

EDUCATIONAL PRACTICES for LIMITED ENGLISH PROFICIENT STUDENTS

The Milford School Department recognizes the State's role in assuring equal educational opportunity for national origin minority students, and, to that extent, will use the following procedures to identify, classify and instruct Limited English Proficient Students.

Procedure for Identification and Language Proficiency Classification of Limited English Proficient (LEP Students).

- I. To facilitate the identification and acceptable program placement of LEP students, the Milford School Department asks the Director of Special Education, in conjunction with a Language Assessment committee (LAC) to coordinate and oversee the educational program of LEP students enrolled in the school system. The person(s) will:
 - A. Conduct identification and language classification assessment activities;
 - B. Assure appropriate program and instructional placement of student(s) classified as Limited English Proficient;
 - C. Meet periodically with relevant bilingual, English as a second language, and standard curriculum staff to determine if student(s) is/are ready for partial or full-time mainstreaming;
 - D. Develop and implement appropriate procedures for language proficiency reclassification of bilingual students;
 - E. Monitor the follow-up activities for partial and fully mainstreamed students;
 - F. Make recommendations for instructional or other services for partially and fully mainstreamed students;
 - G. Develop a process for informing relevant bilingual, English as a second language or standard curriculum staff of LEP student progress;
 - H. Establish a record keeping system for recording assessment results, instructional placement, reclassification procedures, and follow-up monitoring activities.
- II. Identifying Newly Registering LEP Students:
 - A. Identify primary/home language of the student(s) with "LAU" Home Language Survey. The department conducts this process annually;

- B. Interview the student(s) and/or primary/home language to determine grade level and academic experiences and native language learning experiences the student has had;
 - C. Review by Language Assessment Committee all available educational documents or credentials. Relate this data to available English language descriptions of foreign educational procedures;
 - D. Determine English language proficiency using acceptable procedures and instruments, administered by certified bilingual or English as a second language instructor or ESL tutor under supervision of consultant from Division of Compensatory Education.
 - 1. For kindergarten and primary level students; access student's listening and speaking competency, and English language readiness skills.
 - 2. For grades 3 through 12: access student's aural-oral skills, and reading and writing abilities.
- III. Identifying currently Enrolled LEP Students:
- A. Implement a standard curriculum classroom survey to identify students:
 - 1. Who have a primary/home language other than English (home language surveys);
 - 2. Who are not functioning on grade level;
 - 3. Whose lack of academic achievement is due to limited English language proficiency.
 - B. Determine English language proficiency using acceptable procedures and instruments, administered by a certified bilingual or English as a second language instructor or ESL tutors under supervision of consultant from Division of Compensatory Education.

Assessment instruments and procedures should evaluate English listening/understanding, speaking, reading and writing abilities. Student achievement should be comparable to English-language of the same age and grade level.
- IV. Instructional Placement for Students Identified as Limited English Proficient:
- A. Based upon the language and educational data collected by the;

1. Home language survey or standard classroom survey;
2. Native language interview;
3. Review of available documents or credentials, and;
4. English language proficiency assessment activities.

The limits English proficient student shall be placed in one of the following instructional programs:

- a) the appropriate grade or level of instruction in a full-time transitional bilingual education program;
- b) a native-language supported English language development program, or;
- c) a structured English as a second language development program.

V. Appropriate Procedures for Reclassification and Transfer of Limited English Proficient Students

- A. The Milford School Department will establish criteria for reclassifying a student's language proficiency before transferring the student to another instructional program.
 1. Determine criteria, which a LEP student will need to meet if he/she is to be, reclassified as fluent English proficient (FEP). Criteria should be determined for fluent proficiency and writing. This will be done on an individual basis by the LAC when a student is initially classified as LEP.
 2. Identify assessment instruments and activities, which are linguistically and culturally relevant for testing English proficiency domains.
 3. The LAC is urged to supplement language assessment activities with additional data on student achievement and other relevant factors for ensuring LEP students are prepared to receive instruction only in English.
- B. The Milford School Department will adopt specific criteria reclassification procedures consisting of:
 1. Teacher evaluation relevant instructional staff would evaluate a student's general language proficiency by observing the student's oral performance in several formal and informal settings;

2. Objective Evaluation of a Student's Mastery of English as a Second Language Skill Objectives" an ESL instructor tutor would administer a criterion-referenced test for evaluating mastery of ESL features and skills;
 3. Objective assessment of oral language proficiency: in an appropriate and valid English proficiency instrument(s), the student must at least meet the publisher's specified English speaking fluency score;
 4. Objective Assessment of English Language Arts Abilities: including the four skills area of listening, speaking, reading and writing, the student must demonstrate achievement on the parity with their English peers at the same age and grade level.
- C. After implementing reclassification procedures, the language assessment committee would determine a new part or full time instructional placement for each student. A replacement option would be placement in a standard curriculum classroom or program commensurate with the student's chronological age and grade level with daily or frequent English language support services e.g., reading and writing instruction, content area tutoring, or advanced communication competencies.
- D. Within two weeks of a new instructional placement, a follow up and review of reclassified student's academic achievement and psycho-social adjustment will be done by the LAC or designated member. The aim of this follow-up review would be to ascertain if the reclassified student is able to academically compete with English language peers in all-English instruction. Another aim is to determine if the student is adjusting socially and psychologically to the new instructional placement.
- E. The LAC will monitor the newly classified fluent-English proficient student on a quarterly basis for at least three (3) years after reclassification and mainstreaming. The objective of this monitoring process is to objectively prove that the non-English language background student is adjusting to the new instructional setting and functioning substantially equivalent to non-minority students in English-only instruction.
- F. The language assessment committee will notify the parent(s) or guardian(s) of the student of the re-classification and new instructional placement. Written notification should be in the primary language of the parent. Notification to the parents should include information of their legal right to challenge the reclassification of their child.

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