

<b>Transitional Bilingual Programs (Early-exit) Kindergarten, 1<sup>st</sup> &amp; 2<sup>nd</sup> Grades:</b>	Transitional bilingual programs use the student’s primary language as a foundation to support English language development with 90% of initial instruction in the primary language, increasing English instruction systematically until all instruction is provided in English.
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<b>Kindergarten</b>	<b>Content Area</b>	<b>Language of Instruction</b>
	Literacy	Spanish
	Social Studies	Spanish
	Science	Spanish
	Math	Spanish
	PE	English
	Art	English
	Designated English Language Development (ELD)	30 minutes 4 days a week EL endorsed classroom teacher uses Carousel of Ideas language development curriculum

<b>1<sup>st</sup> Grade</b>	<b>Content Area</b>	<b>Language of Instruction</b>
	Literacy	Spanish
	Social Studies	Spanish
	Science	Spanish
	Math	English
	PE	English
	Art	English
	Designated English Language Development (ELD)	30 minutes 4 days a week EL endorsed classroom teacher uses Carousel of Ideas language development curriculum

<b>2<sup>nd</sup> Grade</b>	<b>Content Area</b>	<b>Language of Instruction</b>
	Literacy	Spanish 50%
		English 50%
	Social Studies	English
	Science	English
	Math	English
	PE	English
	Art	English
Designated English Language Development (ELD)	30 minutes 4 days a week Classroom teacher trained by EL Coach uses Carousel of Ideas language development curriculum	

### **Transitional Bilingual Education (Early-Exit)**

Transitional Bilingual Education (TBE) or Early-Exit Bilingual programs are similar to Late-Exit, however instruction takes place over 3-4 years before the student transitions into instruction all in English. The purpose of a Transitional Bilingual Education or Early-Exit model is to use the student's primary language as a foundation to support English language development. Early-Exit models generally begin by initially providing 90% of instruction in the primary language and 10% in English, increasing English instruction systematically until all instruction is provided in English. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

After completing the Early-Exit model, students move into classes in which instruction is in English. When a student exits TBIP on the annual English language proficiency test, the student may or may not continue to be served in an Early-Exit model and will no longer be counted for TBIP funding. Such exited students would then be counted as "Exited TBIP Students" for up to two years after scoring at a proficient level on the annual English language proficiency test.

Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy. This is a basic education program.

TBIP funds can be used to:

- provide supplemental supports to multilingual/ English learners in this program.
- offset additional costs associated with providing more effective programming for eligible multilingual/ English learners.
- provide professional development pertaining to language development for multilingual/ English learners and build educator capacity to transition to a dual language model.

NOTE: Current schedules of TBIP eligible students (English learners) must be kept on file indicating the type and amount of English language development services being provided to each student.

**Early Exit:** The shift from instruction in the first language is gradual, phasing in academic instruction in English one subject at a time while also acquiring advanced levels of oral language development.

Homogeneous groups by language		Spanish -Reading -Writing -Math -Science -Social Studies	Spanish -Reading -Writing -Science -Social Studies	Homogeneous groups by	Spanish -Reading -Writing	Heterogeneous groups	English -45 minutes of English literacy development -Specialist -Math -Science -Social Studies	Heterogeneous groups	English All Subjects  *Literacy Tip: Emphasize the similarities but also teach the differences between reading and writing in English and the first language.
		English -45 minutes of oral language development - Specialist - Calendar (Winter / Spring)	English -45 minutes of oral language development -Specialist -Math	Heterogeneous groups	English -45 minutes of English literacy development -Specialist -Math -Science -Social Studies				
		Kindergarten	First Grade		Second Grade		Third Grade		
Mixing of languages and translating during a lesson are avoided; sheltered instruction strategies are required.									

# Manson School District's Bilingual Programs and Services

<p><b>Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> Grades</b></p>	<p><b><u>Bilingual Education (Early Exit)</u></b></p> <ul style="list-style-type: none"> <li>• Classrooms of English language learners</li> <li>• Instruction using students' native language initially</li> <li>• Instruction progresses toward using only English over approximately a 3-year period</li> <li>• Goal of English proficiency and grade-level academic achievement with gradual reduction of native language supports</li> </ul>
<p><b>3<sup>rd</sup> through 12<sup>th</sup> Grades</b></p>	<p><b><u>Supportive Mainstream</u></b></p> <ul style="list-style-type: none"> <li>• Students in mainstream English speaking classrooms most of the day</li> <li>• Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible</li> <li>• Mainstream content teachers collaborate with EL teacher or EL coach to facilitate language support in content classrooms</li> <li>• Goal of English language proficiency integrated with grade-level academic achievement</li> </ul>
<p><b>Newcomers</b></p>	<p><b><u>Newcomer Programs</u></b></p> <ul style="list-style-type: none"> <li>• Classrooms of beginning level newly immigrated English language learners all or part of the day</li> <li>• Instruction conducted using English or bilingual model appropriate to district's program</li> <li>• Teachers have specific background for working with newly arrived immigrants and students with limited formal schooling</li> <li>• Specific criteria are established to move students into other English language development program models offered by district</li> <li>• Goal of basic English language proficiency, basic content knowledge, and introduction to US school culture in order to prepare for other district EL program</li> </ul>