

## **Transitional Bilingual Instruction Program**

The board is committed to ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district schools, the district will provide a transitional bilingual instruction program for students 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 board will approve the district's transitional bilingual instruction program with recommended by the Superintendent.

The district and staff members will:

- A. Communicate, whenever 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 ten (10) days of enrollment and attendance;
- C. Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;
- D. Provide professional development training for all staff members on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and
- E. Provide for continuous improvement and evaluation of the district's program to determine its effectiveness.

For purposes of providing such services, the superintendent or designee will establish procedures for implementing this policy.

Legal References: Chapter 28A.180 RCW Transitional bilingual instruction program  
WAC 162-28-040 English language limitations and national origin discrimination  
Chapter 392-160 WAC Special service program - Transitional bilingual

**Adoption Date: 08/08/2005**

**Revised Dates: 05/24/2010, 01/10/18, 2/22/18**