Superintendent Procedure 2110SP
Multilingual Department

Approved by: *s/Dr. Brent C. Jones* Date: 4/6/22

Dr. Brent C. Jones, Superintendent

Transitional Bilingual Instruction Program

The following procedures are instituted for purpose of implementing a Transitional Bilingual Instruction Program, also referred to as an English language development 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 eligible Multilingual learners may be provided primarily in English.

The District will provide eligible Multilingual learners (ML) appropriate core academic instruction in addition to language instruction. The District's Multilingual Department 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 state-approved language proficiency test to determine eligibility for the Transitional Bilingual Instruction Program. If the score indicates the student has not met proficiency, the student is eligible for the program. Students who score at a "proficient" level are not eligible for the program. Staff will determine the appropriate instructional program for each eligible student.

If a transfer student has previously been identified as a Multilingual learner in Washington and has not yet scored at a "proficient" level on the state-approved

language proficiency test, the student will be served in the receiving district's Transitional Bilingual Instruction Program based on the last score the student received in the sending district.

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.

When feasible, communication with parents/guardians will be provided in the parents' / guardians' primary language.

Continued Eligibility/Annual Assessment

Each eligible Multilingual learner, including Multilingual learners under a parent / guardian waiver, must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they score at a "proficient" level on the annual state-approved language proficiency test. After students have exited an English language development program, school districts must monitor the academic progress of former Multilingual learners for at least two years to ensure that: the students have not been prematurely exited; any academic deficits they incurred as a result of participation in the English language development program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their peers who never qualified for English language development services.

Expected Graduation Year

For students, including eligible Multilingual 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 through the school year in which a student turns 21. For an English language development program to be reasonably calculated to ensure that Multilingual students attain equal participation in the standard instructional program within a reasonable length of time, if an Multilingual student enters the ninth grade with beginner-level English proficiency, the District should offer English language development services that would enable the student to earn a regular high-school diploma in four years.

Record Keeping and Documentation

The District will maintain records of eligible students and comply with state reporting requirements. Original documents will be kept at the Multilingual Department. These documents include the home language survey, parent / guardian notification letters, parental / guardian 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 eligible Multilingual learners and provide contact information for the District's transitional bilingual instruction program manager.

Professional Development

Within funds available, the District will provide in-service training for teachers, counselors, and other staff who are involved in the District's transitional bilingual program. Such training shall include: appropriate instructional strategies for children of culturally different backgrounds, use of curriculum materials, and program models.

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Cross Reference: Policy No. 2110SP