

Guidance on Sample Student Schedules

The Maine Department of Education's examples of student schedules are meant to provide a starting place for teachers, school counselors, and administrative staff as they design instructional supports and class placements for students who are identified as multilingual learners (MLs). There are as many variations on what a student's individual schedule might look like as there are schools. However, these sample schedules, whether ESOL service is within the general education classroom or another setting, model the recommended hours of direct service by a certified English for Speakers of Other Languages (ESOL) teacher, based on the student's English language proficiency level as measured by annual ACCESS testing. See the Maine Department of Education's [Service Provision and Staffing Guidance](#) for more details. ESOL supports, and collaborative teaching/planning time for ESOL teachers and their general education counterparts, must be prioritized in designing student schedules. It is expected that all students will be supported in creating schedules with sufficient credit hours to enable them to graduate in an equitable timeframe.

Students who have acquired a high level of academic achievement in a school or learning environment in another country must be allowed to continue to achieve content knowledge at their highest potential with language supports scaffolded into instruction. Advanced coursework opportunities, gifted and talented programs, and extracurricular academic opportunities must not be limited by a student's English proficiency level.

Students who have identified disabilities and have an IEP will need to also have English language instruction from a certified ESOL teacher. The IEP team should work collaboratively with ESOL staff to determine the optimal schedule for providing services and staffing for students with identified disabilities.

Local education agencies (LEAs) are required to provide equitable opportunities for students with varying cultural backgrounds and languages to participate in afterschool programming such as: Community Learning Center (CLC) programs, 1:1 tutoring opportunities, afterschool intramural sports, school clubs, organized team sports, and service-learning projects. Students who are MLs are also eligible for summer programming that is available to their non-EL peers.

Community-based resources can be valuable assets and enrichment to a student's learning and daily schedule. Examples of these resources are: Boys and Girls Club, YMCA and YWCA, community-based youth programs, local libraries, culturally-based support groups, local recreation department sponsored sports and activities, and local sports organizations. LEAs are encouraged to help families connect with these organizations that can be of support to them.