

Quillayute Valley School District

English Language Learner (ELL) Program

Program Model

There are several models of state-recommended Bilingual Programs; Quillayute Valley School District (QVSD) has chosen the Early Exit Transitional Bilingual Program in order to meet the needs of its English Language Learners (ELLs). Based on the district's current number of certificated bilingual staff, the number of eligible students, and funding, the Early Exit Transitional Bilingual Program is the best aligned program for our district.

Since the majority of ELL's at our schools are Spanish speakers, our program helps primary level children acquire literacy in their first language in the bilingual classrooms. These students acquire English through sheltered instruction (SIOP) in their general education classrooms. In grades Kindergarten through third grade, Spanish speaking ELL's participate in Spanish language literacy instruction. In Kindergarten and First Grade, ELL's also receive additional mathematics instruction in Spanish.

The ultimate goal of the bilingual program is to transition English Language Learners to be academically proficient in English. At QVSD, all teachers and administrators are trained in the Sheltered Instruction Observation Protocol (SIOP), which provides scaffolding instruction for all students. This method of instruction specifically targets and supports the transition of ELLs from the Bilingual to the English language classroom.

At the secondary level, the bilingual program helps students maintain academics in their first language while they acquire English in sheltered instruction. Students can gain credits through bilingual individualized courses. Emphasis is placed on helping ELL students meet graduation requirements, including course exams, credit retrieval, senior projects, and state assessments.

Rationale

Following Supreme Court Decision Equal Opportunity Act of 1974, states are required to provide meaningful instruction to all students, regardless of student home language. School districts in Washington "shall make available to each eligible student a transitional bilingual instruction or if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program." QVSD provides a meaningful education program that ensures all students have equal access to a basic education.

There are approximately 50 students in grades K – 3 who receive instruction in their native language for literacy. QVSD has chosen to provide literacy instruction in students' native language because, "when schools provide children education in their primary language, they give them two things: knowledge and literacy. The knowledge that children get through their first language helps make the English they hear and read more comprehensible. Literacy developed in the primary language transfers to the second language. Once we can read in one language, we can read in general," (Smith, 1994 as cited by NABE online, 2005).

QVSD's philosophy aligns with both current bilingual education research and Washington State's requirements to provide the best program to meet our English Language Learners' needs.

Benefits of Bilingual Program

- Develops literacy through the first language
- Facilitates literacy development in English
- Learns subject matter through the first language makes subject matter study in English more comprehensible
- Higher self esteem in student
- Student sense of valued culture
- Fosters positive school relationship with students and their families
- Improved communication between student and family
- Enhances collaboration between general education teachers and bilingual teachers

Identification and Placement

Step 1 Any student who enrolls in Quillayute Valley School District must complete the Home Language Survey indicating their first language as required by state law. Any student who indicates a first language other than English will take the Washington English Language Proficiency Assessment (WELPA) within 10 days of enrolling in the district. Staff checks Transitional Bilingual Instruction Program (TBIP) database for student history.

- WELPA Level 1: Beginning ELL
- WELPA Level 2: Intermediate ELL
- WELPA Level 3: Advanced ELL
- WELPA Level 4: Transitional ELL

Step 2 Any student who scores between Levels 1 – 3 on the WELPA placement test are eligible to participate in QVSD's Bilingual Program. In order to determine the most appropriate student placement, the student's WELPA score along with a variety of other assessments and information, including parent interview, are examined.

Step 3 A collaborative team process that includes general education teachers, bilingual teachers, administration, and parents reaches a consensus for student placement. Information and assessments are examined holistically and individually to make a recommendation. Ultimately, the student's parents/guardians have the right to refuse or accept participation in the Bilingual Program.

Step 4 All students in the Bilingual Program, English Language Levels 1 – 3 must be annually assessed in February using the WELPA.

Step 5 Continued placements for individual students are looked at annually at a spring Bilingual Team Program Needs Assessment, using WELPA results and other data.