

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 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. 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 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 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;
- C. 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.
- D. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child.
- E. How the program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation.

Comment [A1]: Include text to indicate that transfer students do not need to be assessed with the screener. Continued eligibility is based on the last score the student received in the sending district.

Comment [A2]: ESSA Title I requires that the parent notification letter include the following components (ESEA Title I Section 1112 (e)(3)) These components apply to the majority of districts that receive TBIP funds.:

- 1) the reasons for the identification of their child as an English Learner and need for placement in a language instruction educational program;
- 2) the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
- 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 in instruction;
- 4) how the program in which their child is, or will be participating will meet the educational strengths and needs of the child;
- 5) how such 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 such 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;
- 7) in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child; and
- 8) information pertaining to parental rights that includes written guidance: A. detailing i. the right that parents have to have their child immediately removed from such program upon their request; and ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and B. assisting parents in selecting among various programs and methods of instruction, if mo...

Formatted: List Paragraph, No bullets or numbering

Formatted: Font: 8.5 pt

D-E. 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

E-F. 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, refuse services.

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 ELL 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.

Expected Graduation Year

For students, including eligible English language-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 in the stakeholder's home/primary language. 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.

Adoption Date:

Classification:

Revised Dates: 04.09; 12.11; **12+17**

Comment [A3]: While it should be clear that all students, including ELs, can continue to receive a free public education until they are 21 or graduate, this appears to conflict with civil rights guidance: "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."
<http://www.k12.wa.us/MigrantBilingual/pubdocs/January7MeaningfulParticipationDearColleagueLetter.pdf>

Comment [A4]: Address RCW 28A.180.040

"(b) Wherever feasible, ensure that communications to parents emanating from the schools shall be appropriately bilingual for those parents of pupils in the bilingual instruction program;"

© 2014-2017 Washington State School Directors' Association. All rights reserved.

