

## **Transitional Bilingual Instruction Program**

The Washougal Board of Directors is highly committed to ensuring an equal educational opportunity for every student. While English is the basic language of instruction in the district's schools, the district will provide a transitional bilingual instruction program for children whose primary language is not English, and whose English skills are sufficiently deficient or absent to impair learning. The district's transitional bilingual instruction program is designed to enable students to achieve competency in English. Annually, the board of directors will approve the district's transitional bilingual instruction program.

The district and its staff will:

- A. Communicate, whenever feasible, with parents of English language learners in a language they can understand;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 10 days of enrollment and attendance;
- C. Annually assess, by means of the state approved test, improvement in English language proficiency for each eligible English language learner;
- D. Provide professional development training for administrators, teachers, counselors and other staff on the district's bilingual instruction program, appropriate use of instructional strategies and assessment results, and curriculum and instructional materials for use with culturally and linguistically diverse students; and
- E. Provide for continuous improvement and evaluation of the district's Program to determine its effectiveness.

For purposes of providing such services, the superintendent will establish procedures for implementing the district's Transitional Bilingual Instruction Program.

Legal References:	Chapter 28A.180 RCW	Transitional Bilingual Instruction Program
	WAC 162-28-040	English language limitations and national origin discrimination
	Chapter 392-160 WAC	Special Service Program --Transitional Bilingual

**Adoption Date: 06.28.88  
Washougal School District  
Revised: 04.23.13**

## **Transitional Bilingual Instruction Program**

The following procedures are instituted for purposes of implementing a 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 student to achieve competency in English. In those cases where the use of two languages is not practicable, appropriate instruction for English learners (ELs) may be provided primarily in English.

The district will provide English 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 will 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. Any student who scores at an "emerging" or "progressing" level will be 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 an English learner in Washington and has not yet scored at a "proficient" level, 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 for the Transitional Bilingual Instruction Program. At a minimum, the parent/guardian notification will contain:

- A. How the child's eligibility was determined and the child's current level of English proficiency;
- B. A description of the district's program and how it will meet the child's educational needs;
- C. The method of instruction used in the program in which their child is, or will be, participating;

- D. How the program in which their child is, or will be participating, will meet the educational strengths and needs of their child;
- E. How the program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- F. The specific exit requirements for the program; and
- G. Information on the parent's right to decline to enroll their child in such program or 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, including English learners under a parent waiver, must be assessed annually, using the state-approved language proficiency test to determine continued eligibility. Students remain eligible until they score a "proficient" level on the annual state-approved language proficiency test. After students have exited an EL program, school districts must monitor the academic progress of former English 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 EL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-EL peers.

### **Expected Graduation Year**

For students, including eligible English 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. For an EL program to be reasonable calculated to ensure that EL students attain equal participation in the standard instructional program within a reasonable length of time, if an EL student enters the ninth grade with beginner-level English proficiency, the school district should offer EL services that would enable him/her 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 in the student's cumulative folder and copies will be kept 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 in the stakeholder's home/primary language. The description will include the process for identifying and serving English learners and provide contact information for the district's transitional bilingual instruction program manager.

### **Professional Development**

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.

### **Report to the Board**

Annually, and 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.

## **Transitional Bilingual Instruction Program (Procedural Appendix)**

### **Identifying English Language Learners: Definitions and Procedures for Washington State (Revised October 2017)**

#### **Washington State Definition of English Language Learner (WAC 392-160-005 – Definitions)**

A student who meets the following two conditions is eligible for the Transitional Bilingual Instructional Program:

- The primary language of the student is other than English; and
- The student's English skills are sufficiently lacking or absent as to delay learning.

Washington State defines “primary language” as the language most often used by a student (not necessarily by parents, guardians, or others) for communication in the student's place of residence or the language that the student first learned.

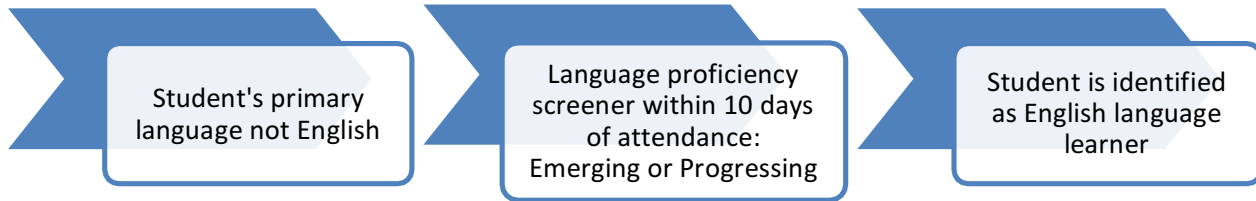
#### **Federal Definition of English Language Learner (ESEA Title VIII, Sec. 8101(20))**

The term “limited English proficient”, when used with respect to an individual, means an individual:

- A. who is aged 3 through 21;
- B. who is enrolled or preparing to enroll in an elementary school or secondary school;
- C. (i) who was not born in the United States or whose native language is a language other than English;  
(ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and  
(II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or  
(iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
- D. whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual —
  - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
  - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
  - (iii) the opportunity to participate fully in society.

## Procedures for Identification of English Language Learners

Every district must have written procedures to identify English language learners.



- **Timeline**

Districts must determine the primary language and eligibility of each newly enrolled student no later than the tenth day of attendance. For entering kindergarten students, the state-approved language proficiency screener may be administered after May 1st of the spring prior to enrollment.

- **Home Language Survey**

All students who register with a school in Washington State must be asked to identify their primary language.

Districts may opt to:

- ✓ Use the state-approved home language survey form that can be downloaded from the OSPI Web site.

-OR-

- ✓ Add the questions necessary to identify a student's primary language from the state-approved home language survey to the district's enrollment form. For identification purposes, the following questions are used to identify the student's primary language:

- What language did your child learn first?
- What language does your child use the most at home?

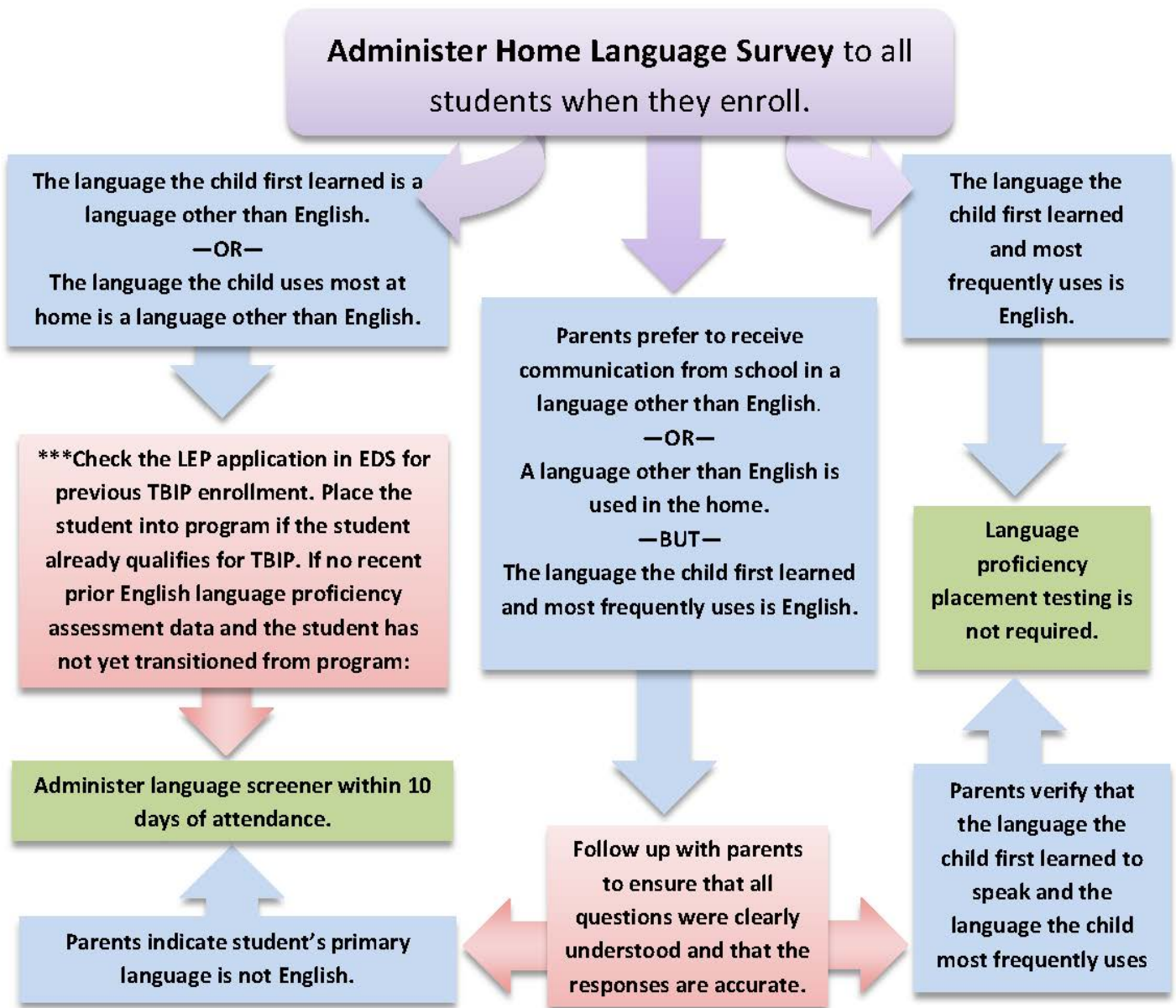
If the response to either of these questions includes a language other than English, refer the student for testing with the state-approved language proficiency screener.

The Home Language Survey (HLS) must be verified and signed by the student's parent(s) or guardian(s); an emancipated youth may complete the HLS.

If the parent indicates that the child first learned another language and English simultaneously or currently uses both English and another language, administer the state-approved language proficiency screener.

If a language other than English is indicated in the responses to any other question on the Home Language Survey or enrollment forms, but the student's primary language is identified as English, follow up with parents/guardians to ensure that the questions were accurately answered.

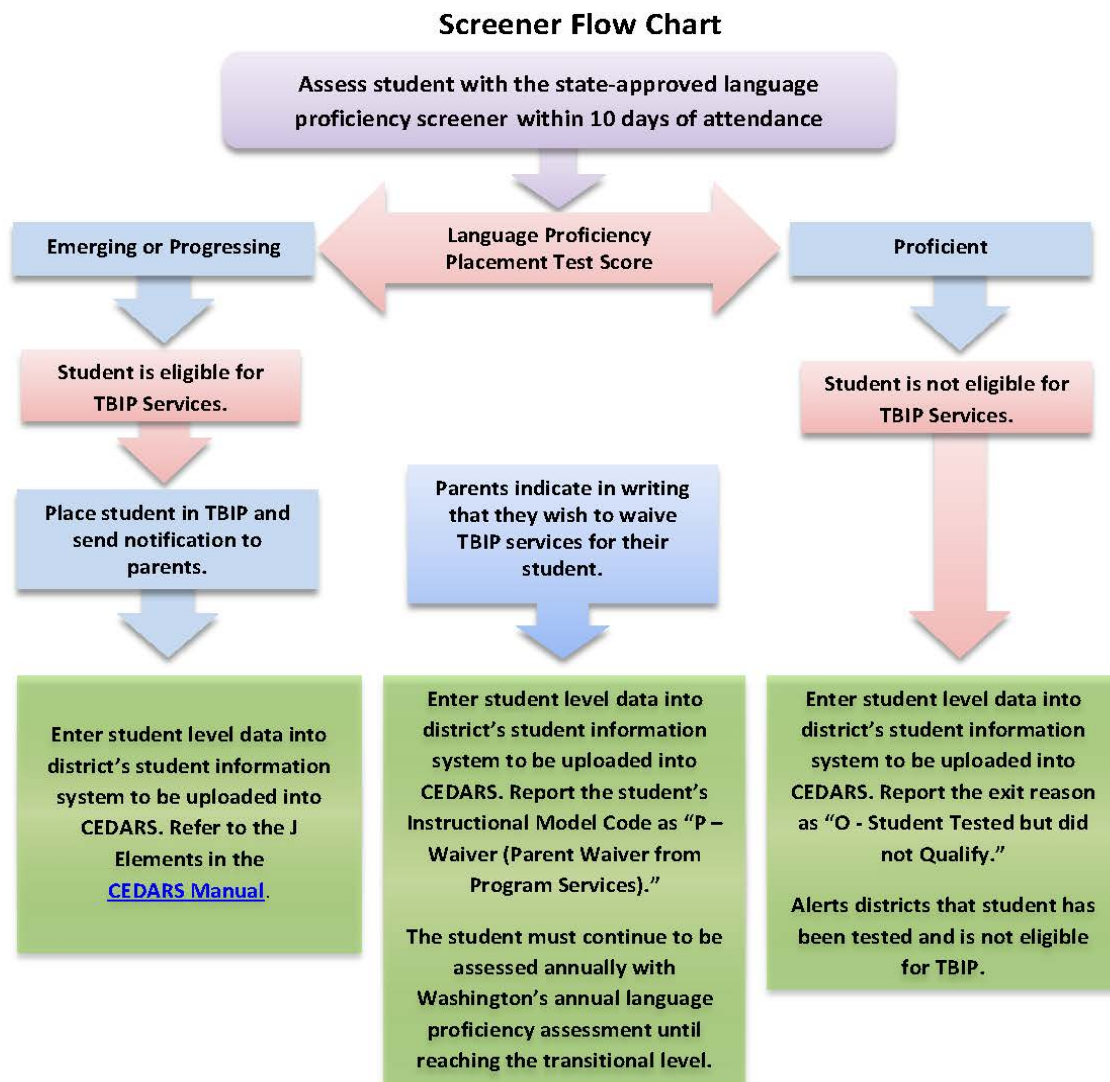
## Home Language Survey Flow Chart



### Language Proficiency Screener

Students whose primary language is a language other than English must be assessed by the tenth day of attendance with the state-approved language proficiency screener. Look up in-state transfer students' program history in the Limited English Proficient (LEP) Application in the Education Data System (EDS) before administering the screener. Students who score at the Emerging or Progressing level qualify for TBIP services. All screener results must be reported (unless a student is tested in error and does not receive services). TBIP screener and enrollment data is reported in File J of CEDARS.

The screener is only for students who have been identified as potential ELLs based on the Home Language Survey and for Native American students who have been determined to be academically at risk. Districts may not administer the state language proficiency screener to students who are not potential ELLs.





## Transfer Students

Transfer students may complete a new home language survey as part of the enrollment packet. If there is a discrepancy between the new home language survey and the home language survey completed at the sending district, program eligibility determinations should be made based on the home language survey that indicates a language other than English.

Look for the student in the LEP Application in the EDS system to determine whether the student has already been identified as an English language learner in Washington if:

- ✓ the student's primary language is indicated as a language other than English.
- OR –
- ✓ there is any indication in the student's enrollment forms or cumulative file that the student may have been identified as an English language learner in Washington in the past.

Use the Possible Eligible, Not Reported List in the LEP Application to identify potential English learners who were not identified through this process.

No screener is necessary for a student who has been served through the Transitional Bilingual Instructional Program within the last twelve months in Washington and has not exited on the state annual language proficiency assessment. Students who currently have a language proficiency level of emerging or progressing should be placed directly into the TBIP program.

Students who score at the proficient level on the state annual language proficiency assessment are eligible for follow-up academic support in the TBIP program as "exited TBIP students" for two years after transitioning.

## In-state Transfer Students

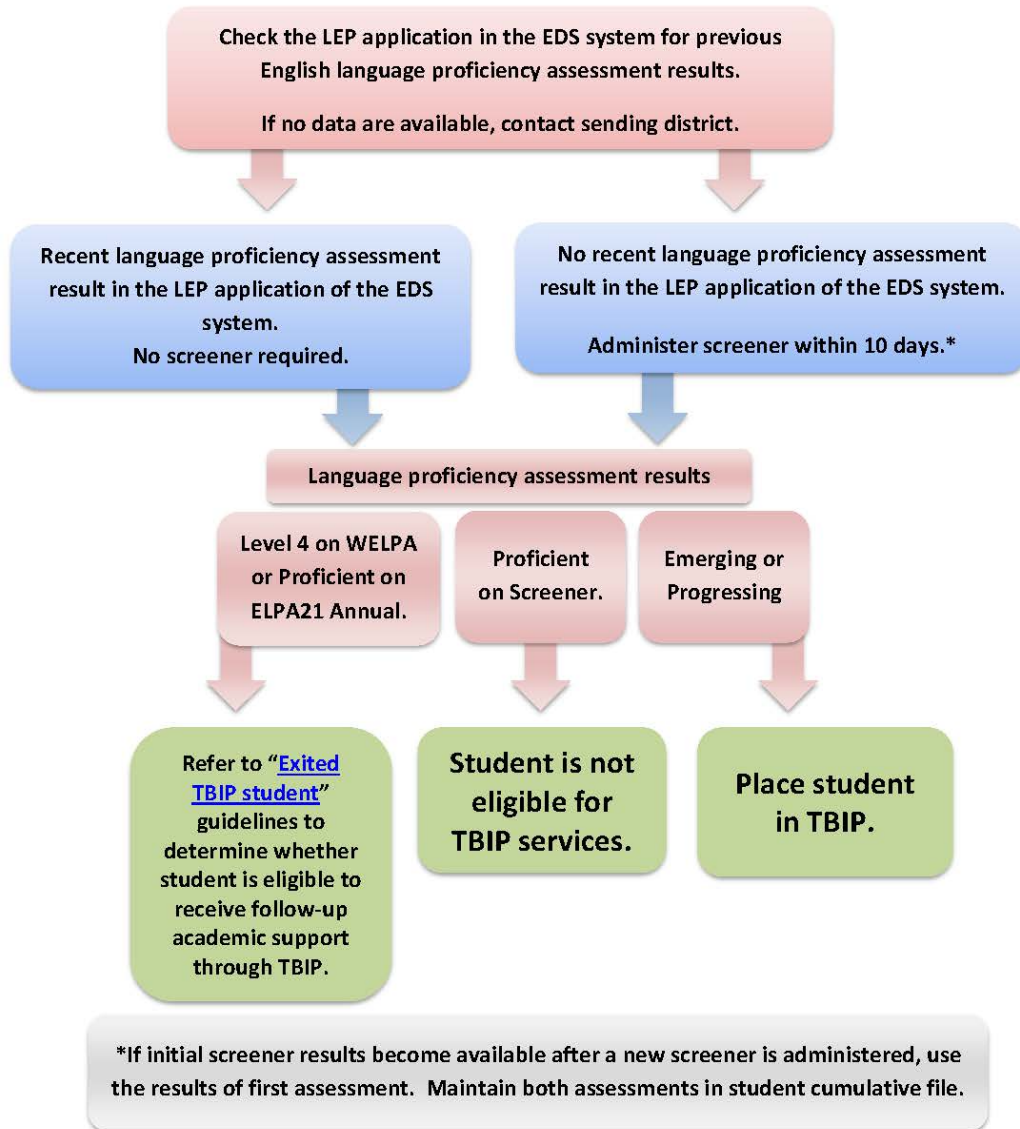
- If no results are found for the student in the LEP Application of EDS, contact the sending district to determine if the student completed the screener, and information was simply not yet uploaded to CEDARS.
- If the sending district does not respond in a timely manner, administer the state language proficiency screener.
- If the student's original screener becomes available after retesting, base program eligibility on the results of the first screener and report the results of the original screener to CEDARS.
- If a TBIP-eligible student has not been tested/has not received a score on the **two most recent annual language proficiency assessments**, the district must administer a new state language proficiency screener to determine the student's current language proficiency level and continued program eligibility.

## Out-of-State Transfer Students

- If the student has not been enrolled in a Washington State public school for the past 12 months, the student must take the screener to determine eligibility.
- Students who transfer from out-of-state and who meet the identification criteria on the home language survey must be tested on the screener, regardless of whether the student has already been identified as an English learner in another state.

- If a student who previously exited from the TBIP program returns to Washington after having lived outside the United States in a non-English-speaking country for twelve or more months, the district can administer the screener to determine if there has been a loss of English language proficiency. The student can re-qualify for TBIP services based on the new screener results.

### Process for Determining Eligibility of In-State Transfer Students



## Foreign Exchange Students

Districts are required to follow the same ELL identification procedures for all students, including foreign exchange students.

Districts may claim TBIP-eligible J-1 foreign exchange students for state and federal funding. Foreign exchange students on an F-1 visa pay tuition as a condition of their visa, and, therefore, cannot be claimed for state funding.

## Sign Language as a Primary Language

A student cannot be considered an English language learner for the purpose of qualifying for Title III based solely on a reliance on signing for communication (e.g. American Sign Language) due to the student's or parent's deafness or hearing impairment. However, a student who relies on signing for communication can qualify for Title III services if the student's home language is a language other than English.

A student who uses American Sign Language for communication at home because of a family member's hearing impairment may be tested to determine TBIP eligibility. Districts should consult with the family prior to testing as such students can only be identified as English Language Learners under the state definition and not the federal definition. In this case, testing for TBIP eligibility is not required by the state, but it is an option if the parents and district determine that it is in the student's best interest.

Student	Home Language	Eligible for TBIP?	Eligible for Title III?
American Sign Language (student has hearing impairment)	English	No	Only Native American students who qualify based on the state procedures.
American Sign Language (student has hearing impairment)	Not English	Yes, based on state language proficiency screener results.	Yes, based on state language proficiency screener results.
American Sign Language (student does not have hearing impairment but uses ASL for communication at home)	American Sign Language	Yes. The district may test with parent permission to determine TBIP eligibility but is not federally required to do so.	Only Native American students who qualify based on the state procedures. American Sign Language is not considered a language other than English for the purposes of the federal definition of an English Language Learner.

Washougal School District  
Date: 02.18