Transitional Bilingual Programs (Earlyexit) Kindergarten, 1st & 2nd Grades:

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.

	Content Area	Language of Instruction
	Literacy	Spanish
	Social Studies	Spanish
	Science	Spanish
	Math	Spanish
Kindergarten	PE	English
_	Art	English
		30 minutes 4 days a week
	Designated English Language	EL endorsed classroom teacher uses
	Development (ELD)	Carousel of Ideas language
		development curriculum

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

	Content Area	Language of Instruction
2 nd Grade	Literacy	Spanish 50%
		English 50%
	Social Studies	English
	Science	English
	Math	English
	PE	English
	Art	English
		30 minutes 4 days a week
	Designated English Language	Classroom teacher trained by EL Coach
	Development (ELD)	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.

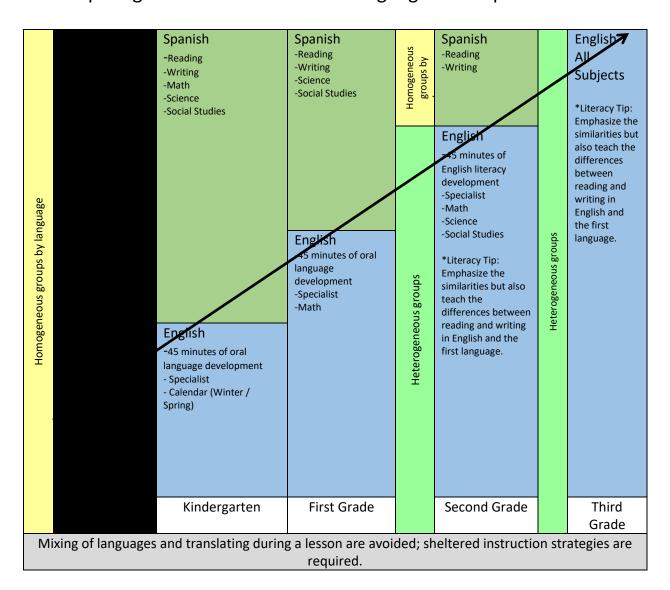
Early-Exit is the least effective of the bilingual program models and should only be implemented when the district is not able to provide a dual language or Late-Exit model. Students in this model do not receive primary language instruction long enough to achieve full biliteracy. This is a basic education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



Manson School District's Bilingual Programs and Services

Kindergarten, 1 st and 2 nd Grades	Bilingual Education (Early Exit)
	Classrooms of English language learners
	Instruction using students' native language initially
	• Instruction progresses toward using only English over approximately a 3-year period
	Goal of English proficiency and grade-level academic achievement with gradual reduction of native language supports
3 rd through 12 th Grades	Supportive Mainstream
	Students in mainstream English speaking classrooms most of the day
	Mainstream and supplemental English instruction conducted using English with specific strategies to foster English language development and make grade-level content meaningfully accessible
	Mainstream content teachers collaborate with EL teacher or EL coach to facilitate language support in content classrooms
	Goal of English language proficiency integrated with grade-level academic achievement
Newcomers	Newcomer Programs
	Classrooms of beginning level newly immigrated English language learners all or part of the day
	Instruction conducted using English or bilingual model appropriate to district's program
	Teachers have specific background for working with newly arrived immigrants and students with limited formal schooling
	Specific criteria are established to move students into other English language development program models offered by district
	Goal of basic English language proficiency, basic content knowledge, and introduction to US school culture in order to prepare for other district EL program