

Transitional Bilingual Instruction

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

The 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. Or in those cases where the use of two languages is not practicable, appropriate instruction for English language learners may be provided 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.

Communication Plan

The District will develop and provide to parent(s)/guardian(s), 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 provided contact information for the District's Transitional Bilingual Instruction Program manager.

Program Application and Description

Annually, and prior to August 1 of each year, the District will submit an application to the Office of the Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Education 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 parent(s)/guardian(s) of each student shall be asked to complete a home language survey which identifies the child's primary language. Students that indicate a primary language other than English will be assessed within ten school days of enrollment and attendance using the state approved language proficiency placement test to determine eligibility for the Transitional Bilingual Instruction Program. Any student who qualifies under the assessment criteria will be declared eligible for the program. Students who score at the transitional level are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

Continued Eligibility

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 the transitional level on the annual language proficiency assessment.

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 in the Transitional Bilingual Education 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 specific exit requirements for the program; and
- D. Information on the parent's right to refuse service.

Communication with parent(s)/guardian(s) should be provided, when feasible, in the parents' primary language.

Expected Graduation Year

For those English language learners who require extended time to meet high school graduation requirement, 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 twenty-one.

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 cumulative folder and copies in the program folder, if applicable. These documents include the home language survey, parent notification letters, parental waiver (if applicable), and language proficiency assessment data.

Report to the School Board

Annually and prior to the Board's approval of the program, the Superintendent or designee will report on the status of the District's Transitional Bilingual Instructional Program.