

TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM – ENGLISH LANGUAGE LEARNERS: 2110P

English Language Learners

The District will provide English Language Learners appropriate core academic instruction. The District's Transitional Bilingual Instruction Program is intended to supplement core academic instruction in addition to language instruction.

Content instruction in the District is in English, and English Language Learners are mainstreamed for a majority of the school day. ELL Specialists collaborate with mainstream teachers to implement learning plans for English Language Learners based on their academic needs.

Registration

At the time of registration at a school, parents shall complete the Home Language Survey as required by the state. Parents will be asked to identify the child's first language spoken in addition to the home's primary language.

Students whose first language spoken is other than English will then be screened by the state approved placement test. Any student who scores below the proficiency level will be eligible for ELL services. Students who have been in other Washington state transitional bilingual programs will be eligible without further testing. Students from other states will need to be re-tested. Foreign exchange students will **not** be eligible for instruction.

Parent/Guardian Notification

Parents/guardians will be notified, in writing, of their child's initial eligibility and notified annually of their child's continued eligibility in the Transitional Bilingual Instruction Program. At a minimum the parent/guardian notification will contain:

1. How the child's eligibility was determined and the child's current level of English proficiency;
2. A description of the District's English Language Learners' program and how it will meet the child's educational needs;
3. The specific exit requirements for the program; and
4. Information on the parents' right to refuse services.

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

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 this assessment.

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Monitoring for each student who has been exited from the program will continue for two years by an ELL specialist at the home school. Students whose grade is below standard in reading and/or language arts will be served collaboratively with the mainstream teacher.

Evaluation of Previous Course Work

Limited English proficiency 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:

Up to one foreign language credit (180 hours of instruction) may be awarded for classes taken in which English is studied as a foreign language. English credit will not be awarded for this study.

English credit may be awarded as follows for instruction students received in their native language:

- 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.
- Up to two credits may be awarded students whose test scores show they are able to participate in the District's mainstream English program and if their records document a high level of composition skills and literary concept development in English and the primary language.

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 school districts in the United States will be awarded based on standards established for awarding credits to limited-English-speaking students. Credits must be earned with a “C-” or better to be counted towards graduation.

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 the transitional bilingual staff person. The principal, with the recommendation of the staff, will determine the subjects for which these credits may be received.

Students of limited English proficiency 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.

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Credit for Course Work Completed in the District

Any student of limited English proficiency who requires services in a Transitional Bilingual Program prior to successful participation in regular academic courses shall not be enrolled as a senior.

Students of limited English proficiency may earn a maximum of three credits in required Social Studies courses.

Students of limited English proficiency 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

Limited English proficiency students who enter the school district when they are eighteen (18) years of age and who have had less than eight years of formal education will be enrolled in the Transitional Bilingual Program. The District's staff will make every attempt to provide these students with an adequate program of basic English, history, math information and vocational counseling and training. Such students will not normally receive a diploma.

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.

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. 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 director.

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.