

# RETENTION GUIDELINES

## FOR LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

Retention of LEP students shall not be based solely upon level of English language proficiency (Section I, Part G, Guidelines to Satisfy Legal Requirements of Lau v. Nichols). Prior to considering retention of a LEP student, the following points should be addressed in consultation with the ESL staff or designated district language minority contact person.

1. Has the student been enrolled in the school district for more than one full academic year? If not, the child may have spent more than 1/2 the year in a “silent period”. Two-four months may be inadequate for educational goals.
2. Are classroom modifications being made in the areas of:
  - the classroom;
  - assignments;
  - homework; and
  - assessments.
3. Are all modifications documented? Has there been a discussion with the ESL/Title III coordinator?
4. Has the student been considered as an individual & had differentiated instruction? Have modifications and differentiation been documented?
5. Is a beginning to intermediate student receiving an hour of ESL daily? Is a more advanced student receiving enough ESL for instruction to be meaningful?
6. Does the teacher modify grading through a rubric or contract?

Retention policies for LEP students should not be based on one specific piece of data alone or any sole criterion. In most cases, retention does not help the child with academic achievement. Every effort should be made to move the child to the next level of academic work and allow the child to remain in the grade that is age appropriate.

Retention of LEP students will not facilitate English language acquisition. The process of language acquisition should occur at all grade levels. The ESL Coordinator is available for technical assistance at [jan.lanier@tn.gov](mailto:jan.lanier@tn.gov) or 615-532-6314