

Bilingual Instruction

All students of limited English proficiency are eligible for bilingual instruction. Limited English proficiency means students who satisfy the following criteria:

1. The student speaks, hears or understands a language other than English in the home as indicated by a parent survey of home language;
2. The student scores below the 45th percentile (national norms) on any major subtest of a standardized achievement test or has trouble performing ordinary class work in English;
3. The student is limited in English-speaking proficiency as indicated by a state-approved test of language.

Steps for student identification shall be in accordance with state and federal guidelines and include the following:

1. All students in the district are surveyed to determine the language spoken in the home;
2. Students who speak or understand a language other than English are identified as potential limited English proficient students;
3. The achievement data and classroom performance of all potential limited English proficient students are reviewed. Students scoring below the 45th percentile (national norms) on any major subtest of a standardized achievement test, or who have trouble performing ordinary class work in English, are referred for a test of English language proficiency;
4. In addition to the above steps, parents or school personnel may refer students for assessment;
5. Referred students are given a language proficiency test. The test must be suitable for the age of the student and must compare his/her language skills with those of the typical native English-speaking student of the same age. Assessment of language proficiency will include oral language production and comprehension.

Placement

Entry: Every student of limited English proficiency within the district must be enrolled in a bilingual/ESL program. The student must be enrolled in the program for a period of three years or until he/she accomplishes a level of language proficiency or academic achievement in English which will enable him/her to perform successfully in classes conducted only in English.

The student's parent shall be notified of the student's enrollment in a bilingual education or ESL program no later than 10 days after the enrollment of the student. The parent shall be informed that the bilingual/ESL program is designed especially for limited English proficient students and that it constitutes an integral part of the total school program. Such written notification shall be in English and in the language in which the parents of the student possess a primary speaking ability. Parents who do not wish their student placed in a bilingual/ESL program will sign a waiver releasing the school district of any liability before their student can continue in a class conducted only in English (See IGBI-AR Exemption Request form).

EXIT: Students of limited English proficiency must continue enrollment in a bilingual/ESL program until they satisfy one of the following criteria:

1. The student demonstrates academic readiness to successfully participate in an all-English classroom as indicated by:
 - a. Scores which are above the 45th percentile (national norms) on each subtest of a standardized achievement test in English; and
 - b. Average grades for class work in English; or
2. The student accomplishes a level of English proficiency which will enable him/her to function successfully in a classroom conducted only in English. The student must demonstrate on a state approved language test, and through teacher ratings, a level of English proficiency which is comparable to that of his/her native English-speaking peers;
3. Parents must request in writing the student's exit from the program by submitting an Exemption Request form.

A student of limited English proficiency, enrolled for less than three years and scoring below the 23rd percentile on any major subtest of the standardized achievement test, will not be exited by the district from a bilingual/ESL program.

Documentation

All surveys, test results, program enrollment records, signed parent notification letters and waiver letters are to be retained for documentation purposes.

**EXEMPTION REQUEST
IGBI and IGBI-AR Bilingual Instruction
Waiver Request**

Student Name: _____ DOB: _____

School: _____ Grade: _____

Request exemption from: _____
Class/Activity

Reason for the request: _____

Suggested alternative and its educational advantages: _____

My signature indicates that I am requesting my student(s) not be placed in a bilingual/ESL program. It further indicates that I am releasing Glendale School District from any liability which might occur due to this request.

Parent Signature: _____ Date: _____