

**BEND-LA PINE SCHOOLS**

Administrative School District No. 1

Deschutes County, Oregon

**ADMINISTRATIVE REGULATION**

Name: Bilingual Education

Section: Instruction

Code: IGBI-AR

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Bend-La Pine Schools honors cultural and linguistic diversity as a foundational aspect of a thriving and globally competent society. All languages and dialects; written, spoken, or signed, contribute value to our community, and speakers of those languages have the right to full inclusion in the district. The district recognizes the benefits of multilingualism, and of the language-learning experience itself, a valuable component of both a future-ready education and an effective workforce.

The following are definitions and terms that Bend-La Pine Schools will use regarding bilingual education:

- Native Language: The first language(s) spoken and understood by an individual
- Dialect: A particular form of a language that is specific to a particular region or social group
- Multilingualism: The ability of an individual speaker, or a community of speakers, to communicate effectively in and across more than one language
- Emergent Bilingual: Students who are maintaining or developing their home language while also learning an additional language
- Equity: A commitment to fair and just outcomes, as opposed to equal inputs
- World Language: A language other than the individual's native language
- Language Access Plan: A guidance document that articulates how to provide access and services to families who have limited English proficiency

Bend-La Pine Schools' programs, services, and systems shall be designed to meet the following values and goals:

- Honor the connection that language and culture have with students' identities as learners;
- Recognize that the native languages that students, families, and staff contribute to our learning community are sources of strength and assets for learning;
- Maintain or enhance native-language skills and sense of pride in home language/dialect;
- Ensure access to social and academic English proficiency;
- Ensure that emergent bilingual students have access to effective participation in regular classroom instruction;
- Ensure families can effectively and meaningfully participate in their children's education and school community.

To meet the aforementioned values and goals, Bend-La Pine Schools will use the following guidelines to inform classroom, school and system practices:

- Students or staff will not be punished or disciplined for using their native language;
- Schools will be trained on instructional strategies to support emergent bilingual learners, and will implement those strategies effectively;
- Native-language instructional models will be implemented to the extent reasonably possible and programs will be guided by an equity lens;
- Curriculum and assessment tools and practices designed specifically for emergent bilingual students will be supported;
- Teachers who are trained and qualified to support language acquisition will be available to schools as resources allow;
- At all organizational levels, recruit, hire, support and retain culturally proficient, highly capable staff that reflect the diversity of district students;
- All schools and departments will use reasonable efforts to provide families with relevant written and/or verbal communication in a language and medium they can access;
- The district will develop a Language Access Plan for staff to follow.

**Legal Reference(s):**

ORS 329.465

ORS 336.074

ORS 336.079

OAR 581-021-0046

OAR 581-022-0046

OAR 581-022-2310

Title VI of the Civil Rights Act of 1964, 42 U.S.C. § 2000d (2018)

Every Student Succeeds Act of 2015, 20 U.S.C. §§ 6801-7014 (2018)

Title III ESEA

Lau v Nichols

Castañeda v Pickard

Meyer v Nebraska

Oregon House Bill 2056

**District Reference(s):**

[IGBI-AP: Bilingual Education](#)

[JBB-AP: Educational Equity](#)

[JBB-AR: Family Engagement](#)

Reviewed: 10/11/2022

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