

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 language learners may be provided primarily in English.

The district will provide English language learners appropriate core academic instruction in addition to language instruction. 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 provide a description of its research-based program models including staffing and implementation strategies.

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 (See questions 2 and 3 on the HLS). Students that indicate on the home language survey a primary language other than English will be assessed within ten school days of enrollment and attendance using the English Language Proficiency Assessment for the 21st Century (ELPA21) to determine eligibility for the Transitional Bilingual Instruction Program. Any student whose scores place them at "emerging" or "progressing" levels will be eligible for the program. (See "Proficiency Status Policy Definitions" on page 3.) Students who score "proficient" 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 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:

- A. How the child's eligibility was determined and the child's current level of English proficiency;
- B. A description of the district's program and how it will meet the child's educational needs;

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

Continued Eligibility/Annual Assessment

Each eligible English language learner must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they reach "proficient" on the annual state-approved language proficiency test.

After students have exited an EL program the district will 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 EL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

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 will develop and provide to parents/guardians, district staff and interested stakeholders a user friendly description of the Transitional Bilingual Instruction Program offered in the district. The description will include the process for identifying and serving English language learners and provide contact information for the district's transitional bilingual instruction program manager.

Professional Development

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.

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.

ELPA21 Proficiency Status Policy Definitions

Proficient

Students are *Proficient* when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification.

Progressing

Students are *Progressing* when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support.

Emerging

Students are *Emerging* when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support.

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