel -- I
19 feel that that is an absolute horrible experience
20 for those families to have to do, because they
21 can't become a member, a full-fledged, time
22 consuming member of our community, because they've
23 got three school communities.

24 MS. McDONALD: This is the result of the rapid
25 growth of the program. Reiche was the only

1 complete -- the only program for elementary
2 school. But it grew so fast, we had to look for
3 other places. And then Cummings School came about
4 and then Hall School came about.

5 But it's being done in pieces. What we need
6 and what is in the planning is at least one more,
7 and perhaps two more complete programs in other
8 areas. And probably the best place to have those
9 would be in places where the children would not
10 have to be bused.

11 One of the most unfortunate things I see is
12 that we are busing children from Riverton, all the
13 way across town to Baxter and to Reiche. And those
14 children are not making friendships in school with
15 children that they live next door to in the
16 Riverton area, so they come back relative
17 strangers. And from that, yes, some animosity can
18 grow up for these kids that are being bused out of
19 our neighborhood. We don't know them, we haven't
20 worked out conflicts with them in school. And so
21 when we come back in -- and Riverton doesn't have
22 an ESL program. Some children have been
23 mainstreamed back to Riverton.

24 That is in the plans, but the money, the
25 financial needs, are enormous. I know our district

1 would love to start these full programs somewhere
2 else, but to start up all those classrooms would be
3 a huge, financial commitment and a space
4 commitment.

5 MS. ENDRESON: Space and money.

6 CHAIRPERSON BERUBE: Margie, but the
7 nonminority parents are going to want to get a
8 perspective on Reiche?

9 MS. McDONALD: Yep. The question that you
10 asked Lorna?

11 CHAIRPERSON BERUBE: Yeah.

12 MS. McDONALD: Yeah. Reiche School is 85
13 percent free and reduced lunch. We have -- we have
14 both the population of minority students that we
15 bus in from Riverton and other outlying areas, and
16 we have a huge neighborhood population. Many of
17 our children live in the Reiche area and walk to
18 school, but we do have two bus loads that we bus in
19 every morning.

20 The -- well, we're 85 percent free and reduced
21 lunch. And then we're five percent of the City's
22 richest families. The Western Prom area is a very
23 prestigious area in our City, doctors, lawyers.
24 And they choose, many of them choose to send their
25 children to Reiche, because of the diversity.

1 We have, over the last two years, really lured
2 people away from private schools that exist in the
3 area because of the wonderful education that
4 they're receiving at Reiche. And heading their
5 list is this exposure to diversity that they would
6 not get in a Waynflete or another school nearby.
7 And also our excellent arts programs. They come in
8 and are thrilled that they're getting a private
9 school education in a public setting. The cost is
10 much better to them.

11 MS. ENDRESON: And I also have parents, since
12 it's so new in my school, this is the first year
13 that it has happened, they -- now that they know
14 that there are language minority students being
15 placed in other classrooms, they are specifically
16 requesting for placement for their children in
17 those classrooms. Which I think is really nice.

18 MS. McDONALD: The only resentment, Barney,
19 that I've ever heard has to do with busing.

20 MS. ENDRESON: Yeah.

21 MS. McDONALD: And I heard my first year, this
22 is my third at Reiche. My first year coming in,
23 why are those kids getting the bus seats and not
24 our kids. Well, they were -- the buses were going
25 through their neighborhood and they might pick up

1 certain children in their neighborhood. They would
2 be new to the country and new to Portland and have
3 no English, so it was a safety issue to get them to
4 school. It was under the mile limit, but in order
5 to get them to school their first year they got to
6 have bus seats on the bus. And then they would
7 pick up select children in that neighborhood who
8 might have other special needs.

9 And so they would see a bus load of minority
10 children going through their neighborhood and their
11 child had to walk. So I was getting some
12 resentment about that. And frankly, if I had my
13 way, all of my children would be bused to and from
14 school, but there's not the money to do that.

15 CHAIRPERSON BERUBE: Well, that's what I was
16 thinking of, the converse of that. Because when
17 you had mentioned the busing, that was right -- was
18 on my mind.

19 At Baxter, suppose the reverse were true and
20 the nonminority kids were being bused to Reiche, or
21 pick another school from the neighborhood. Would
22 there not then be an outcry? Is this -- could
23 there be a perception, if there's a reversal here,
24 of you're being brought to this school only because
25 of your national origin? In this case, to Baxter.

1 MS. ENDRESON: I think I'm a little bit
2 confused. I would say if the reverse were true,
3 the neighborhood parents probably would be very,
4 very vocal about wanting to --

5 CHAIRPERSON BERUBE: And these kids are in
6 fact, are neighborhood kids, too?

7 MS. ENDRESON: Of wanting -- but of this
8 neighborhood. They would want their children at
9 their neighborhood school. When we moved our
10 kindergarten just down the street, was it a half a
11 mile, not even a half a mile, it was quite a
12 protest just about doing that. So they're a very
13 strong neighborhood, believe in their neighborhood
14 school, and they don't want to let go of that,
15 ever.

16 So I'm sure if something happened that they
17 were going to be bused to Reiche, I can't even
18 imagine having to give them that information. I
19 think that they would not like that. But I don't
20 think that's answering your question, but.

21 CHAIRPERSON BERUBE: Okay. I'll let somebody
22 else.

23 MS. ENDRESON: Okay. I'm sorry.

24 MR. TALBOT: I have a question that I'd just
25 like to get some clarification on. And that is

1 that there was something in the qualifications that
2 when a minority or a cultural family comes from a
3 trauma situation, coming in from a country, then
4 they have special teachers, special teachers with
5 certification to help that child along.

6 My question I think is what about a child
7 coming from Portland or Brunswick under the same
8 kind of conditions, but, you know, a trauma
9 condition. Is that same kind of token taking
10 place? Is that same kind of action taken place
11 with the child, to give them that education, as far
12 as teacher certification, as far as the ESL
13 programs are concerned?

14 MS. McDONALD: If language is an issue, and all
15 of our children are tested to find out if language
16 proficiency is at a level that they're ready for
17 mainstream. If language is an issue and that they
18 are not ready for mainstream, then they will be
19 given the special teachers that have the degree or
20 have the endorsement; and the help of
21 facilitators. Whether they come from Brunswick or
22 from Jack or from anywhere around here.

23 If they need the language -- as a matter of
24 fact, we had a student that we had mainstreamed
25 over to Presumpscot. And he went -- we had deemed

1 him ready. And first grade in Reiche had had a
2 successful mainstream year. Two years later he
3 started suffering regression across town, in his
4 neighborhood school, and they didn't have support.
5 They didn't have ESL support and didn't know what
6 to do. And they had tried special education, and
7 still he wasn't thriving. He just was sort of
8 shrinking into himself.

9 And we treated it like a MET meeting, our
10 multilingual meetings, that we come together and
11 say what does this child need. And we decided to
12 bring him back to Reiche and again put him into the
13 ESL program. This child is once again happy. He
14 went through some kind of a backwards spiral and he
15 needed more support, so we put him back. And he's
16 thriving, his language is growing. He just had
17 gone through this regression.

18 That's another need, I believe in Portland, is
19 to have some support in the outlying schools. When
20 a child is deemed ready for mainstream, they then
21 go through a summer period in which they might
22 regress, and then come into a strange school in the
23 fall, which would naturally be kind of a quiet,
24 silent period; and they might lose some of the
25 proficiency that they had. So we need more support

1 in those neighborhood schools, too. And there's
2 none right now.

3 MS. ENDRESON: But I think in general, any
4 student who comes to our schools, no matter what
5 the need is, we form a school team to talk about
6 what that need is. And then we find a way to meet
7 that need within our own school building, with
8 bringing in training, hiring if we have to.
9 Materials, whatever it is we absolutely need.

10 And it's different in her school from mine,
11 only because I'm not a Chapter I school, so I don't
12 have a lot of extra funds and money. I don't have
13 ed techs. I have just my classroom teachers. And
14 the ESL teachers have specific training, and we use
15 that to help other teachers. I was very fortunate
16 this year, I was able to participate in a
17 schoolwide training through the AGH Associates out
18 of Lowell. We are an outreach site to a federal
19 program out of Lowell, which allowed us to offer my
20 whole staff this year two graduate courses. One,
21 an inclusion, which was inclusion of students with
22 not only language needs, but also with other kinds
23 of educational -- young, diverse, challenged
24 students.

25 All of my kindergarten and first grade staff,

1 special ed staff, and specialists participated in
2 that class. And we also took a full schoolwide
3 course in cultural competency this year. Because,
4 as I told you, with the expectation that all the
5 teachers participate in the instruction, they all
6 needed the training. And I hope -- we have
7 actually 40 days of support time available to us
8 next year by this consultant firm to help us in our
9 school, which is wonderful.

10 MS. McDONALD: And I have made it known to the
11 Reiche staff that every teacher should seek
12 endorsement in ESL, because that is the nature of
13 our school. If they do not have an ESL classroom,
14 they will have children who are mainstreamed to
15 them, and they need to know about the special needs
16 of this population. They need to know about
17 special teaching strategies.

18 In addition, we have encouraged our ESL
19 teachers to take reading recovery and to understand
20 early literacy in a deeper way, to connect with the
21 good, solid strategies that they use in ESL
22 teaching, so that we just have the best.

23 The New Zealand Model is based on multiethnic
24 groups meeting great success in early literacy.
25 And so we're really pushing that at our school. We

1 haven't had the good fortune to have the wonderful
2 grant that they have there, nor could I probably
3 get my whole staff to commit to it. But we are
4 pushing that. And the teachers in our transitional
5 classrooms are working towards their endorsement,
6 so these children have all the support that they
7 need.

8 MS. ENDRESON: Mine also.

9 MS. McDONALD: And there's a deep understanding
10 of the needs of our students.

11 CHAIRPERSON BERUBE: Questions?

12 MS. McDONALD: I just wanted to tell you just a
13 little bit about some of the special things that
14 we've done over the three years. First of all --

15 CHAIRPERSON BERUBE: Can we tighten that,
16 because our time is limited.

17 MS. McDONALD: Our multilingual students are
18 taking place in conflict mediation. They are peer
19 mediators, along with mainstream children. We
20 have run our own multicultural festival. Portland
21 runs one citywide, but what I didn't see was the
22 crossover in the neighborhoods. And what I wanted
23 to know was when people left my school, they were
24 getting along in the neighborhood.

25 For two years now, the first year we had over

1 300 people, last year -- this spring we had over
2 350 people attend. Food and music from around the
3 world cross over. We had people who had grown up
4 in Portland all their lives and people who had come
5 from countries all around the world. It was just
6 amazing to see.

7 We have a big brothers, big sisters program
8 with Portland High School, that we have students
9 coming down to work with our students at Reiche.
10 And about a third of that program is ESL
11 connections, is students from the high school
12 connecting with ethnic minorities in our school in
13 a big brother, big sister way. And this year our
14 whole multicultural -- I mean, our whole arts
15 program was African music drumming and culture
16 mythology. And the entire school celebrated that.
17 And we had over 300 people at our celebration, in
18 which we were all up on the stage dancing and
19 drumming.

20 So I just wanted you to know, we're really
21 proud of what we do. And I'm really proud of over
22 the last three years getting the crossover of the
23 neighbors. Because we've tried to solve problems
24 in the school, but unless it's working in the
25 neighborhood, it's not going to work all the time.

1 MS. ENDRESON: And one thing I just would add,
2 is the nice part about having the two of us here
3 together is that we represent part of a -- I hope
4 somebody talked about Project Academy today, at
5 all.

6 We've been very fortunate this past year, in
7 the school system, actually, the second year, to
8 form a group of administrators, teachers, and
9 central office people who meet monthly. And we
10 call -- we're a Project Academy group. And what
11 our purpose is, is to problem solve issues with our
12 language minority students. And out of our work
13 for the past two years has come the central intake
14 system for the students, so that they can come and
15 register and get their health needs met. Get all
16 of the language assessments done in one place.
17 It's just been absolutely phenomenal.

18 And out of that group is also the problem
19 solving issue around getting our program expanded
20 to K-5 sites around the city. But that's our
21 critical issue that we're working on right now.
22 And I just think that that's --

23 CHAIRPERSON BERUBE: That's Brown University
24 that you're talking about?

25 MS. ENDRESON: Yes. And I just didn't want --

1 if no one had mentioned that, I just, I can't
2 imagine a school system working with ESL students
3 and problem solving without some kind of wonderful
4 support.

5 MS. McDONALD: And it's just been the most
6 wonderful hands-on group. A bunch of us got
7 together, and by the end of that year we had the
8 wonderful intake center, which Grace heads up now,
9 going on. I mean, it's active. It's getting so
10 this is the problem, let's not waste time, let's
11 get along and do something about. So it's been
12 wonderful.

13 CHAIRPERSON BERUBE: Well, thank you so much
14 for your valued insights.

15 MS. ENDRESON: Anything else?

16 CHAIRPERSON BERUBE: We've heard a lot from
17 Portland now. And we needed to.

18 MS. McDONALD: Thanks.

19 MS. ENDRESON: Thank you very much.

20 MS. McDONALD: And thanks for taking us
21 together.

22 CHAIRPERSON BERUBE: Thank you.

23 (Off the record discussion.)

24 REPRESENTATIVE ROWE: Good afternoon, I'm Steve
25 Rowe. I live in Portland, and I'm a State

1 Representative. And I asked Representative Michael
2 Brennan to come with me, because he serves on the
3 Education Committee in the Maine legislature, and
4 we wanted to share a little information with you
5 about what has gone on and what we hoped that will
6 go on in Augusta that relates to Limited English
7 Proficient students in Maine Schools.

8 I just want to say, it's a pleasure to be here
9 today. I appreciate the invitation. I received a
10 call from Mr. Serpa, and I appreciate that. My
11 involvement is two-fold, first as a citizen of the
12 City of Portland. My wife and I and our family
13 have been involved in the sponsorship of Cambodian
14 families over the past ten years or so, and so I've
15 witnessed firsthand some of the programs in the
16 schools. And then, secondly, as a State
17 Representative from Portland.

18 I've tried to work in the legislature to
19 acquire some state funding to reimburse some of the
20 school districts that use local funds for these
21 programs. And I think our goal is to ensure that
22 every single person who enrolls in an educational
23 course in the state is not precluded from learning
24 to the maximum, or to using the maximum of their
25 abilities because of any language problems. And

1 that's what I think these programs are in large
2 part about. And I know in the City of Portland
3 we've been very successful in that, and I think
4 we're doing very well, but we still have a ways to
5 go, not only in Portland, but across the state.

6 One of my personal observations, and I know the
7 two principals left, and it's just -- it's been
8 something that I noticed over the years, going back
9 to, I guess, the early and mid eighties, when we
10 were first starting to get a lot of the refugees
11 into the City of Portland, was the kindergarten
12 issue. And today, not that there's a big concern,
13 but I know we heard about the elementary kids, but
14 when children are five or six, often, I know
15 there's kindergarten screening and they are
16 sometimes placed in a class, an ESL class or an LEP
17 class, and that's because I think the screening
18 indicated that maybe their language skills aren't
19 as high as they should be. But I would just -- I
20 think that's something we should be vigilant about,
21 because I think the sooner we can mainstream young
22 children, the better it is. And I know that
23 certainly five-year-olds very quickly adapt and
24 start picking up the language. I don't have to
25 tell you that, I know you know that.

1 The other thing you heard from Principal
2 Endreson about was the issue of neighborhood
3 schools. And I also feel very strongly about that.
4 And I think to the extent possible, you know, that
5 we could have kids attend the neighborhood
6 schools. And certainly magnet schools are
7 important for programs, because we have to use our
8 resources as effectively as possible. And we've
9 done that over the years here in the city, but I
10 think we're starting to see now some movement in
11 that direction. And I think that's real positive.

12 You heard the statistics, and I've looked at
13 these -- I've read all these books that Dr. Berube
14 has given me about the programs here in Maine. And
15 some things stand out. One thing that stands out
16 here in Maine are the significantly lower scores
17 with respect to eleventh graders on the Maine
18 Educational Assessment Test. And that's of some
19 concern. And we see the language issue as being a
20 problem there with respect to children achieving
21 their potential academically. And so I think, you
22 know, we're trying to narrow those gaps. You don't
23 see it in some of the lower grades, you don't see
24 it as great, but that's a concern.

25 Also, we saw the percentage of ESL teachers who

1 hold qualifying state endorsements, and I know
2 you've heard about that today. We've heard about
3 the number of schools that -- enrolling LEP
4 children who don't have these LAU Plans, the
5 approved policies for equal access. And I think
6 it's somewhere in the 60's percent. And we would
7 hope that would be higher. That's another issue,
8 and Dr. Berube has brought that to my attention.

9 The one issue that I've worked on and I wanted
10 Representative Brennan to talk about is the fact
11 that currently Maine -- Maine does not reimburse
12 local school districts for the expenses that are
13 incurred in providing resources to children with
14 Limited English Proficient skills. And the State
15 does put significant money in special education, to
16 the tune of about \$75 million a year, that
17 reimburse the school districts. Also in a gifted
18 and talented student programs, the State reimburses
19 local districts about \$7 million a year.

20 But presently we're not making any
21 reimbursement to those districts that are using
22 local funds to educate students. And that would be
23 all right, because certainly we have some support
24 from the federal government, some of the programs
25 we have here. But the problem isn't so much who

1 pays for it, it's there are inequities in the
2 state. And if a local school district doesn't make
3 that commitment to put the resources in place to
4 provide the programs for the children so that they
5 can become English proficient, then they are
6 inhibited in achieving their maximum educational
7 attainment.

8 And so the concern I have isn't so much that
9 we're using local money and state money, it's just
10 that there be equity in the state, and that we're
11 providing the resources that are necessary to make
12 sure these children are getting the skills they
13 need.

14 To that end, I've, along with
15 Representative Brennan and others, have supported a
16 couple of bills the last two sessions. Two years
17 ago we had a bill that would have provided, it
18 would have basically taken an LEP student and it
19 would have increased them to -- basically in Maine
20 what we do is you take the -- one aspect is the
21 value of the community with respect to the property
22 value, the other is the number of students in the
23 school system. And now we have income in COLA, but
24 the number of students is directly related to how
25 much funding, state funding a district gets. You

1 probably know this, Mr. Serpa.

2 So the first bill would have weighted an LEP
3 student higher, like 1.2, as opposed to 1. Because
4 of funding problems we didn't get very far with
5 that. This past year we tried to include as
6 program costs, those costs, those additional costs
7 that were incurred in providing these programs.
8 And again, I think the committee, the Education
9 Committee and the Legislature looked upon that very
10 favorably, but due to, again to funding
11 constraints, the bill died in the committee.

12 And so there have been efforts made and there
13 will be more, but I would just like
14 Representative Brennan to continue with what might
15 happen in the future of what's going on in
16 Augusta.

17 REPRESENTATIVE BRENNAN: And we have a seamless
18 presentation here, so as soon as he stops, I pick
19 right up.

20 I'm a little bit of an interloper here. Steve
21 called me last night and asked me if I might have
22 some time today to come, and I wasn't officially
23 invited.

24 CHAIRPERSON BERUBE: We're glad you're here.

25 REPRESENTATIVE BRENNAN: But hopefully I won't

1 take up too much of your time. And what I'd like
2 to do is just cover a little bit of the political
3 landscape that Steve already mentioned in regards
4 to this particular issue.

5 I've served on the Education Committee now for
6 three years, and I've had two opportunities to look
7 at the legislation that Steve has introduced. And
8 in 1995, when it was introduced, as Steve
9 mentioned, it was an attempt to look at a weighted
10 process per pupil, and in that way, attempt to
11 reimburse communities who had costs related to
12 English as a Second Language or ESL.

13 Also what happened in 1995, is we had what many
14 would consider a major revision of the school
15 funding formula. And unfortunately what ended up
16 happening is even though this particular issue was
17 on the table, it got caught up in a discussion of
18 how we're going to revamp the whole school funding
19 formula. And in the process of doing that, this
20 particular issue got put to the side and was never
21 incorporated in the new school funding formula that
22 we had.

23 And as Steve mentioned, again, he came back
24 this session and introduced a bill that would
25 include English as a Second Language, those costs

1 under what we now call program costs. And program
2 costs includes special education, transportation,
3 vocational educational and early childhood. So
4 that what a local municipality would be able to do
5 is apply to the state and get those costs that they
6 have for these additional services reimbursed.
7 That would, in my opinion, be the most direct and
8 the clearest way for the particular reimbursement
9 to occur.

10 What ended up happening, during the public
11 hearing that we had, I think that the committee was
12 clearly sympathetic to this particular issue and
13 that there was support across the state from
14 different superintendents and different teachers
15 that came to testify for the bill. What was
16 apparent to me was that many communities have a
17 very uneven approach to addressing this particular
18 issue, and it largely has to do with financial
19 resources.

20 Portland, as you've already heard, makes a
21 substantial commitment to these particular
22 programs, because in many ways, although I wouldn't
23 say this within the legislature, but we do have the
24 financial resources to at least take some steps
25 towards addressing this particular issue. Other

1 communities across the state are unable to do that,
2 and regardless of whether or not they have a
3 population of children that need these services,
4 they, quote, are just financially unable to address
5 those.

6 And as a result of that, as Steve already
7 pointed out, you unevenness in terms of some test
8 scores and testing by students across the state,
9 because of the fact that communities, even though
10 they have a need, are unable to address those.

11 And just to give you a couple of statistics to
12 try to put this into context. In the late 1980's
13 the State funded about 55 to 56 percent of
14 education across the state, K-12 costs. By 1991,
15 that number had dropped to 51 percent. Last year,
16 in 1996, the State only funded 43 percent. So we
17 have gone, in less than a decade, from funding over
18 50 percent, almost up to 56 percent of local
19 purpose aid to education, that's dropped to 43
20 percent. This past budget, we increased funding
21 for local purpose aid to education from -- by two
22 percent in the first year of the biennium and three
23 percent of the second year of the biennium. That
24 brings us up to only 44 percent.

25 At the same time, and I'm not going to bore you

1 with all the technical parts of this, but we
2 call -- there's a part of the school funding
3 formula called the local leeway, and that's the
4 part that is property tax money that is used to --
5 that does not include state money, and it's not
6 required local property tax money to be included.
7 But in 1991, local communities across the state, in
8 that particular part of the school funding formula,
9 were raising about \$96 million. By 1995 it was
10 \$265 million.

11 So what you saw is as the State share of
12 funding for education dropped from 51 percent to 43
13 percent, the local property tax effort went from
14 \$90 million in just this particular account, up to
15 265 million. So if you look at that, and then you
16 look at it in the context of trying to provide
17 additional funding, what people perceive as
18 additional funding for English as a Second Language
19 program, it then becomes financially, a very
20 challenging prospect.

21 Just to put it in another context, too. As I
22 mentioned, in the program costs, that the
23 legislation this year would have put it in program
24 costs. Special ed -- education, which is one of
25 the larger accounts in program costs now, there's

1 a -- each local municipality has to spend a minimal
 2 amount of money in order to qualify for state
 3 reimbursement for special education costs. And
 4 what we have is a circuit breaker. And once you've
 5 gone over that circuit breaker, the state is then
 6 supposed to reimburse you 100 percent of your
 7 special education costs. Due to lack of funding
 8 since 1991, we reduced that amount by 21 percent.
 9 So every municipality, regardless of their -- the
 10 100 percent of the costs that they are spending on
 11 special education, it gets reduced by 21 percent.

12 So at the same time that we're talking about
 13 trying to add an additional category of English as
 14 a Second Language or reimbursing those programs,
 15 we're not even reimbursing municipalities currently
 16 for their special education costs, by a pretty
 17 substantial amount of money. And this year, what
 18 ended up happening, even though we didn't have a
 19 wholesale, we didn't go back and revisit the school
 20 funding formula in terms of looking at wholesale
 21 revisions; anytime we start talking about taking
 22 any part of the school funding formula apart and
 23 possibly modifying it or changing it in some ways,
 24 the legislature becomes very, very attentive. Half
 25 the state budget goes to education funding. This

1 year it's going to be about \$560 million. That
2 also includes universities, when I talk about
3 half. But the actual dollar amount is about \$560
4 million.

5 So when we start adding an additional cost of,
6 for example, I think the number that we had is, is
7 right now is at \$4.6 million of local property tax
8 money is now used to support these programs across
9 the state. That is just shy of a one percent
10 increase for local purpose aid to education. And
11 given the shortage that we've had for money, people
12 become very, very, very leery about adding another
13 component to program costs, even though they
14 recognize the need as it exists around the state.

15 So in one way I guess what I'm trying to
16 explain to you is that there is considerable
17 support, I think, on the Education Committee and
18 within the legislature for dealing with this
19 particular issue. But twice now it has run into,
20 one, lack of money, and secondly, a very difficult
21 process that we've gone through in terms of
22 revamping the school funding formula. And that
23 this particular issue just does not rise to the
24 priority that other issues had when we went and
25 started to reexamine and put together a school

1 funding formula.

2 So rather than continue on, giving you all the
3 intricacies of the school funding formula, at this
4 point I'd just as soon stop and entertain any
5 questions.

6 I would like to add that at the very end of the
7 legislature we were talking about establishing
8 study committees to look at various issues between
9 the end of this session and into the next session.
10 And this particular item made it to the final cut.
11 But when we got down to actually trying to achieve
12 a majority opinion on the committee, that
13 particular issue fell by the wayside.

14 CHAIRPERSON BERUBE: One of the, as well you
15 know, when you're dealing with making any kind of
16 adjustments, somebody wins, somebody loses.

17 REPRESENTATIVE BRENNAN: Right.

18 CHAIRPERSON BERUBE: And who shouts the loudest
19 on the losing side, you know all that. That study
20 committee that you're talking about that will be
21 reporting out in January, has -- I don't know about
22 the other members, I know one person who happens to
23 be -- who will be on it, Superintendent Jim Doughty
24 from Bangor.

25 REPRESENTATIVE BRENNAN: Right. That's right.

1 CHAIRPERSON BERUBE: And he's been very open in
2 public meetings with his colleagues,
3 superintendents about the point of view he has --
4 he has about -- we heard from Bangor yesterday in
5 Auburn. He has about 15 or so Limited English
6 Proficiency students in Bangor, compared to
7 Portland has 507?

8 MS. STUDLEY: Well, we have 813 language
9 minority students and 658 Limited -- 578 who are
10 still Limited English Proficient.

11 CHAIRPERSON BERUBE: Which impacts statewide,
12 about half the state. And we've heard from those
13 schools that have actually the largest
14 concentrations in these past four hearings that
15 this committee has had. Anyway, Jim Doughty --
16 Superintendent Doughty's point of view, with the
17 other superintendents is, A, first of all, I'm
18 open, I can be persuaded, talk to me, but here's my
19 point of view, for Bangor, anyway. Is that, you,
20 the district have X number of students that come
21 in, they come in with all sorts of baggage,
22 whatever it is, all sorts of issues. And that's
23 the district's responsibility, that's the way it
24 is. Don't label these kids as this, don't set
25 these conditions, this is what what we have. And

1 we have a responsibility, that, we, the district,
2 and therefore that translates to local dollars.

3 And the other superintendents said, my, God,
4 wait a minute, this is treason. I mean, they get
5 pretty excited about hearing that kind of
6 conversation. But he's on the committee. So would
7 you guess that that is almost going to -- it's
8 going to die a maybe a quick death, just the very
9 conversation about the support of LEP's?

10 REPRESENTATIVE BRENNAN: Well, just to clarify
11 that. We have -- there are two study committees.
12 One is looking at essential services. And that
13 particular group is going to try to identify the
14 basic core curriculum that every local district
15 will have to have. Within that discussion, there
16 may be a discussion about these particular issues,
17 as it being an essential service. It may, but my
18 guess is that it probably won't.

19 The second committee, which he is on, is
20 looking at the incoming COLA issues in the school
21 funding formula. And at least the legislation, the
22 way it was written, says that they will only look
23 at those two issues. But that they were sent a
24 memo by the chair of the committee that outlined 12
25 other issues that the committee had discussed, and

1 English as a Second Language and
2 Representative Rowe's bill was included on that
3 list. But my guess is that they will not have an
4 extended discussion about those particular issues.

5 But that certainly does not preclude the
6 legislature from coming back in January, when we
7 have both these committee reports coming back to
8 us, and having a larger discussion about that.

9 The other thing, since you did open up the
10 issue about Superintendent Doughty, and not to try
11 to be too diplomatic or dance around it too much.
12 But I think one of the issues, the very real issues
13 about this is the fact that there is a perception
14 that it is a Portland issue. And that because
15 Portland has an overwhelming number of students
16 that are faced with these needs, and it is not as
17 acute and the numbers are not as great in other
18 parts of the state, that it is seen as a Southern
19 Maine, or as a Portland issue.

20 And Portland is the largest school district in
21 the State of Maine, and there are any number of
22 different issues that face this district that in
23 some way, I shouldn't say they are unique to other
24 parts of the state, but they are unique to the fact
25 that we are the largest urban area in the State of

1 Maine.

2 The other thing I guess I would say to
3 Superintendent Doughty when he says, you know,
4 every student comes in and that's a district
5 responsibility. One of the issues across the state
6 that we've heard a tremendous amount of
7 dissatisfaction about is out-of-district
8 placements. And many school districts across the
9 state face significant financial burdens. Because
10 a student may move into their particular district
11 but require non-district placement. That could
12 cost the school district anywhere from 150 to
13 \$200,000, just for that particular student. And
14 right now the State only reimburses 22 percent of
15 the cost of an out-of-district placement.

16 So if you're a smaller, more rural community,
17 and you have three or four very high need children
18 who move into your particular district, and you
19 have to place them out-of-district, even in out of
20 the state for a placement, and you're looking at a
21 \$200,000 cost per student. All of a sudden you're
22 not saying it's only the responsibility of that
23 particular school district to take care of the
24 needs of that child. You're looking for State help
25 and some other support from other parts to bear

1 that cost.

2 CHAIRPERSON BERUBE: You said the figure was,
3 you had a figure of 4.6 million. Was that the
4 impact of what that bill would --

5 REPRESENTATIVE ROWE: That's out of that,
6 out of one year.

7 CHAIRPERSON BERUBE: Oh, okay.

8 REPRESENTATIVE BRENNAN: And the 4.6 million
9 was simply the amount of property tax money that is
10 now raised across the state to cover the cost of
11 these programs. So my guess is that that 4.6
12 million is actually a low number. And if you
13 looked at the actual costs across the state, that
14 might, that number might double.

15 CHAIRPERSON BERUBE: Yeah, the dollars that we
16 printed in the booklet that Steve is referring to
17 was just a reflection of the staffing for teachers
18 and aides. We're trying to get an average of what
19 locals actually spent.

20 REPRESENTATIVE BRENNAN: And it may well be.
21 You know, again, both times when Steve has come
22 forward at the legislation, we've looked at trying
23 to manipulate -- not manipulate, but change the
24 school funding formula to address this issue. We
25 may do just as well to go forward and to have a

1 straight appropriation from the legislature for
2 some amount of money to address this particular
3 issue, rather than trying to deal with all the
4 political intricacies of changing the school
5 funding formula.

6 CHAIRPERSON BERUBE: Does the presentation
7 going to your committee need to be different, to be
8 more persuasive? Is there something that somebody
9 at the Department of Education is just not doing
10 quite right in getting the information there that
11 would show the impact that maybe if you don't do
12 this, schools will continue to perhaps
13 short-circuit, find easy shortcuts, so they don't
14 have to spend the money, or ignore or hope nobody's
15 looking the other way or whatever. Is there a
16 different strategy that is not working -- that
17 ought to be in place that's not working that would
18 be convincing?

19 REPRESENTATIVE ROWE: I'm not on the committee,
20 but I've talked to members of the committee after
21 I've presented the bills, and they are all
22 sympathetic to the issue. But when you look at the
23 number of school districts across the state that
24 are impacted, there are probably, you know 12 or 15
25 that --

1 CHAIRPERSON BERUBE: No, those are the-- excuse
2 me -- those are the primary districts.

3 REPRESENTATIVE ROWE: Well, understand, but you
4 get down to 20 students or less in a school
5 district, and it doesn't become such a -- well,
6 some districts it might. But I think one of the
7 problems, every legislature there doesn't --
8 doesn't feel a real connection to this issue. And
9 the more we can -- we can, I guess, sensitize
10 legislatures to this issue, the better we'll be.

11 I mean, one good thing is we have -- when we
12 look at Madawaska and Van Buren, it is a statewide
13 issue, it's not a Portland issue. Although when
14 you look at the numbers, Portland sticks out a lot.
15 And I don't necessarily appreciate what the
16 superintendent said at Bangor, but I will say that
17 I think what makes Portland a great city is the
18 diversity it has. And I think the influx of
19 individuals from all these different countries has
20 made us a greater city.

21 I was at, you know, the Expo, the event at the
22 Expo, and to see those children on that stage when
23 they had a parade --

24 (Off the record discussion).

25 I understand some of this is an aspiration

1 issue. But some of these children are going on to
2 colleges, and they are going to be leaders in this
3 state in the future. And I just think it's a
4 continuous education process, Dr. Berube, in the
5 legislature. And we keep have to going back, and
6 back again. And one of these days it's going to
7 connect, I think.

8 REPRESENTATIVE BRENNAN: And I'd just to like
9 make two other observations. And by the way, I'd
10 like to say that this is one of the most -- the
11 nicest way to tell us to shorten our presentation,
12 to run out of paper. Most everybody said they've
13 run out of their time or they're tired of
14 listening.

15 But this is my belief, and the Honorable
16 Representative Talbot might share this, but there's
17 not other issue in the legislature that is more
18 closely watched by an individual legislature than
19 educational funding. Because there's a printout
20 that comes out to every legislature every year --
21 legislator every year that says, last year's school
22 district got this, and this year you're going to
23 get this.

24 Every legislature that goes back to their
25 district, the one, the most quantitative thing that

1 they can be judged upon in terms of their
2 effectiveness, is whether or not their school
3 funding has gone up or whether or not their school
4 funding has gone down.

5 So as Steve already mentioned, when you look
6 down the list of those school districts that are
7 affected by this particular issue, and you have a
8 legislature sitting there saying, I don't have any
9 students in my district, or I only have one or two
10 that need -- that have Limited English Proficiency.
11 And I might get a \$50,000 increase because we're
12 not going to include this in the school formula,
13 but if we do include it in the school funding
14 formula, all of a sudden, my school district is
15 going to lose 50 to 75,000, and -- and that's going
16 to end up going to Portland.

17 That's where the political dynamics end up
18 becoming very problematic. And that's why I was
19 going to say, that, well, I believe that the best
20 way is to try to get this included as a program
21 cost within the school funding formula. I think
22 that's the right way and the best way -- I was
23 going to make a distinction there. I think it's
24 the right thing to do. It may be politically a
25 better thing to look again for a separate

1 appropriation, because that way it doesn't penalize
2 any other community across the state in terms of
3 their share of local aid to education. And if it's
4 still perceived in the formula, as somehow by
5 including this in the formula, it's going to take
6 away from another community, that's where we run
7 into, I think, the problem.

8 And if we can look at it as a strategy to say,
9 go to the Governor, go to the Department of
10 Education and your legislatures and say, even to
11 start out with an additional \$2 million,
12 \$3 million, \$4 million appropriation that's
13 separate, specifically for this issue, we may make
14 a little bit more headway than we have at this
15 particular point.

16 CHAIRPERSON BERUBE: I have one. Again because
17 it was -- you're on the Education Committee, and
18 Steve, but may be following this, too. Can you
19 just indicate, if you know, why the -- Linda McKee
20 had a bill in there which was tabled, I
21 understand?

22 PRESENTATIVE BRENNAN: Yep. It was carried
23 over to next session.

24 CHAIRPERSON BERUBE: For a preservice course in
25 multicultural diversity?

1 REPRESENTATIVE BRENNAN: That's correct.

2 CHAIRPERSON BERUBE: Do you know what the
3 reason was for that?

4 REPRESENTATIVE BRENNAN: Absolutely. I was
5 there for both the public hearing, which was an
6 impressive turnout of people from across the state
7 who supported the bill. I was also there for the
8 work session. And there was some disagreement --
9 there was no disagreement on the fact that people
10 thought that it was good idea to move in this
11 direction. But there was some concern by the Maine
12 Education Association, as well as the University of
13 Maine School of Education, in terms of whether or
14 not the bill may duplicate some current efforts,
15 and in fact would end up achieving the goal that
16 Representative McKee was looking for.

17 And for example, it talked about having people
18 who are going through teacher preparation courses
19 currently, have to take a course. And I think that
20 the number, and my memory is a little foggy on
21 this, but it might have been that only 20 percent
22 of teachers go through teacher preparation courses
23 at the University of Maine or at private colleges
24 in Maine. So that a substantial number of teachers
25 would not be affected by the particular

1 legislation. And so that was some concern.

2 There was also a representative from the
3 University of Maine School of Education who came
4 down and said that they already require a course
5 on -- well, the title of the course is very similar
6 to what was being requested in Representative
7 McKee's.

8 So as a result of that, the idea that we may
9 not be reaching as many teachers as we had hoped,
10 and, secondly, that there seemed to be some efforts
11 moving in this direction. The committee thought it
12 would be prudent to carry the bill over until next
13 session, so that we could examine the issue a
14 little bit more.

15 CHAIRPERSON BERUBE: Thank you. I appreciate
16 it. Thanks so much for taking the time.

17 REPRESENTATIVE BRENNAN: Sure.

18 CHAIRPERSON BERUBE: For joining us, Steve, as
19 well.

20 (Off the record discussion.)

21 CHAIRPERSON BERUBE: Very quickly, your
22 experience with the Upward Bound Program, what are
23 those experiences?

24 MR. SERPA: Tell us your name. Introduce
25 yourself.

1 CHAIRPERSON BERUBE: And your name, please.

2 MR. HUYNH: My name is Trung, from Vietnam. I
3 came to the United States in 1989, at a relocation
4 program, what is it, a settlement, resettlement
5 program.

6 MR. TALBOT: Speak up a little bit louder. I'd
7 appreciate it.

8 MR. HUYNH: Do you want me to restart or just
9 continue?

10 CHAIRPERSON BERUBE: No, just keep going.

11 MR. HUYNH: I came here, I started in fifth
12 grade at Reiche School. The program at ESL, I was
13 in this class, have help me how to develop my
14 character, my language that I speak. I stop in the
15 Philippines for six months to study English, but it
16 doesn't really help me at all. I just say one or
17 two words. I'd say, hi, bye.

18 But seeing I came to the United States, after
19 six months my speaking has increased tremendously,
20 by the way I spoke to a person and by understanding
21 more about American culture.

22 So I'm not sure what is this whole meeting is
23 about, but I'm just going to tell what my
24 experience. And this last couple of months I've
25 been into the American student council government.

1 And I brought some point to them about how it
2 different for us, ESL to learn, than to be an
3 American, which where I am right now, into the
4 mainstream class.

5 One of the disadvantage I have from the ESL
6 program is the TOEFL test, which is American. We
7 usually take the pre-calculus, which is to practice
8 for the SAT test to go to college. But for the
9 TOEFL test, we just have to go and take it. We
10 just \$45, and it's much more expensive than the
11 SAT. But we have no practice in school for that.

12 So I just want to have a, if we could have a
13 pre-TOEFL test, because it's much more expensive.
14 And we need more learning for that than -- than the
15 SAT verbal section, which usually replaces that
16 section. And we just -- most second language
17 students would have to take that test, because they
18 would need more on that test to replace the verbal.

19 And to go back the ESL program, it's been a
20 great thing for me to have that program. Without
21 that program, I wouldn't be achieve where I am
22 right now, to be prepared for college. And I was
23 fortunate that my teacher recognize how careful I
24 can learn, that I be able to move into the American
25 quickly. That since eighth grade I moved to

1 American class.

2 And during the program I learned how to write,
3 grammar, mechanics of the writing and how to read
4 the words, such as the vocab. And so I would hope
5 that the program would continue, if that was the
6 issue for the meeting, which I'm not sure whether
7 it is.

8 CHAIRPERSON BERUBE: Are you from Portland,
9 Portland schools?

10 MR. HUYNH: Yes.

11 CHAIRPERSON BERUBE: Can we hear from you?

12 MS. NGUYEN: Hi, I'm Thuy, and I also came from
13 Vietnam. I was in the ESL program for two years,
14 my freshman year and sophomore year at Portland
15 High School. And this program has helped me a
16 lot. I mean, like him, without this program I
17 wasn't, you know, in mainstream class and doing so
18 well, you know.

19 This program like helped me to prepare and get
20 ready for mainstream class. When I came to
21 American I didn't know like a lot -- how to speak
22 or how to write English. And ESL program has me
23 start English from the beginning, learning grammar,
24 punctuation, and vocab; that helped me a lot. So I
25 just say that it was a great program for me.

1 MR. SERPA: What grades were you in when you
2 came to America?

3 MS. NGUYEN: I came, I started eighth grade.
4 But I only stayed there for two weeks, and then
5 they move me to Portland High as a freshman.

6 MR. SERPA: And you didn't speak any English
7 when you came?

8 MS. NGUYEN: I learned, but not a lot. Just
9 like him, hi, how are you, and bye. That's all.

10 MR. SERPA: And what grade are you in now.

11 MS. NGUYEN: I'm a senior, and I have graduate.

12 MR. SERPA: And you're going to college?

13 MS. NGUYEN: Yep. I'm going to St. Anne's
14 College next year.

15 CHAIRPERSON BERUBE: Congratulations.

16 MS. NGUYEN: Thank you.

17 MR. SERPA: And you're going to college?

18 MR. HUYNH: No, I'm going to be a senior.

19 MR. SERPA: Oh, you're going to be a senior.
20 Okay. Great. Wonderful. Questions?

21 CHAIRPERSON BERUBE: No, we've got to get to
22 her.

23 MS. STUDLEY: We thank you.

24 CHAIRPERSON BERUBE: Thank you.

25 MR. SERPA: Thank you.

1 CHAIRPERSON BERUBE: Sorry for cutting it so
2 short.

3 MS. NGUYEN: That's okay.

4 CHAIRPERSON BERUBE: I appreciate your
5 contribution here.

6 Again, thank you for your indulgence.

7 MS. HOHMAN: This will be very brief. I'm --
8 basically I'm here in support of the Portland
9 School Department, because I do think they are
10 doing a wonderful job. And we're the guilty ones
11 that bring a lot of kids in here.

12 CHAIRPERSON BERUBE: This is Doris Hohman.

13 MS. HOHMAN: I'm Doris Hohman. My name is
14 spelled H-o-h-m-a-n. And I'm the director of the
15 Refugee Resettlement Program. So I can just give
16 you a very brief overview.

17 We're funded primarily by the federal
18 government, the Office of Refugee Resettlement.
19 And 90 percent of our funding comes from them. But
20 there is not funding for education, other than for
21 adult ESL classes and some vocational training, but
22 nothing for children. So we rely on the school
23 department.

24 And, obviously, the number of people that we
25 bring in and the number of children that

1 subsequently enroll into the school districts can
2 be quite an extra work load. And what really makes
3 the problem so difficult is that the arrivals are
4 so totally unpredictable. We get a projection at
5 the beginning of the year, but we don't know when
6 these people will arrive. And often they arrive
7 with a day's notice, five day's notice. So there
8 is really very little time to prepare and to plan.

9 So I've been in this job for a year, and what
10 we have tried to do is to improve the coordination
11 to the extent it's possible, given the
12 unpredictability, by giving some date, anticipated
13 arrivals; even though many of them may never, you
14 know, actually arrive.

15 And we have a system where every Friday a staff
16 person calls, if we know somebody is going to
17 arrive the next week, so they can prepare their
18 orientation. And the school department, it started
19 the multilingual center, which is a central
20 registration place for all kids that come in. And
21 so our caseworkers take the children there. It's a
22 central place. And we have a system worked out,
23 we're familiar with the paperwork.

24 So, again, acknowledging that this certainly is
25 a burden on the school department, I think, you

1 know, we're doing as well as can be expected.

2 We also have a staff person at the Refugee
3 Resettlement, that on some occasions where they
4 have problems in the school departments between
5 different ethnic groups, he has been called in. He
6 is a refugee himself, from Ayutthaya (phonetic).
7 And he was able to negotiate. And he's also a
8 parent of six children, in all the different
9 schools in the Portland School District.

10 And En'Kul Kanakkan, I think you heard from him
11 this morning. He works with the school
12 department. He also works for the Refugee
13 Resettlement Program in his -- what little spare
14 time he has. And he is also a parent of children.
15 And I know he's very pleased with the progress that
16 his children are making. And I have a staff person
17 who runs our interpreter service, and she's also an
18 ESL teacher at King Middle School. So we have, you
19 know, quite a few connections with the school
20 department.

21 In terms of the statewide issue, because our
22 service, we're the only resettlement program in the
23 State of Maine. In terms of the statewide issue,
24 our settlement areas are within a hundred mile
25 radius of Portland. So while the majority of the

1 families do settle in Portland because it's a
2 magnet, it's the largest city, that's where our
3 offices are located, it's where the perception is
4 that's where jobs are and that's where housing is
5 available. But over the past year we have
6 resettled a significant number of people in
7 Biddeford.

8 And I would have been interested to hear what
9 the people from the Biddeford School Department
10 said this morning. Because I think they are in a
11 situation now that Portland was in, you know, ten
12 years ago. They're totally, my perception is, must
13 be totally overwhelmed. Because there are huge
14 numbers of Russian families, or a couple of Russian
15 families that are bringing in a lot of their
16 relatives. And the numbers have multiplied. Some
17 of these families have eleven children. They are
18 Baptist and Pentecostal, Fundamentalist religions
19 from the former Soviet Union. And the families are
20 very large.

21 So we're working more in Biddeford than what we
22 have in the past. And we're having orientations
23 there for the refugees there and bringing in the
24 school department. The problem is they're looking
25 for funding, and our program does not have funding,

1 you know, for primary and secondary education.

2 So we aren't just concerned with Portland. You
3 know, we're also concerned with Biddeford. And
4 right now, actually, that is a major issue for us,
5 is how we can help the school department, you know
6 deal with the refugees that we're bringing in.

7 The numbers have been going down over the
8 years. Last year was the smallest number of
9 refugees that have been resettled in the 20 years
10 that the Refugee Resettlement Program has resettled
11 refugees. There were only 100, approximately 140
12 persons, about 36 families. And only 27 of those
13 settled in Portland, the others in Biddeford and a
14 few other communities.

15 But the school department right now is probably
16 feeling the impact of the Somali refugee
17 resettlement program. And those families also are
18 very large, with nine, you know, children not being
19 uncommon. So those kids that were not school age
20 when you came in are now enrolling in the schools.

21 So I think -- I think based on our numbers, the
22 enrollments will level off. But in addition to the
23 refugees we sponsor, increasingly they're bringing
24 relatives in that had moved originally to San Diego
25 or to Minnesota and Tennessee. And Portland is

1 perceived as being a very attractive place to raise
2 the family. The crime rate is low, so the word is
3 out, we're one of the hot spots for Somalis that
4 were originally resettled somewhere else. And
5 Iranians, we're seeing a lot of secondary
6 migrations. So that's a population we have no
7 control over, because they are free to move, you
8 know, once they are in the United States.

9 In terms of any concerns, we're very concerned
10 that the preschool program was cut. We have
11 mentioned this to the human services. The Refugee
12 had a opportunity to talk to the Human Services
13 Commissioner about it, though he's not the right
14 person, but we're advocating wherever we can.

15 And I'm also disconcerted that the Portland
16 School Department doesn't qualify for certain
17 grants. That was mentioned earlier, because it's
18 not a bilingual program. You know, Maine is
19 different than a lot of other states, and that
20 should be taken into consideration when funding is
21 available. And we shouldn't simply be excluded
22 because of the special nature of our population
23 here.

24 We do advocate full legislation. I did support
25 the legislation for the required cross-cultural

1 education, just simply because I think anything
2 that is done to create awareness, I don't know if
3 that's the specific mechanism that's needed, but I
4 thought it would be valuable.

5 And also the increased funding for school
6 districts that have a disproportionate number of
7 Limited English Speaking students, we also
8 supported that legislation.

9 And if I've heard any comments from parents,
10 it's that they want their kids to be mainstreamed
11 sooner. And, you know, they may be more impressed
12 with their children's English ability than the
13 school department is. So those are a couple of
14 comments that I'd heard, where parents want their
15 children to go into the regular classrooms, you
16 know, as quickly as possible, seeing it as a
17 promotion and having adapted to the culture. And
18 they may be a little unrealistic. But I thought
19 I'd mention that, because one of the students, you
20 know, had also had mentioned that he wished to
21 be -- go into the mainstreamed classes, seeing that
22 as, you know, being -- achieving his goals. That's
23 something I'll leave up to the judgment of the
24 school department.

25 CHAIRPERSON BERUBE: Questions?

1 I know you're in a hurry. Thank you so much,
2 Doris.

3 MS. HOHMAN: Thank you.

4 MS. STUDLEY: Thank you very much, Doris.

5 CHAIRPERSON BERUBE: I wish you well. And
6 thank you also for continuing to support efforts on
7 behalf of our populations, minorities.

8 Well, and at 4 p.m., we are adjourned.

9 (Whereupon the hearing adjourned at
10 approximately 4:00 p.m.)

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C E R T I F I C A T E

I, KAREN E. CRESPO, Notary Public, in and for the State of Maine, hereby certify that on Friday, June 13, 1997, at 10:15 a.m., personally appeared before me THE MAINE ADVISORY COMMITTEE TO THE U.S. COMMISSION ON CIVIL RIGHTS, for the purpose of conducting a Fact-Finding Meeting with regards to Limited English Proficient Students in Maine.

And that thereupon this hearing was stenographically reported by me and later reduced to typewriting by means of Computer-Aided Transcription under my direction, and the foregoing is a full and true record of the testimony given.

I further certify that I am a disinterested person in the event or outcome of the above-named cause of action.

IN WITNESS WHEREOF, I subscribe my hand and affix my Notarial Seal this 27th day of June, 1997.

ORIGINAL

Karen E. Crespo
Karen E. Crespo
My Commission expires:
January 7, 2004

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