

Lewis Center for Educational Research

**BP 6174 INSTRUCTION
EDUCATION FOR STUDENTS OF LIMITED ENGLISH
PROFICIENCY**

Adopted: October 3, 2002

Revised:

The Foundation Board intends to offer limited-English proficiency (LEP) programs which develop each student's fluency in English as effectively and efficiently as possible. To accomplish this goal, LEP English development lessons shall be tailored to the students' varying levels of English proficiency.

Students in LEP programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specially designed and presented so as to facilitate complete understanding of the total academic content. Students in LEP programs shall also receive instruction which promotes positive self-concepts and cross-cultural understanding.

Students who are taught core academic subjects in non-English speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

Identification, Assessment and Placement

The President/CEO or designee shall maintain procedures which provide for the careful identification, assessment and placement of students of limited-English proficiency.

Within 30 days of their initial enrollment, students who are identified upon enrollment as having a primary language other than English shall be assessed in English proficiency in comprehension, speaking, reading and writing. Within 90 days of initial enrollment, students identified as being of limited-English proficiency shall be further assessed for primary language proficiency in comprehension, speaking, reading and writing. The President/CEO or designee shall develop criteria for determining, on the basis of these assessments, which students will require academic instruction through their primary language.

Parent/Guardian Involvement

The President/CEO or designee shall send a notification of the results of English proficiency assessments to all parents/ guardians of students who are assessed, whether the student is designated fluent-English proficient or limited-English proficient. Notifications shall be written in English and in the student's primary language.

An individual student's participation in an LEP program is voluntary on the part of the parent/guardian. Special care shall be taken to inform parents/guardians of this fact and to notify them whenever their child is assessed as eligible for LEP, enrolled in an LEP program, or reassessed. Parents/guardians shall receive full information, as specified in law, about the LEP program, the results of all language proficiency assessments, and opportunities for parental involvement.

At the AAE level and at each school with more than 20 students of limited-English proficiency, parent/guardian advisory committees shall be maintained to serve the advisory functions specified in law.

Re-designation

Students of limited-English proficiency shall be re-designated as fluent-English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The President/CEO or designee shall establish standard re-designation procedures to assess this proficiency by means of the following criteria:

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills.
3. Parental opinion during a re-designation interview.
4. Objective data on the student's academic performance in English.

The President/CEO or designee shall provide subsequent monitoring and support of re-designated students.

Program Evaluation

To assess the adequacy of LEP programs in serving student needs, the President/CEO or designee shall take into consideration data which indicates how many students have been re-designated as fluent-English proficient and are performing at academic parity with their native English-speaking peers.