

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:

- A. Communicate, when feasible, with parents of English language learners in a language they can understand;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- C. Annually assess, by means of state approved test, improvement in English language proficiency for each eligible English language learner;
- D. 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
- E. 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 WAC 392-160 WAC 162-28-040	Transitional Bilingual Instruction Program Special Service Program - Transitional Bilingual English language limitations and national origin discrimination.
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Adopted:	October 26, 1987
Amended:	April 28, 1993
Amended:	October 28, 2009
Amended:	June 21, 2023