



TRANSITIONAL BILINGUAL INSTRUCTION PROGRAM

The Mount Vernon School District Board of Directors is highly committed to ensuring an equitable educational opportunity for every student. The goal of Transitional Bilingual programming is to develop language proficiency that enables meaningful access to grade-level curricula and instruction. As part of the Transitional Bilingual Instruction program, the District will offer dual language programming. It is the goal of the dual language programming for participating students to become bilingual and biliterate with high levels of proficiency in both languages, and to develop positive cross-cultural attitudes and global understandings. Research shows that dual language programming is the most effective educational model for multilingual learners when the partner language is their first language. While English is the basic language of instruction in the District's non-dual language schools, the District will provide a Transitional Bilingual Instruction program for students who come from culturally and linguistically diverse backgrounds. The District's Transitional Bilingual Instruction program is designed to enable students to achieve competency in English and academic success. Annually, the Board of Directors will approve the District's Transitional Bilingual Instruction program, including the dual language model.

The District and its staff will:

- A. Communicate, in alignment with the State's guidance, with parents/family members of students who are multilingual/English learners in a language they can understand in accordance with Policy 4218 – Language Access;
- B. Assess and determine, by means of a state-approved placement test, student eligibility within ten (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.

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| Cross References: | 3210 - Nondiscrimination |
| | 4129 - Family Involvement |
| | 4217 - Effective Communication |
| | 4218 - Language Access Plan |
| 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 |