

## INSTRUCTION

### Transitional Bilingual Instructional/ELL Program

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

Shoreline shall make available to each eligible student a Transitional Bilingual Instructional program, or if the use of two languages is not practicable, an alternative instructional program, which includes ELL and is designated to enable the student to achieve competency in English.

### Program Application and Description

Annually, and prior to August 1 of each year, the district will submit an application to the Office of the Superintendent of Public Instruction requesting funding to support its Transitional Bilingual Instructional/ELL 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 at a school, parents/guardians of students shall be asked to identify the primary language that is spoken by the student on the Home Language Survey, which is part of Shoreline's enrollment form. Students that indicate on the Home Language Survey a primary language other than English will be assessed by a staff member to determine the English proficiency level of the student within ten days of attendance using the state-approved English proficiency test to determine eligibility for the TBIP/ELL program. Students scoring at the "emerging" or "progressing" levels are eligible for TBIP/ELL services. Students who score at a "proficient" level are not eligible for TBIP/ELL services. Staff will determine the appropriate instructional program for each eligible student.

If a transfer student has previously been identified as an English language learner in Washington and has not yet scored at a "proficient" level, the student will be served in the Transitional Bilingual Instructional/ELL 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 continued eligibility for the TBIP/ELL program. The parent/guardian notification will contain:

- How the student's eligibility was determined and the student's current level of English proficiency;
- A description of the district's program and how it will meet the student's educational needs;

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#### Parent/Guardian Notification (continued)

- The method of instruction used in the program in which their child is, or will be, participating, and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and use of English and the native language in instruction;
- How the program in which their child is, or will be, participating, will meet the educational strengths and needs of the child;
- How the program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation;
- The specific exit requirements for the program; the expected rate of transition from such program into classrooms that are not tailored for English learners, and the expected rate of graduation from secondary school for such program if funds under this title are used for students in secondary schools; and
- Information on the parent's/guardian's right to decline to enroll their child in such program or to choose another program or method of instruction, if available; and assistance to parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Communication with parents/guardians, when feasible, will be provided in the parent's/guardian's primary language.

#### Continued Eligibility

Each eligible English language learner shall be assessed using the state-approved English proficiency test each year 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 ELL 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 ELL program have been remedied; and that the students are meaningfully participating in the standard instructional program comparable to their never-ELL peers.

#### 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.

