

TRANSITIONAL BILINGUAL/ALTERNATIVE EDUCATION

The following procedures have been instituted for purposes of implementing a transitional bilingual/alternative instruction program.

A Transitional Bilingual/Alternative 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/Alternative 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/Alternative 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/alternative 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/Alternative 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/Alternative 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/alternative instruction program manager.

Report to the Board

Annually, prior to the Board of Director's program approval, the Superintendent, or designee, will report on the status, including evaluation, of the district's Transitional Bilingual/Alternative Instruction Program.

Adopted: May 8, 1991

Revised: February 22, 2010

Revised: September 22, 2014