



POLICY #2110

Transitional Bilingual Instruction Program

Adopted – 06/2021

Last Revised – PCM: 06/2021, WSSDA: 12/2011

Prior Revised Dates – WSSDA: 4/2009

The Pullman Community Montessori (PCM) school Board of Trustees is highly committed to ensuring an equal educational opportunity for every student. WAC 392-160-010 requires that districts “shall make available to each eligible student a transitional bilingual instruction program, or if the use of two languages is not practicable as provided in WAC 392-160-040, an alternative instructional program.” The most appropriate alternative instruction program for PCM to implement is the Content-Based (Sheltered) Instruction (CBI) as it is used in classes comprised predominantly of multilingual/English learners.

The CBI model pairs English language development with academic grade-level content using English as the language of instruction. Explicit English language development instruction and rigorous, grade-level academic content is delivered by teachers specifically trained in the field of second language acquisition and instructional strategies for language learners. CBI classes can be designed to meet core content credit requirements and/or to serve as language development support classes. As with all other TBIP allowable programs, designated English language development instruction is a civil rights obligation and a required program component.

The school’s transitional bilingual instruction program is designed to enable students to achieve competency in English. Annually, the board of trustees will approve the school’s transitional bilingual instruction program.

The school and its staff will:

- A. Communicate, whenever feasible, with parents of English language learners in a language they can understand;
- B. Assess and determine, by means of a state approved placement test, student eligibility within 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 school’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 school's program to determine its effectiveness.

For purposes of providing such services, the Head of School and Montessori Coach will establish procedures for implementing the school's Transitional Bilingual Instruction Program.

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](#)

Cross References: NA