

**BILINGUAL – BICULTURAL EDUCATION/LIMITED ENGLISH
PROFICIENCY**

In accordance with the Board's philosophy to provide a quality educational program to all students, the district shall provide an appropriate planned instructional program for identified students whose dominant language is not English. The purpose of the program is to increase the English proficiency of eligible students so that they can attain the academic standards adopted by the Board and achieve academic success. Students who have limited English proficiency (LEP) will be identified, assessed and provided appropriate services, which may include bilingual/bicultural or English as a Second Language instruction.

The Superintendent or his/her designee shall implement and supervise an LEP program that ensures appropriate LEP instruction and complies with federal and state laws and regulations. Students shall have access to and be encouraged to participate in all academic and extracurricular activities of the district.

Students in limited-English proficiency programs shall receive instruction in the core curriculum through their primary language when possible and appropriate in order to sustain academic progress. Academic instruction provided in English shall, whenever necessary, be specifically designed and presented so as to facilitate complete understanding of the total academic content. Students shall also receive instruction that promotes positive self-concepts and cross-cultural understanding.

Students who are taught core academic subjects in non-English speaking classes shall spend as much time as possible in classrooms with students who speak fluent English.

The LEP program shall be designed to provide instruction that meets each student's individual needs, based on assessment of English proficiency in listening, speaking, reading and writing. Adequate content area support shall be provided while the student is learning English, to assure achievement of academic standards. Students participating in LEP programs shall be required, with accommodations, to meet established academic standards and graduation requirements adopted by the Board.

Identification, Assessment and Placement

The Superintendent or designee shall maintain procedures that provide for the careful identification, assessment and placement of students of limited-English proficiency in accordance with state regulations and the district's service plan.

An individual student's participation in the bilingual/bicultural program is voluntary on the part of the parent/guardian.

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Reassignment

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have required the English language skills of comprehension, speaking, reading and writing necessary to receive instruction and achieve academic progress in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English. The Superintendent or designee shall establish standard re-designation procedures to assess this proficiency by means of the following criteria:

1. Teacher evaluation of the student's English language proficiency and curriculum mastery.
2. Objective assessment of the student's English comprehension, speaking proficiency and writing skills.
3. Parental opinion during a re-designation interview.
4. Objective data on the student's academic performance in English.

The Superintendent or designee shall provide subsequent monitoring and support of reassigned students.

Parent/Guardian and Community Involvement

The Board recognizes the need to involve parents/guardians and community members in the development, evaluation and improvement of district programs. The Superintendent or designee shall inform and involve parents/guardians and community members as required by law.

At the beginning of each school year, the district shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. Parents will be regularly apprised of their student's progress. Communications with parents shall be in the language understood by the parents, whenever possible.

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Program Evaluation

The Superintendent or designee shall establish procedures for the annual evaluation of bilingual-bicultural education programs in conformance with state and federal regulations.

When considering the adequacy of bilingual-bicultural education, the Board shall consider data that indicates the effectiveness of the programs in teaching English to students and contributing to their academic achievement.

Legal References:

ALASKA STATUTES

14.30.400 Bilingual-bicultural education

ALASKA ADMINISTRATIVE CODE

4 AAC 34.010-4 – AAC 34.090 Bilingual-bicultural education

UNITED STATES CODE

20 U.S.C. §§ 1702-03

Bilingual Education Act, 20 U.S.C. §§ 7401 et seq. as amended by the English Language Acquisition, Language Enhancement and Academic Achievement Act, Title III, §§ 3001-3304 of HR1

NO CHILD LEFT BEHIND ACT, P.L. 107-110 (2002)

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