

The Governing Board defines bilingual education not as education in a foreign language, but as skills, concepts, and proficiencies taught in two languages while students learn English and develop analytical competencies which transcend language. It is the intent of the Board that equality of opportunity be preserved for all students enrolled in the District bilingual instructional program(s).

The goal of educational programs for limited- and non-English proficient students is to enable them to become successful adults in an American society whose common language is English. The primary objective of such programs is the acquisition of communicative and cognitive skills in the English language. At the same time, academic progress should be assured within a common, core curriculum taught in the student's native language or in a comprehensible form of English.

Students who are taught core academic subjects in non-English speaking classes shall spend at least twenty percent (20%) of their day in language-mixed classrooms whenever there are enough English-proficient students to make this option possible. As their English skills increase, they shall spend proportionately more time in classes with students who speak fluent English.

The District's efforts to identify and assist limited- and non-English proficient students shall be based on sound education practice and research which meet the requirements of law, accomplish the Board's goals and meet the diverse needs of students. The Board recognizes that the recruitment,

development, and retention of qualified instructors and assistants is essential to the success of these efforts and shall take action, within budgetary constraints, to provide the necessary personnel.

The Superintendent shall maintain procedures which provide for the careful identification, assessment and placement of limited- and non-English proficient students in consultation with the parent/guardian of such students. Special care shall be taken to keep parents/guardians informed of their rights concerning the voluntary enrollment of their children in the District bilingual education program.

All limited- and non-English proficient students shall receive an annual language and skills assessment.

In accordance with Board-adopted reclassification criteria, students of limited English proficiency shall be reclassified as fluent English proficient when they have acquired the English language skills of comprehension, speaking, reading, and writing necessary to receive instruction in English only, at a level substantially equivalent to that of students of the same age or grade whose primary language is English.

In addition to an objective assessment of English language skills, the reclassification process shall include, at a minimum, teacher evaluations, an assessment of basic skills, and consultation with the parent/guardian.

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

Legal Reference: Education Code

44253.5; 44253.6: Certification for bilingual-bicultural competence

52000 et seq.: Improvement of elementary and secondary education

52060-52065: Native American Indian ed pgm

52130-52136: Impacted languages act of 1984

52150-52151: Bilingual teacher grant pgm

52160-52179: Bilingual-Bicultural Act of 1976

52167: Proportion of students enrolled; regulations; modification of classroom proportions to provide effective instruction in core academic subjects

52180-52186: Bilingual teacher training asstnc pgm

54000 et seq. : Programs for disadvantaged children

Administrative Code, Title 5

4300-4320: Bilingual education pgm requirements

