

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

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SCHOOL BOARD COMMUNICATION

Title:	Policy Revision for First Read		
Date:	October 3, 2012	Item Number:	12a .
Administrator:	Dave Jones, Assistant Superintendent <i>Dave Jones</i> Sean Dusek, Assistant Superintendent <i>Sean Dusek</i>		
Attachments:	BP 3290 Gifts, Grants and Bequests 1 BP 6174 Bilingual-Bicultural Education/Limited English Proficiency . 3		

Action Needed For Discussion Information Other: First Read

BACKGROUND INFORMATION

The BP 3290 was reviewed at the June 4, 2012 Board Policy Committee and BP 5131.43 was reviewed by the Board Policy Committee at their August 6, 2012 meeting. They were both presented for a Board Worksession Review at the September 10, 2012 meeting. They are presented here for a first reading.

BP 3290 Gifts, Grants and Bequests

- At the request of a Seward grandparent, we are adding a section: Gifts to Students.

BP 6174 Bilingual-Bicultural Education/Limited English Proficiency Education

- Requirement to adopt an educational service plan for bilingual-bicultural education programs in accordance with law.
- The regulations no longer requires a parent to be part of the LEP team, thus this is removed.

ADMINISTRATIVE RECOMMENDATION

GIFTS, GRANTS AND BEQUESTS

Gifts to the District

The School Board greatly appreciates the support of community members and may accept suitable donations on behalf of the District. To be acceptable, a gift must satisfy the following criteria:

1. Not begin a program which the Board would be unwilling to continue when the donated funds are exhausted.
2. Not entail undesirable or hidden costs, such as additional staff workload.
3. Place no restrictions on the school program.
4. Not be inappropriate or harmful to students.
5. Not imply endorsement of any business or product.
6. Not conflict with any provision of the Board policy or public law.
7. Have a purpose consistent with those of the District.
8. Gift and/or donation value shall be set by the donor.
9. Donations of computers, computer peripherals, and cell phones shall be approved by the Superintendent.

The Board discourages any gifts which may directly or indirectly impair its commitment to providing equal educational opportunities for all District students. Use of a gift shall not be impaired by restrictions or conditions imposed by the donor. The Board will try to follow the donor's wishes insofar as they do not conflict with District philosophy or operations.

Upon acceptance by the School Board, all gifts, grants and bequests shall become School District property. At the Superintendent's discretion, a gift may be used at a particular school.

(cf. 3440 – Inventories)

Gifts to Students

This policy applies to any gifts given to students while in District care. Items or gifts given directly to students must be pre-screened by the Superintendent, principal, or District designee to determine whether the items or gifts meet the following criteria prior to students receiving any items or gifts.

GIFTS, GRANTS AND BEQUESTS (Continued)

1. Not be inappropriate or harmful to students.
2. Not imply endorsement of any business or product.
3. Not conflict with any provision of the Board policy or public law.
4. Have a purpose consistent with those of the District.

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 1/12/2009

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY EDUCATION

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 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.

The School Board intends to offer limited English proficiency education programs which develop each student's fluency in English as effectively and efficiently as possible. To accomplish this goal, English development lessons should be tailored to the students' varying levels of English proficiency. The Board shall adopt an educational service plan for bilingual-bicultural education programs in accordance with law.

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 specially designed and presented so as to facilitate complete understanding of the total academic content. Students shall, when possible, also receive instruction which 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.

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY EDUCATION

Identification and Placement

The Superintendent 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. On an annual basis, the District will administer an assessment of English proficiency to students who are or may be eligible for services.

An individual student's participation in the limited English proficiency program is voluntary on the part of the parent/guardian.

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

Standardized Assessment

Students identified as limited English proficient shall participate, either with or without an accommodation, in statewide student assessments. The ~~{Superintendent/Chief School Administrator} or designee~~ shall appoint a team that includes includes, whenever possible, a teacher with experience in teaching students with limited English proficiency ~~parents and teachers to~~ to determine the necessary accommodations for students with limited English proficiency. "Accommodations" include a change in the manner in which a test included in the statewide student assessment system is given to a student, and that does not alter what is measured by the assessment. The team will document the accommodation decision.

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. A student will remain eligible for services until the student:

1. is not assessed as an LEP student for two consecutive annual assessments of English proficiency; and
2. in the statewide assessment system, obtains a proficiency level of proficient or advanced on the subtests in reading and writing, or reading and language arts.

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

BILINGUAL-BICULTURAL EDUCATION/LIMITED ENGLISH PROFICIENCY EDUCATION

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 shall inform and involve parents/guardians and community members as required by law.

The ~~district~~-District shall notify parents of students qualifying for LEP programs regarding the instructional program and parental options, as required by law. The notice should state the reasons for identifying the student as limited English proficient, including the student’s level of proficiency and how the District determined that level. The student’s overall academic achievement should also be included in the notice. The notice must describe the LEP program’s instructional methods and explain how the student will transition from the program. Finally, the notice shall advise parents of their right to remove the child from the program, to choose an alternative program if available, and to obtain assistance in choosing a program. 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. 1230 - Advisory Committees)

Program Evaluation

The Superintendent shall establish procedures for the annual evaluation of limited English proficiency education programs in conformance with state and federal regulations.

When evaluating the adequacy of limited English proficiency 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 06.775 *Assessment of a student with limited English proficiency*

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

UNITED STATES CODE

20 U.S.C. §§ 1702-1703

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

Instruction

BP 6174(d)

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

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

Teresa P. et al v. Berkeley Unified School District et al, 724 F. Supp. 717, (N.D. Cal. 1989)

KENAI PENINSULA BOROUGH SCHOOL DISTRICT

Adoption Date: 7/11/2011