

VALLEY VIEW ISD

**ENGLISH AS A SECOND
LANGUAGE (ESL)**

PROCEDURES MANUAL

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INTRODUCTION

The English as a Second Language Procedures Manual is designed for use by professionals and parents when researching policy and procedures regarding English as a Second Language Services for Valley View ISD students.

MISSION STATEMENT

The mission of the ESL program is to assist non-native speakers of English in acquiring sufficient language proficiency and independent learning strategies to become successful participants in their community.

The ESL program is committed to sustaining instructional excellence through collaborative professional support, continuous monitoring of ESL program curricula and student services, and integration of appropriate educational materials and strategies into learning and instruction.

OBJECTIVES OF THE MANUAL

1. To improve the identification of limited English proficient students.
2. To improve the education of the students at Valley View ISD who are limited English proficient.
3. To ensure that English as a Second language programs are integral parts of regular program.
4. To provide information to classroom teachers so they understand who these students are, and to ensure the students will be served in the appropriate manner.
5. To ensure limited English proficient students are afforded full opportunity by certified teachers to master the Texas Essential Skills and Knowledge (TEKS).
6. To provide teaching strategies to assist in academic success of the TEKS.
7. To provide the state rules and guidelines the ESL program must follow.
8. To provide the appropriate forms to document student success.

PROGRAM DESCRIPTION

The English as a Second Language (ESL) program is designed to enable limited English proficient (LEP) students to become competent in listening, speaking, reading, writing and comprehension of the English language through the use of second language methods. The ESL program emphasizes the mastery of English language skills, as well as mathematics, science, and social studies, to enable the LEP students to participate equitably in school. The ESL program is an integral part of the total school program.

Texas law mandates that if a district has at least one limited proficient student (LEP), the local school district must provide ESL services. ESL programs can accommodate students from different backgrounds in the same classroom, and teachers do not need to be proficient in each student's home language.

Valley View ISD will use a variety of program models at all campuses to serve students in the ESL program. The models include:

- ESL Pull-out—students spend part of the day in mainstream classrooms and are “pulled out” for a portion of the day to receive instruction in the ESL program. Students may NOT be pulled out during physical education, music, or art.
- Sheltered Instruction—an approach to teaching content area subject matter through specific teaching techniques. Sheltered Instruction teaching techniques facilitate the acquisition of the second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help the student acquire the content, as well as the vocabulary in the target language. The teacher uses clear, concrete language with plenty of visuals, supporting clues, and relevant teaching strategies

combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech and vocabulary and use few idiomatic expressions.

- Immersion—provides the student with a context in which to form the content of the new language. The instruction is enriched with visuals and manipulatives and there is extensive use of repetition and application of specific language development tasks.
- Content-based ESL—language of instruction is English, ESL support provided during regular content area instruction in the classroom, teacher is trained in second language acquisition and has ESL endorsement at appropriate grade levels.

FUNDING SOURCES

State ESL funds

State Compensatory funds

Federal Title III funds

Local funds

LANGUAGE PROFICIENCY ASSESSMENT COMMITTEE (LPAC)

The Texas Education Agency updates the LPAC procedural manual frequently. The newest manual should be kept on file in the office of the ESL coordinator. Its policies and procedures must be followed when making decisions regarding students in the ESL program. The website link for the manual is:

<http://portal.esc20.net/portal/page/portal/esc20public/biles/LPACFramework>

CAMPUS LPAC

Every campus will establish a LPAC consisting of:

- An ESL teacher;
- A parent of a limited English proficient student who is not an employee of the district;
- Translator, as needed
- Campus administrator or ESL coordinator
- Others as needed (example: counselor, other teachers, etc.)

The LPACs will be trained each year in the newest policies and procedures including confidentiality. The state LPAC manual includes a list of topics that must be covered in this training. The names of the LPAC members should be kept on file. In addition, each LPAC member will complete and sign an Oath of Confidentiality.

Each campus LPAC will convene:

- Within four weeks upon the enrollment of the limited English proficient student;
- Before the administration of the state assessments for limited English proficient students in grades 3-11;
- At the end of the school year to review progress.

The information to be discussed at the LPAC meetings is delineated in the LPAC manual from the state.

It will be the responsibility of the ESL coordinator to ensure that all policies and procedures are followed correctly. In addition, the ESL coordinator will ensure that Valley View ISD forms are kept updated and include all required information.

ELIGIBILITY

The Home Language Survey (HLS) is the starting point for determining student eligibility for the ESL program. Any student who lists a language other than English on the HLS must be evaluated by the ESL coordinator or designee within 4 weeks of the student's enrollment in VVISD. The back of the HLS also includes a questionnaire regarding immigrant status and school outside of the U.S.

All HLS forms with languages other than English need to be copied and forwarded to the ESL coordinator. The original HLS form must be kept in the student's permanent file. This must be done immediately so that all timelines for the ESL program may be met.

Only one HLS form is completed by a student's parent/guardian. This form is completed upon the student's initial enrollment.

An LPAC must be held for all students who are evaluated whether or not the students are identified as limited English proficient or not. This LPAC must be held within 4 weeks of enrollment.

Students will be evaluated with tests on the State-Approved list for ESL programs. This list is available at the website link: http://www.tea.state.tx.us/index2.aspx?id=4098&menu_id=720.

For students in grades PK-1:

- administer an oral language proficiency test (OLPT) in English. PK-1 students scoring below the cut-off for English proficiency on the OLPT are classified as LEP.

For students in grades 2-12:

- administer an OLPT and
- the reading and language arts portions of an English norm-referenced standardized achievement test (NRT) from the TEA List of Approved Tests. Students in grades 2-12 scoring below the cut-off for English proficiency on the OLPT are classified as LEP.

Students who score below the 40th percentile on the reading and language arts sections of the NRT are classified as LEP, even if their OLPT score reflects English proficiency. If the student's ability on the English OLPT is so limited that the administration at his/her grade level of the English norm-referenced standardized achievement test is not valid, then the student is classified as LEP.

After testing is completed, notification of the upcoming LPAC will be given to parents and to the teachers of the students. Teachers will complete the Accommodation Sheet and have it ready for the LPAC.

LPAC Minutes will be kept. A Student History Worksheet can also be completed on each student. This Student History Worksheet could be kept in the student's permanent file and updated yearly.

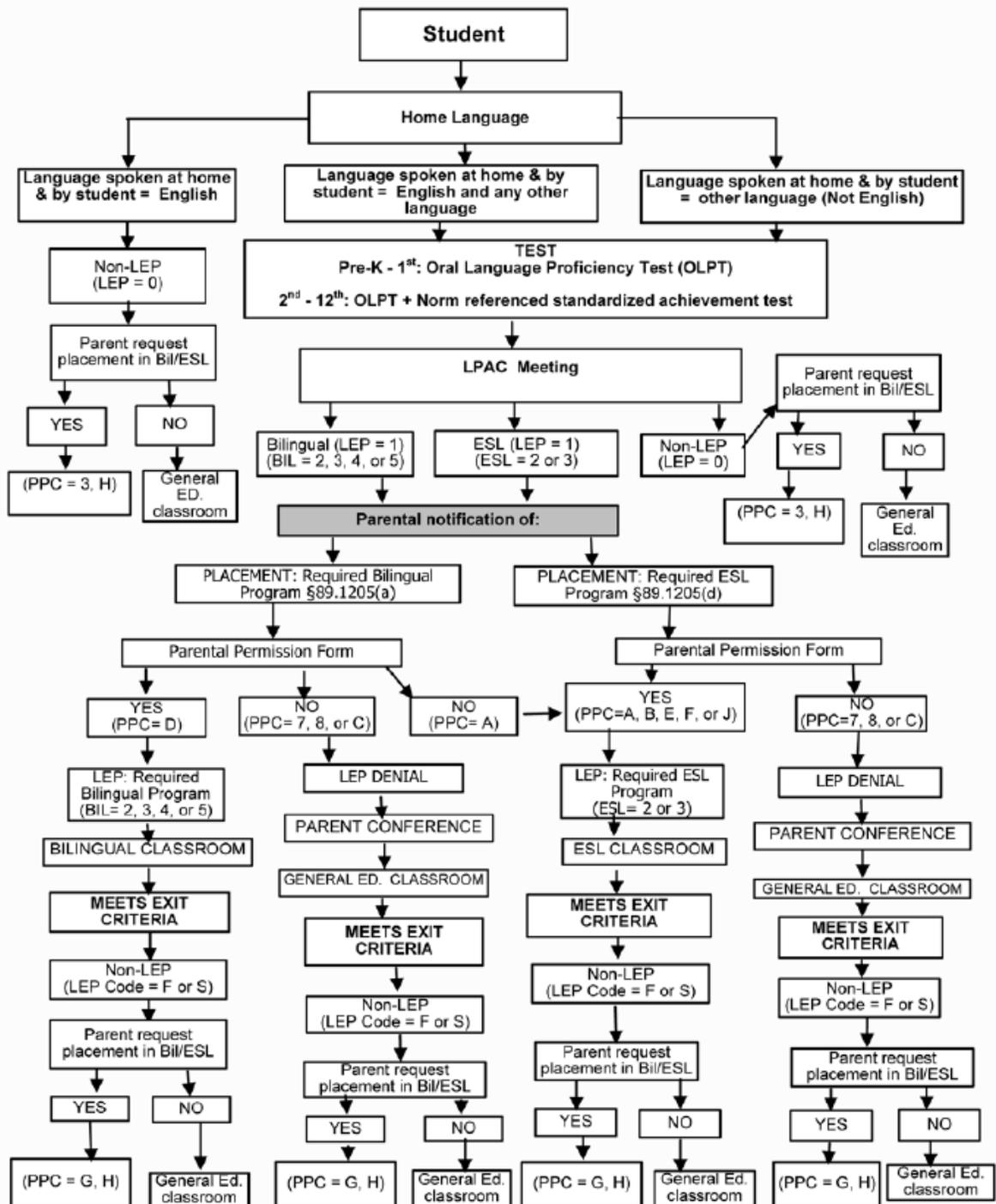
LPAC's must also consider the schooling of recent immigrants. Forms for this consideration are included in the manual. These considerations will affect the state assessments that the student takes.

After the LPAC, parent permission for placement is requested. If a parent denies placement in the ESL program, the ESL coordinator needs to refer to the latest TEA LPAC manual for policies and procedures.

All ESL program information should be kept in the student's permanent file in a green folder.

The ESL coordinator must also submit a PEIMS Add/Drop form to the district PEIMS contact. Students will be coded as LEP and at-risk in the PEIMS system.

Limited English Proficient Decision Chart



BIL = Bilingual Program Code ESL = English as a Second Language Code LEP = Limited English Proficient Code PPC = Parental Permission Code

MEETINGS

Each campus LPAC will convene:

- Within four weeks upon the enrollment of the limited English proficient student;
- Before the administration of the state assessments for limited English proficient students in grades 3-11;
- At the end of the school year to review progress.

Forms for the meetings are included with this manual, but may be adjusted depending on current state guidance.

Other forms that may be needed are included in the TEA LPAC manual.

EXITING

The exit criteria are set by TEA. The director of the ESL program must obtain and review the exit criteria each year. Special Education students may need a revised exit criteria. This information is also available from TEA. Decisions regarding exit criteria for Special Education students must be set early in the school year.

A LPAC meeting will be called so that the exit criteria items may be reviewed and taken into consideration. If a student is exited, parent permission is requested. A PEIMS Add/Drop form will be submitted to the district PEIMS contact.

The LPAC will monitor for at least two years the academic progress of each student who has exited the ESL program to determine whether the student is academically successful.

The LPAC will reconvene to reevaluate a student who is transferred out of the ESL program if the student earns a failing grade in any subject in the foundation curriculum (defined as math, science, social studies, ELA/Reading) during ANY grading period in the first two years after the student is transferred out of the ESL program to determine whether the student should be reenrolled in the ESL program according to the following criteria:

- The total amount of time the student was enrolled in the ESL program;
- The student's grades each grading period in each subject in the foundation curriculum;
- The student's performance on each assessment instrument administered.
- The number of credits the student has earned toward high school graduation, if applicable;
- Any disciplinary actions taken against the student.

After an evaluation, the LPAC may require intensive instruction for the student or reenroll the student in the ESL program.

SPECIAL PROGRAMS

SPECIAL EDUCATION

Pre-Referral Recommendations to Consider for English Language Learners

- Are student's academic problems due to a language difference? It is important to recognize and understand normal difficulties that can result from the acculturation process and learning a second language from a disability.
- Is the deficiency reflective of a socioeconomic disadvantage rather than a disability?
- Is the student's academic or behavioral problem consistent and pervasive?
- What type of instructional strategies and interventions have been attempted to meet the needs of the struggling English language learner? What were the results?

- Have multiple culturally and linguistically appropriate assessment measures been administered by culturally responsive, trained testing personnel?
- Have formal assessments been supplemented with other procedures and knowledge to make accurate language evaluations? (To include an understanding of native language development sequence, second language learning processes, individual learning and developmental differences)
- Has a broad base of student data (school, home, community, peer groups) been collected and analyzed?

An equitable and effective evaluation of culturally and linguistically diverse students is a complex process that requires the involvement of administrators, teachers, support staff, and parents in the decision-making effort.

Wilson-Portuondo, M. & Hardy, P., (2001); Burnett, J., (1998); Cloud, N. (1988).

Variables To Address When Making Special Education Placement Decisions for Limited English Proficient Students:

- Age of student
- Type and degree of impairment or disability
- Level of academic achievement
- Entry level language skills (upon entering school)
- Measured intellectual ability
- Method of measuring academic achievement and intellectual ability
- Language used in measuring academic achievement and intellectual ability
- Time spent in the United States
- Level of adaptive behavior
- Current cultural home setting
- Social maturity
- Level of language proficiency in native language and English
- Amount and type of language input received in the home environment
- Speech and language capabilities in native language and English
- Presence of multiple handicaps
- Ambulation or mobility
- Success in past and present placements
- Wishes of student and parents

(Baca, L. & Cervantes, H.,1991; Baca, L. & Payon, R.,1989)

GIFTED/TALENTED

The latest TEA LPAC manual should be referred to in regards to the placement of LEP students in district Gifted/Talented programs.

SUMMER SCHOOL

The latest TEA LPAC manual should be referred to in regards to summer school requirements for ESL students. Efforts should be made by the district to include as many LEP students as possible in district summer schools.

ANNUAL REPORT

The ESL coordinator will present an annual report to the VVISD Board of Trustees with the following information

- Number of LEP students in the program
- Number of students tested for the program
- Number of LEP students exited and being monitored
- Number of students needed Intensive Academic Instruction
- Number of students in special programs (GT/Special Ed)
- Completion/Graduation Rate of students
- Students progress toward graduation
- Number of teachers serving LEP students
- Professional development being provided
- Program content and design
- State assessment scores (including TAKS, STAAR and TELPAS)
- Accountability data including AMAO's, PBMAS, AEIS, AYP
- Reporting to parents
- Plan of action to improve the program if needed

TRAINING

Valley View ISD recognizes the need to recruit and train certified teachers in the ESL program. The district encourages each campus to place a high priority on the ESL certification when hiring new employees into the district.

VVISD personnel are encouraged to add an ESL endorsement to their certification through the following:

- The ESL coordinator will assist the teacher in obtaining study materials for the certification test
- Teachers are encouraged to attend the certification tests workshops.
- Teachers are reimbursed the cost of the test if they successfully pass it.
- VVISD pays the cost for recertification that is required.

VVISD personnel are encouraged to participate in professional development in ESL strategies:

- Teachers are encouraged to attend ESC XI workshops.
- VVISD has purchased a set of ESL Teaching Strategies videos for staff development use.