

ENGLISH LANGUAGE LEARNERS' EDUCATION

The board has the highest commitment toward ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district shall provide a transitional bilingual program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning.

The district and its staff shall:

- A. communicate, whenever feasible, with parents of students in the bilingual program in a language they can understand; and
- B. provide inservice training for teachers, counselors, and other staff who are involved in the district's transitional bilingual program, including alternative instructional programs, on appropriate instructional strategies for students of culturally different backgrounds and use of curriculum materials and program models.

During registration parents shall be interviewed to identify the primary language that is spoken in the home. If the interview reveals that the student speaks little or no English, the district shall administer an approved English proficiency test. If eligibility criteria is met, the student shall be provided transitional bilingual instruction.

Each limited English speaking student shall be assessed annually to determine if he/she remains eligible for the special instruction.

For purposes of providing such services, the superintendent shall establish procedures for identifying eligible students, evaluating a student's previous course work, and granting credit to a student for purposes of graduation.

Legal References:

RCW 28A.180.010
WAC 392-160

Transitional Bilingual Instructional Program
Transitional Bilingual Instruction Program

Adopted 03-24-83
Revised 08-22-84
Reaffirmed 11-22-94
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