

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 pupil 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 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 shall 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 Washington Language Proficiency Placement Test to determine eligibility for the transitional bilingual instruction program. Any student who scores a level one (beginning/advanced beginning), two (intermediate) or three (advanced) will be eligible for the program. Students who score at level four (transitional) are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

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 Instruction Program. At a minimum the parent/guardian notification will contain:

- How the child's eligibility was determined and the child's current level of English proficiency;
- A description of the district's program and how it will meet the child's educational needs;
- The specific exit requirements for the program; and
- Information on the parent's right to 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 must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they reach level four (transitional) on the annual state-approved language proficiency test.

Expected Graduation Year

For 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.

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 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.

Evaluation of Previous Course Work

English Language 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:

1. 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.
2. English credit may be awarded as follows for instruction students received in their native language:
 - a Up to one credit may be awarded 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 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.
3. 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. 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.
4. 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.

5. English Language Learners 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 English Language Learner who requires training in the Transitional Bilingual Instruction Program prior to successful participation in regular academic courses shall not be enrolled as a senior.

1. English Language Learners may earn a maximum of five credits in required English and Social Studies courses in the transitional bilingual program.
2. English Language Learners 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, but no credit awarded.

Non-credit Program

English Language Learner 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, and vocational counseling and training. Such students will not normally receive a diploma.

Report to the Board

Annually, 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.