

IDENTIFICATION OF LEP STUDENTS Within the first four weeks of the student's first day of school, the language proficiency assessment committee (LPAC) shall determine and report to the Board the number of LEP students on each campus and shall classify each student according to the language in which the student possesses primary proficiency. The Board shall report that information to TEA before November 1 each year. (*Education Code 29.053(b)*) [See EHBE]

LEP CLASSIFICATION The LPAC may classify a student as LEP if:

1. The student's ability in English is so limited or the student's disabilities are so severe that assessment procedures cannot be administered;
2. The student's score or relative degree of achievement on the TEA-approved English proficiency test is below the levels established by TEA as indicative of reasonable proficiency;
3. The student's primary language proficiency score as measured by a TEA-approved test is greater than the student's proficiency in English; or
4. The LPAC determines, based on other information, including a teacher evaluation, parental viewpoint, or student interview, that the student's primary language proficiency is greater than the student's proficiency in English or that the student is not reasonably proficient in English. (*Education Code 29.056(c)*) [See EHBE]

BILINGUAL PROGRAM It is the regulation of San Felipe Del Rio CISD to offer a bilingual education program in kindergarten through fifth grade as follows:

The District shall provide a bilingual education program by offering dual language instruction using the transitional bilingual early-exit model. Students whose English language proficiency score indicates a "beginning" or "intermediate" level as measured by TELPAS will be assigned to one of the District's Bilingual Newcomer Centers to receive accelerated language instruction along with instruction in the required state curriculum. Students whose English language proficiency score indicate an "advanced" or "advanced high" level as measured by TELPAS will be assigned to their home campus. These students will receive accelerated second language support while receiving instruction in the required state curriculum. (*19 Administrative Code 89.1210(d)*) [See EHBE]

PERSONNEL Teachers assigned to bilingual education and ESL programs must be appropriately certified in bilingual education or ESL, respectively. (*Education Code 29.061(b), (c)*)

If the District is unable to hire a sufficient number of teachers with bilingual teaching or ESL certificates, the District may file an application for exception with TEA, in accordance with 19 Administrative Code 89.1207. *Education Code 29.054; 19 TAC 89.1207*

It is the regulation of the District that all teachers assigned to a bilingual education classroom at any one of the District's Bilingual Newcomer Centers, and who provides accelerated language instruction to recent immigrants or students with a "beginning or "intermediate" proficiency level in English must be appropriately certified in bilingual education.

It is also the regulation of the District that all teachers assigned to bilingual classrooms throughout the District who are assigned to provide accelerated second language support to students with an "advanced" or "advanced-high" English proficiency level must be appropriately certified in Bilingual education. However, if the District is unable to hire a sufficient number of teachers with a bilingual certificate, the District will file an application for an exception with TEA in accordance with 19 Administrative Code 89.1207. *Education Code 29.054; 19 TAC 89.1207*