Instruction

BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS

Identification, Assessment and Placement

The Superintendent or designee shall maintain procedures which 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.

(cf. 0410 - Nondiscrimination in District Programs and Activities)

Reassignment

Students of limited-English proficiency shall be reassigned as fluent-English proficient when they have acquired 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 redesignation 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 redesignation 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.
BILINGUAL-BICULTURAL EDUCATION/ENGLISH LANGUAGE LEARNERS  AR 6174(b)

At the beginning of each school year, the district shall notify parents of students qualifying for ELL 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.

(cf. 1220 - Citizens Advisory Committees)

**Note:** 4 AAC 34.055 requires a district’s plan of service to establish procedures for an annual evaluation which addresses the effectiveness of the program in meeting the English-language development needs of LEP students and achieving student academic progress goals; and reflecting any identified need for program modification. Additionally, districts must have a process for monitoring the success and academic progress of exited LEP students.

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

**Note:** Federal Law (20 U.S. Code section 1703 (f)) prohibits districts from discriminating against a student on the basis of race, color, sex, or national origin by failing to take appropriate action to overcome language barriers that impede bilingual-bicultural students' equal participation in instructional programs. Federal courts have approved bilingual-bicultural programs which (1) are based on sound educational theory, (2) use methods reasonably calculated to effectively implement such theory, and (3) “produce results indicating that language barriers confronting students are actually being overcome.”

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

*Legal Reference:*

**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
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)

Castenda v. Pickard 648 F.2d 989 (5th Cir. 1981)

SITKA SCHOOL DISTRICT
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