

INSTRUCTION

Transitional Bilingual Education

The Board of Directors 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 will provide a transitional bilingual instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The District's transitional bilingual instruction program is designed to enable students to achieve competency in English.

The District and its staff shall:

1. Communicate, when feasible, with parents of English language learners in a language they can understand;
2. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
3. Annually assess, by means of state approved test, improvement in English language proficiency for each eligible English language learner;
4. Offer professional development for teachers, counselors, and other staff who are involved in the District's transitional bilingual instruction program on appropriate instructional strategies for students of culturally and linguistically diverse backgrounds and on the use of curriculum materials and program models; and
5. Provide for continuous improvement and evaluation of the District's program to determine its effectiveness.

For purposes of providing such service, the superintendent shall establish procedures for implementing the District's transitional bilingual instruction program.

Legal Reference: [RCW 28A.180](#), Transitional Bilingual Instructional Program

[WAC 392-160](#) Transitional Bilingual Instructional Program
 [WAC 162-28-040](#) English language limitations and national
 origin discrimination

Adopted: Multicultural Education Policy
 October 26, 1987

Amended: April 28, 1993

Revised: October 28, 2009