

Tumwater School District Procedures

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 and provide specific English language instruction as needed.

The following procedures have been identified for the purpose of implementing an alternative instruction model or Transitional Bilingual Instruction (T.B.I.). The District and its staff will:

1. 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.
2. The registrar will contact the district Transition Bilingual Program Coordinator. Copies of the Home Language Survey and the district registration form will be provided to the program coordinator for determination of assessment need.
3. 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.

4. 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, after which time they will be monitored and provided support as/if needed during the following two school years.
5. Eligible students will be placed in classrooms according to their chronological age group or within a one-year difference upon agreement of the parent and Transitional Bilingual Program coordinator/instructors.
6. ESL students will be identified for gifted or special education programs through teacher recommendation, the MDT process and administering a non-verbal measure of cognitive ability.

Evaluation of Previous Course-work

1. One foreign language class credit will be awarded for English classes studied as a foreign language. This credit will be awarded as a Pass (P) grade on the student transcript.
2. English Class Credit
 - a. One English Class credit for test score indicating advanced level in ESL and study of comprehension and literary concepts in their primary language.
 - b. Two English Class credits for advanced level and ability to participate in regular English classes. Records should show a high level of comprehension and literary concepts in English and primary language.
3. Other class credit awarded based on district criteria of hours of instruction, course sequence, content and prerequisite.
4. Without school records, credits will be waived based on ESL Instructor and principal recommendations.
5. Grades 9, 10, 11 will be awarded credit for courses completed in foreign schools, if transcripts are written or translated in English.

Credit for Course-work completed in the District

An ESL student who requires ESL instruction prior to successful participation in regular academic course will not be enrolled as a senior.

Non-credit Alternatives

ESL students not able to complete regular courses on the same basis as English speaking students will be enrolled in courses but will receive no credit. However,

credits can be awarded based on the student's performance and demonstrated knowledge of subject matter. This will be at the discretion of the ESL instructor and/or teacher recommendation.

ESL students who enter the district at 18 years of age and have less than 8 years of formal education will receive, in addition to ESL instruction, Social Studies, Math and Vocational Counseling and training options. The high school principal has discretion to create a schedule that matches the student's needs.

IMPLEMENTATION DATE: March 27, 2014