

Procedure - Transitional Bilingual Instruction Program

The following procedures are instituted for purposes of implementing a Transitional Bilingual Instruction Program.

A Transitional Bilingual Instruction Program, as defined by state law, means a system of instruction which uses two languages, one of which is English, to build upon and expand language skills to enable the student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English learners may be provided primarily in English.

The district will provide English learners with appropriate designated English Language Development (ELD) and integrated ELD. The district's Transitional Bilingual Instruction Program is intended to supplement core academic instruction.

Program Application and Description Annually, and prior to August 1 of each year, the district will submit an application to the Office of Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Instruction Program. In its application, the district will select research-based program models and explain staffing and implementation strategies necessary to implement said program.

Eligibility At the time of registration, the parents/guardians of each student will be asked to complete a home language survey which identifies the child's primary language. Students that indicate on the home language survey a primary language other than English on questions 1 or 2 will be assessed within ten school days of enrollment and attendance using the state-approved language proficiency test to determine eligibility for the Transitional Bilingual Instruction Program. Any student who scores at an "emerging" or "progressing" level will be eligible for the program. Students who score at a "proficient" level are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

If a transfer student has previously been identified as an English learner in Washington and has not yet scored at a "proficient" level, the student will be served in the receiving district's program. Transitional Bilingual Instruction Program based on the last score the student received in the sending district.

Parent/Guardian Notification Parents/guardians will be notified, in writing, of their child's initial eligibility and notified annually of their child's continuing eligibility for the Transitional Bilingual Instruction Program. At a minimum the parent/guardian notification will contain:

1. How the child's eligibility was determined and the child's current level of English proficiency;
2. A description of the district's program and how it will meet the child's educational needs;
3. The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including

how such programs differ in content, instruction goals, and use of English and a native language instruction;

4. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
5. How the program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
6. The specific exit requirements for the program, the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools; and
7. Information on the parent's right to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the eligible entity.

Communication with parents/guardians should be provided, when feasible, in the parents' primary language.

Continued Eligibility/Annual Assessment

Each eligible English language learner, including English learners under a parent waiver, must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they score at a "proficient" level on the annual state-approved language proficiency test. After students have exited an EL program, school districts must monitor the academic progress of former English learners for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the ELL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers. Additionally, if an exited student should leave the country and return with diminished language skills, this student may be reassessed for services.

Evaluation of Previous Course Work

English Learner students with academic records will be awarded credit based on the number of hours per week that the student attended class in accordance with the following guidelines:

- A. Up to one foreign language credit (180 hours of instruction) may be awarded for classes taken in which English was studied as a foreign language. English credit will not be awarded for this study.
- B. English credit may be awarded as follows for instruction students received in their native language:
 - a. Up to one credit may be awarded to students whose test scores show they are able to participate in advanced level classes in the district's transitional bilingual

program and if their native language instruction included the study of composition and literary concepts.

- b. Up to two credits may be awarded to students whose test scores show they are able to participate in the district's regular English program and if their records document a high level of composition skills and literary concept development in English and the primary language.
- C. Credit for other course work will be awarded based on established district criteria including number of hours of instruction per week, sequence of courses, course content and prerequisites.
- D. Credit for course work completed in other United States school districts will be awarded based on standards established for awarding credits to limited-English-speaking students.
- E. When a student enters the school district without academic records from his/her native country, and it is determined that the student had attended high school, equivalent credits may be awarded by the high school principal on the recommendation of a transitional bilingual staff person. The principal, with the recommendation of the staff, will determine the subjects for which these credits may be received.
- F. Students of limited English proficiency who enter grades 9, 10, or 11 may be awarded credits toward graduation from high school on the basis of course work successfully completed in foreign schools or on the basis of alternative learning experiences. (See 2410P.)

Credit for Course Work Completed in the District

Any student of limited English proficiency who requires training in English-as-a-Second-Language prior to successful participation in regular academic courses shall not be enrolled as a senior.

- A. Students of limited English proficiency may earn a maximum of eight credits in required English Language Development courses in the transitional bilingual program.
- B. Students of limited English proficiency should be awarded grades for course work on the basis of standards English-speaking students are required to meet. An audit mark may be used, indicating progress by the student towards grade level standards.

Non-credit Program

Limited-English-proficient students who enter the school district when they are 18 years of age and who have had less than 8 years of formal education will be enrolled in the transitional bilingual program. The district staff will make every attempt to provide these students with an adequate program of survival English, History, Mathematics. These students will be given an option to participate in WVC HS21 program and WVTSC for vocational counseling and training. Such students will not normally receive a diploma.

Expected Graduation Year For students, including eligible English learners, who require extended time to meet high school graduation requirements, the district may set an expected graduation year beyond the typical four years of high school or through the school year in which a student turns 21. For an EL program to be reasonably calculated to ensure that EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the school

district should offer EL services that would enable her to earn a regular high-school diploma in four years.

Record Keeping and Documentation The district will maintain records of eligible students and comply with state reporting requirements. Original documents will be kept in the student's cumulative folder and copies will be kept in the program folder, if applicable. These documents include the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency test assessment data.

Communication Plan The district has developed and can provide to parents/guardians, district staff and interested stakeholders a user friendly description of the Transitional Bilingual Instruction Program offered in the district in the stakeholder's home/primary language. The description includes the process for identifying and serving English learners and providing contact information for the district's transitional bilingual instruction program manager. This information is placed on the district website and on annual TBIP communication to parents, such as letters for "new to program" or for "continuing in program".

Professional Development 1. Provide in-service training for teachers, counselors, and other staff, who are involved in the district's transitional bilingual program Such training shall include appropriate instructional strategies for children of culturally different backgrounds, use of curriculum materials, and program models.

Virtual School In the absence of in-person classes, service must still be delivered. However, new students will be assessed informally with questions 1 and 2 from the Home Language Survey. If there is a yes answer to either or both questions, the student is temporarily placed in the TBIP program. Students will have a provisional status designated in CEDARS. Once in person instruction resumes," provisional students" must be assessed within 30 days of school return date.

Report to the Board Annually, and prior to the board of directors' program approval, the superintendent or designee will report on the status of the district's Transitional Bilingual Instruction Program.

Adoption Date: 08.98

Classification:

Revised Dates: 01.11; 05.19; 4.21; 11.22