Bilingual Program Side by Side Comparison

**One-Way**

- Teacher must have bilingual certification
- Empower and develop bilingual, bi-literate students
- Acquisition of a second language while maintaining their own. Developing positive cross-cultural understanding.
- Student population includes only native Spanish speakers
- Languages of Instruction are Spanish and English
- Program entry can occur in grades PK-5
- Parent permission required for participation of LEP students
- Initial assessment in both languages. Annual Assessment in both languages
- Language Distribution by grade level begins in K with a 90-10 model
- LEP students exited by LPAC *Return to their home campus.
- Interventions for students are conducted in the language of instruction

**Two-Way**

- Teacher must have bilingual certification
- Empower and develop bilingual, bi-literate students
- Acquisition of a second language while maintaining their own. Developing positive cross-cultural understanding.
- Student population includes native Spanish speakers and native English speakers (no less than 1/3, 2/3)
- Languages of Instruction are Spanish and English
- Program entry for LEP students can occur in grades K-5. Initial program entry for non-LEP students can occur in grades K and up to the first semester of 1st grade
- Parent permission required for participation of LEP students. Parent contract required for non-LEP students.
- Initial assessment in both languages. Annual Assessment in both languages
- Language Distribution by grade level begins in K with a 50-50 model
- LEP students exited by LPAC and will remain in program. Non-LEP students remain in program through the end of 5th grade.
- Interventions for students are conducted in the language of instruction.