

## **English Learner Supports in an Open Doors Program**

### **Civil Rights Obligations**

Public schools must take affirmative steps to ensure that English learners can meaningfully participate in their educational programs and services. [Open Doors Programs](#) must take the same rigorous steps as traditional schools and programs. To comply with state and federal laws, the following [civil rights obligations](#) must be met for English learners enrolled in Open Doors programs, regardless of whether the school district receives Transitional Bilingual Instruction Program (TBIP) or Title III funding:

- Identify all English learners, including those with disabilities
- Provide all English learners with appropriate and effective English language development services
- Ensure that qualified staff provide English language development services
- Communicate with students and their families in a language they can understand
- Send [parent notifications](#) regarding program eligibility (or student notifications for students 18 and older)
- Avoid unnecessary segregation of English learners from general education programs and services
- Assess and progress monitor English language development for all English learners

### **Funding and Providing English Learner Supports in an Open Doors Program**

English learners in an Open Doors program are entitled to the Transitional Bilingual Instruction Program (TBIP) services.

- The school district has the responsibility for identifying potential English learners with the [home language survey](#).
- The District Test Coordinator is responsible for oversight of TBIP eligibility testing using the [ELPA21 Assessment](#). Following the state procedures outlined in the Professional Standards and Security, Incident, and Reporting Guidelines and Test Coordinators Manual, the District Test Coordinator could also train Open Doors staff to administer ELPA21.
- The school district retains records of student eligibility in the student's cumulative file.
- The school district receives additional TBIP funding for their TBIP-eligible students.
- The school district must ensure that all eligible English learners receive English language development services within 10 days of enrollment. The school district can send qualified staff to provide English language development services through the Open Doors program or contract with the Open Doors program provider to deliver the services. If the Open Doors program provider delivers TBIP services, the school district retains the responsibility of oversight. The agreement between the provider and the school district should include the percentage of the funding that will flow through to the provider and the percentage of funding that the district will retain for oversight, testing, and professional development.
- Exited ELs continue to receive TBIP monitoring, and the school district can claim Exited TBIP funding for the two years after the student tests out of English learner status. For guidance: <http://www.k12.wa.us/MigrantBilingual/pubdocs/ExitedTBIPStudents.pdf>.
- For P223 reporting:
  - Students who are TBIP-eligible and enrolled in an Open Doors program are claimed monthly on the P223 as one headcount in the TBIP field. The student's TBIP would be

reported at the Open Doors school. If the TBIP services are provided outside of the Open Doors program, the hours providing the TBIP services can be reported as a partial FTE at the school where the TBIP services are provided, and the FTE claimed at the Open Doors program would be reduced so that no student's total FTE exceeds 1.0.

- Exited ELs are reported monthly on the P223 as one headcount in the Exited TBIP field at the Open Doors school.

### **District TBIP Grant Application (Form Package 219)**

In order for a school district to receive TBIP funding, the district's program must be approved through an annual grant application. In the grant application, school districts will submit a description of TBIP services delivered through the Open Doors program, including the following:

- Who will deliver services?
- Qualifications for providing English language development services?
- Describe the services.
- Describe the district's oversight of these services.
- Professional development to staff delivering services.
- Who will be responsible for identification and annual testing?
- How will these services be evaluated on an annual basis?

The program narrative submitted for approval of an English learner pathway in Open Doors can be used in the TBIP grant application.

### **Resources for supporting English Learners:**

- Civil Rights Guidance: [January 7th, 2015 Dear Colleague Letter](#)
- [Newcomer Toolkit](#)
- [English Language Learner Toolkit](#)
- [Meeting the Unique Needs of Long Term English Language Learners](#)
- [English Language Proficiency Standards](#)
- [State TBIP Identification Guidelines](#)
- [Translation and Interpretation](#)

For questions regarding the TBIP services, contact [David.Murphy@k12.wa.us](mailto:David.Murphy@k12.wa.us) (Districts A-M) or [Alyssa.Westall@k12.wa.us](mailto:Alyssa.Westall@k12.wa.us) (Districts N-Z). For questions regarding Open Doors programs, contact [Laurie.Shannon@k12.wa.us](mailto:Laurie.Shannon@k12.wa.us). For questions regarding P223 reporting, contact [Becky.McLean@k12.wa.us](mailto:Becky.McLean@k12.wa.us).