

**Van Vleck
Independent School
District
ESL Program Handbook
2024-2025**



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INTRODUCTION

School districts in Texas, including Charters and Districts of Innovation, are responsible for ensuring compliance with Texas Education Code (TEC) [§29.051-29.064](#) - Bilingual Education and ESL Programs, and Texas Administrative Code, [Chapter 89 \(PDF\)](#). Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners.






This includes following the standardized, statewide process for identifying, serving, and reclassifying/exiting English learners, and for monitoring their English language acquisition and academic progress. In addition, Texas school districts must also ensure equitable access of English learners to other program services, including special education services and services for gifted and talented students.


DEFINITIONS

Student of Limited English Proficiency is defined by the Texas Education Code §29.052 as a student whose primary language is other than English and whose English language skills are such that the student has difficulty performing ordinary classwork in English.

English as a Second Language (ESL) is defined by the Texas Education Code §29.052 as a program of intensive instruction in English from teachers trained in recognizing and dealing with language differences.

GOALS

-  Meet the needs of students whose primary language is other than English and facilitate their integration into the regular school curriculum
-  All LEP students in the ESL programs will exit/mainstream into general education classes within five (5) years or less of program entry
-  Ensure that LEP students progress by one proficiency level per year in the language domains of reading, writing, speaking, and listening
-  Collaborate regularly with content area teachers regarding consistent implementation of the ELPS based on individual student language proficiency levels
-  Maintain accurate LPAC documentation within district and state mandated timelines

 Communicate with teachers, administration, and parents regarding ESL instruction, assessment, and compliance.

PROGRAM GUIDELINES

The Van Vleck ISD ESL program is designed to assist students who have limited English proficiency transition gradually from speaking their home language only to the point that they are proficient in English. The required ESL program shall be provided to every LEP student with parent approval until such time that the student meets exit criteria. The LEP student shall be an integral part of the regular education program. The ESL program is based on the Texas Essential Knowledge and Skills and utilizes instructional approaches designed to meet the special needs of LEP students. These programs shall be designed to consider the students' learning experiences and shall incorporate the cultural aspects of the students' backgrounds. The program shall address the affective, linguistic, and cognitive needs of LEP students. In subjects such as art, music, and physical education, LEP students shall participate fully with English-speaking students in regular classes provided in the subjects. Students enrolled in the ESL program shall also have a meaningful opportunity to participate fully with other students in all extracurricular activities. The district shall offer a voluntary summer school program for LEP children who will be eligible for kindergarten or first grade at the beginning of the next school year. The program schedule will be established by the Board to meet the requirements of the Texas Education Agency. This will be an intensive language program, which meets standards set by TEA.

PROGRAM DESCRIPTOR

Van Vleck ISD ESL students are served through the ESL Content-Based model and are instructed by teachers who have received training and have obtained their ESL certificate. The program integrates ESL instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn math, science, social studies, and/or other academic subjects, while encouraging ESL students to use their native language as well.

STUDENT IDENTIFICATION

Home Language Survey When students register in the district, the parents or guardians complete a Home Language Survey (HLS). The survey shall be conducted only once, and the original copy of the survey shall be kept in the student's permanent record. If an earlier home language survey is received from a student's prior district, this will replace

the one conducted by our district as the original in the permanent folder. The home language survey shall be used to establish the student's language classification for determining whether the district is required to provide ESL services. If the response on the home language survey indicates that a language other than English is used, the student shall be assessed for program eligibility. If a language other than English is indicated on students' HLS, the students are administered an oral language proficiency test (OLPT) in grades PreK-12 and a normed referenced test in grades 2-12. This identification and placement process is in accordance with the Texas Education Agency 19 TAC Chapter 89, Subchapter BB: Commissioner's Rules Concerning State Plan for Educating LEP Students.

FEDERAL, SPECIAL, AND OTHER PROGRAMS & SERVICES

- LEP students are eligible for services under section 504 of the Rehabilitation Act of 1973.
- LEP students are eligible for At Risk services under Senate Bill 702.
- LEP students are eligible to receive other services and entrance into programs, such as special education, gifted and talented, compensatory education, and vocational education. Title VI of the Civil Rights Act of 1964 prohibits discrimination based on race, religion, creed, or national origin.

PLACEMENT OF STUDENTS

Within the first four weeks after enrollment, a student will be identified, assessed, and placed in ESL program. The student's parent must approve a student's entry into the program and exit from the program. The student must be placed in the ESL program as soon as the student is identified as LEP and the Language Proficiency Assessment Committee (LPAC) has recommended such placement. The district shall place the student in the program on the date the LPAC recommends that services begin but will not count the student for special language funding until parental approval is received through the return of signed documentation from the parent. Note: The admission, review and dismissal (ARD) committee in conjunction with the LPAC committee shall determine appropriate placement for identified LEP students. The district shall establish placement procedures that ensure that placement in ESL program is not refused solely because the student has a disability.

PARENTAL AUTHORITY & NOTIFICATION

Parent means the parent(s) or legal guardian of the student. The LPAC shall give written notice to parents advising that a student has been classified as LEP and requesting approval to place the student in the ESL program. The notice shall be in English and the primary language and it shall include information about the benefits of

the program for which the student is recommended and that it is an integral part of the school program. The entry or placement of a student in the ESL program must be approved in writing by the student's parent. Pending parent approval, the district shall place the student in the ESL program. Approval shall be considered valid for the student's continued participation in the program until the student meets the established exit criteria, graduates from high school, or the parent requests a change in program placement. The district shall notify the student's parent of the student's reclassification as English proficient and his or her exit from the ESL program and shall acquire written parent approval.

TEC 29.051 – State Policy

English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language. Large numbers of students in the state come from environments in which the primary language is other than English. Experience has shown that public school classes in which instruction is given only in English are often inadequate for the education of those students. The mastery of basic English language skills is a prerequisite for effective participation in the state's educational program. Bilingual education and special language programs can meet the needs of those students and facilitate their integration into the regular school curriculum. Therefore, in accordance with the policy of the state to ensure equal educational opportunity to every student, and in recognition of the educational needs of students of limited English proficiency, this subchapter provides for the establishment of bilingual education and special language programs in the public schools and provides supplemental financial assistance to help school districts meet the extra costs of the programs.

Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.

<https://www.txel.org/specialprograms/?tab=tab1>

TEC 89.1201 – Adaptations for Special Populations

(a) It is the policy of the state that every student in the state who has a primary language other than English and who is identified as an English learner shall be provided a full opportunity to participate in a bilingual education or English as a second language (ESL) program, as required in the Texas Education Code (TEC), Chapter 29, Subchapter B. To ensure equal educational opportunity, as required in the TEC, §1.002(a), each school district shall:

(1) identify English learners based on criteria established by the state;

(2) provide bilingual education and ESL programs, as integral parts of the general program as described in the TEC, §4.002;

(3) seek appropriately certified teaching personnel to ensure that English learners are afforded full opportunity to master the essential knowledge and skills required by the state; and

(4) assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 29, to ensure accountability for English learners and the schools that serve them.

(b) The goal of bilingual education programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. Such programs shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(c) The goal of ESL programs shall be to enable English learners to become competent in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. The ESL program shall emphasize the mastery of English language skills, as well as mathematics, science, and social studies, as integral parts of the academic goals for all students to enable English learners to participate equitably in school.

(d) Bilingual education and ESL programs shall be integral parts of the total school program. Such programs shall use instructional approaches designed to meet the specific language needs of English learners. The basic curriculum content of the programs shall be based on the Texas Essential Knowledge and Skills and the English language proficiency standards required by the state.

https://tea.texas.gov/sites/default/files/89bb-two_0718.pdf

State Curriculum Requirements TAC 74.4 English Proficiency Standards

The English Language Proficiency Standards (ELPS), as required by 19 Texas Administrative Code, Chapter 74, Subchapter A, §74.4, outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts are required to implement ELPS as an integral part of each subject in the required curriculum. All teachers are required to complete ELPS Academy training.

[Chapter 74. Curriculum Requirements](#)

<https://www.txel.org/elps/>

Van Vleck ISD Board Policy – ESL

See attached Legal EHBE Exhibit “A” herein – Special Programs Bilingual Education/ESL

See attached Legal EKBA Exhibit “B” herein – State Assessment English Language Learners/LEP Students

<https://pol.tasb.org/Policy/Search/853?filter=ESL>

Curriculum & Instruction

Van Vleck ISD ESL students are served through the ESL Content-Based model and are instructed by a teacher who has received training and has obtained the ESL certificate. The program integrates ESL instruction with subject matter instruction that focuses not only on learning a second language, but using that language as a medium to learn math, science, social studies, and/or other academic subjects.

Van Vleck ISD’s primary purpose of the public school curriculum is to prepare thoughtful, active citizens who understand the importance of patriotism and can function productively in a free enterprise society with appreciation for the basic democratic values of our state and national heritage. Van Vleck ISD fosters the continuation of the tradition of teaching United States and Texas history and the free enterprise system in regular subject matter, in reading courses, and in the adoption of textbooks. Education Code 28.002(h) As a condition of accreditation, Van Vleck ISD provides instruction in the essential knowledge and skills at appropriate grade levels in the foundation and enrichment curriculum. Education Code 28.002(c); 19 TAC 74.1(b) Van Vleck ISD ensures that all children in the district participate actively in a balanced curriculum designed to meet individual needs. Education Code 28.002(g) Instruction may be provided in a variety of arrangements and settings, including mixed-age programs designed to permit flexible learning arrangements for developmentally appropriate instruction for all student populations to support student attainment of course and grade-level standards. 19 TAC 74.2

[https://pol.tasb.org/Policy/Download/853?filename=EHAA\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/853?filename=EHAA(LEGAL).pdf)

The district uses 100% TEKS based curriculum and supplemental programs as well as progress monitoring programs that ensure the success of all students.

ESL and Language Proficiency & Assessment Committee

The district shall by local board policy establish and operate a Language Proficiency Assessment Committee on each campus.

District & Campus Administration Contact Information:

Van Vleck ISD
 142 South 4th Street
 Van Vleck, Texas 77482
 (979) 245-8518

Name	Role	Email	Campus
Brown, Marsha	Principal	mbrown@vvisd.org	VVE
Button, Kari	Director of Curriculum & Federal Programs	kbutton@vvisd.org	VVISED
Dement, Christie	Superintendent	cdement@vvisd.org	VVISED
Garcia, Shannon	Principal	sgarcia@vvisd.org	VVHS
Hackworth, Amy	Director of Student Inf. Sys/Assmt.	ahackworth@vvisd.org	VVISED
Hagg, Ashley	Counselor	ahagg@vvisd.org	VVHS
Hood, Brandon	Principal	bhood@vvisd.org	VVJH
Pena, Victor	Principal	vpena@vvisd.org	VVE
Solis, Javier	Secondary Assistant Principal	jsolis@vvisd.org	VVHS/JH
Steiner, Matt	Assistant Superintendent	msteiner@vvisd.org	VVISED
Ward, Stephanie	ESL/GT Coordinator	sward@vvisd.org	VVISED
Weathers, Michelle	Counselor	mweathers@vvisd.org	VVJH

LPAC Members Roles

All members of the LPAC, including parents shall act for the school district and shall observe all laws and rules concerning confidentiality of information for individual students. LPAC committees shall include a professional employee (VVISD ESL Teacher), a parent of a LEP student who is not an employee of the district, and a campus administrator. The parent of each ESL student in VVISED shall be extended an invitation to attend all meetings regarding ESL placement, review, and exit for their child.

ESL Coordinator: responsible for scheduling of LPAC, filling out LPAC forms, training LPAC members, facilitating parent involvement meetings, and leading the meetings

ESL Teacher: turning in student reports to coordinator, communicating with parents, teaching, monitoring progress, and assessing ESL students. Teachers may be reached by contacting each campus office and setting up a conference, messaging through class messenger program, and/or emailing the teacher directly.

Parent Representative: must be an active LEP parent and be trained in the LPAC procedures and confidentiality

Administration: a principal and/or assistant superintendent that is trained in LPAC procedures and oversees campus/district procedures

ARD Committee Representative: should attend when speaking about special exit/and or exemptions of special education students. Since the ESL teacher sits on the ARD committee, he/she can serve a dual role for the LPAC

Training of LPAC Members

The district shall provide orientation and training for current LPAC members. This orientation will include discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties committee members will be acting for the district and shall observe requirements regarding confidentiality of student records.

Duties of the LPAC

Within four weeks of the initial enrollment of any LEP student and at the end of each school year, the LPAC shall:

- (1) Review all information on limited English proficiency students, including the home language survey, the language proficiency tests in English and the primary language, each student's achievement in content areas, and each student's emotional and social attainment;
- (2) Make recommendations concerning the most appropriate placement for the educational advancement of the limited English proficiency student after the elementary grades;
- (3) Review each limited English proficiency student's progress at the end of the school year in order to determine future appropriate placement;
- (4) Make recommendations for exiting students from the ESL program when program criteria have been met.
- (5) Monitor the progress of students formerly classified as LEP who have transferred out of the special language program and, based on the information, designate the most appropriate placement for such students; and
- (6) Determine the appropriateness of a program that extends beyond the regular school year.

Test Participation Decisions STAAR & TELPAS

STAAR

The STAAR program encompasses STAAR, STAAR Spanish, and STAAR Alternate 2. The STAAR program for grades 3–8 includes assessments of mathematics, reading, writing, science, and social studies. STAAR end-of-course (EOC) assessments are available for Algebra I, Algebra II, English I, English II, English III, Biology, and U.S. History. LPACs must make and document test participation decisions in accordance with STAAR program requirements. All ELs (with few exceptions) are required to participate in one of the following academic assessments. For more information on exemptions for student participation in the STAAR program, refer to the Other Assessment Decisions section.

STAAR – Grades 3-8 and EOCs

- General statewide assessment
- Designated supports available for students who meet eligibility found at the [TEA Accommodations Resources webpage](#)
- Taken by ELs not eligible for an assessment listed below

STAAR Spanish – Grades 3-5

- Available for students in grades 3–5 for whom a Spanish version of STAAR most appropriately measures their academic progress
- Designated supports available for students who meet eligibility found at the [TEA Accommodations Resources webpage](#)
- Not permitted for an EL whose parent or guardian has declined bilingual/ESL program services

STAAR Alternate 2 – Grades 3-8 and EOCs

- Available for students receiving special education services, including those who are ELs, who meet requirements for an alternate assessment based on alternate achievement standards
- Participation requirements and information regarding available accommodations can be found the [STAAR Alternate 2 Resources webpage](#).

In the case of an EL who receives special education services, the LPAC is responsible for working in conjunction with the student’s admission, review, and dismissal (ARD) committee to make and document assessment participation decisions. The decision may be made by key members of each committee if necessary.

In making STAAR assessment decisions, LPACs should keep in mind that STAAR Spanish, in addition to being appropriate for students in bilingual programs who are receiving most of their academic instruction in Spanish, may sometimes be appropriate for an EL in an English as a second language (ESL) program. Examples:

- a Spanish speaker who has recently moved to the U.S.
- an EL who recently moved from a campus with a Spanish bilingual education program to a campus with only an ESL program
- a student in an ESL program who receives substantial academic support in Spanish It is recommended that LPACs make final assessment decisions as close as possible to the time of the test administration to take into account the student's progress in learning English.

TELPAS

All ELs are required to be assessed annually with one of the ELP assessments until they meet bilingual/ESL program reclassification criteria and are reclassified as non-LEP/English proficient. This requirement includes ELs classified as limited English proficient (LEP/EL) in PEIMS whose parents have declined bilingual/ESL program services (PEIMS code C).

The TELPAS program encompasses the general TELPAS and TELPAS Alternate. Both programs assess the English language proficiency of English learners in four language domains: listening, speaking, reading, and writing. LPACs are responsible for making and documenting participation decisions. In the case of an EL who receives special education services, the LPAC is responsible for working in conjunction with the student's ARD committee to make and document assessment participation decisions.

For ELs in kindergarten through grade 2 who do not have ARD or Section 504 committees, the LPAC is not required to meet to determine participation decisions regarding unmodified English language proficiency assessments.

See the Texas Education Agency's [LPAC Decisions Educator Guide for more information regarding STAAR & TELPAS requirements and supports.](#)

PARENT AND COMMUNITY INVOLVEMENT

Van Vleck ISD embraces the belief that the educational process is successful only if parents are included as partners in the education of their children. Parents will receive information related to program objectives and activities, newsletters, cultural events, and parent involvement meetings. VVISD shall make every effort to ensure that bilingual personnel are available on each school campus to provide translations for meetings and

documents to be sent home. It is the policy of Van Vleck ISD to involve the parents in all decisions regarding their child. Parents of students in the ESL program are invited to be a part of the Language Proficiency Assessment Committee (LPAC) for the identification, review, and exit of their children. Parents and community members are invited to be a part of the district and campus site based decision committees. Our parental involvement program and activities aim to do the following:

- 1) Assist families with parenting and childrearing skills, and creating home conditions to support learning.
- 2) Communicate with families about school programs and student progress with two-way communications.
- 3) Provide parental education that includes family literacy and understanding school community.
- 4) Promote parental advocacy that informs and teaches parents how to advocate for their children.
- 5) Involve families as volunteers and audiences.
- 6) Involve families with their children in learning activities at home, including homework and other curricular-linked activities.
- 7) Encourage college attendance.

ADDITIONAL INFORMATION

For further information for programs offered at Van Vleck ISD, please contact:

ESL & GT Coordinator

Stephanie Ward kbutton@vvisd.org (979) 323-5050

All Federal & Special Programs:

Kari Button – Director of Curriculum & Federal Programs kbutton@vvisd.org (979) 323-5020

Glossary

Additive Bilingualism: Developing a learner's proficiency in a second language with no pressure to replace or reduce the importance of the first language.

Affective Filter: A filter governing how much input is received by the learner. This filter is typically high when the learner is experiencing stress and anxiety. The lower the filter, the more open a student will be to acquiring a new language.

Basic Interpersonal Communication Skills (BICS): Aspects of language proficiency associated with face-to-face interaction and conversational fluency. This proficiency typically develops in 1-3 years.

Codeswitching: A feature of bilingual speech in which the speaker changes from one language to the other. Codeswitching can occur between or within clauses or sentences and may comprise a single phrase, a sentence or longer stretches of discourse. Codeswitching is a common and normal feature for bilingual learners.

Cognitive Academic Language Proficiency (CALP): Aspects of language associated with literacy and academic achievement. This includes the language proficiency required to express higher order thinking skills. This proficiency typically develops in 5-7 years or longer.

Comprehensible Input: A term introduced by Stephen Krashen to refer to language which a learner can understand. The language may be comprehensible in part because of clues, such as gestures, situations, or prior information.

Content-based Instruction: A language program in which lessons are organized around topics, themes, and/or subject-matter rather than specific language points.

English as a Second Language (ESL): This refers to the learning of English in a setting where English is the principal language.

ESL Teacher: Instructs English language learners in sheltered content area classes and/or co-teaches in the general education classroom. Instruction is primarily in English.

English Language Learner (ELL): Refers to the learner who is in the process of acquiring and learning English. **First Language (native language, primary language, L1):** The language first learned by the learner. Many children learn more than one language from birth and may be said to have more than one first language.

Input: The language which the learner is exposed to (either written or spoken) in the environment.

Interlanguage: The learner's developing second language knowledge. It may have some characteristics of the learner's first and/or second language and some characteristics

which seem to be very general to languages. Interlanguages are systematic, but they are also dynamic, continually evolving as learners receive more input and revise their understandings of the second language.

Language Acquisition: This term is similar to language learning. However, some researchers, including Stephen Krashen, contrast learning to acquisition, which represents the 'unconscious' learning that takes place when attention is focused on meaning rather than language form.

Limited English Proficient (LEP): This is a dated term used to describe English Language Learners. It is still used in legal, federal and state documents. The preferred term is English language learners (ELL).

Metalinguistic Awareness: The ability to treat language as an object, for example, being able to define a word, or to say what sounds make up that word.

Second Language: Any language other than the first language learned, often referred to as L2.

Sheltered Instruction: This is an approach to teaching that extends the time students have for receiving English language support while they learn content subjects. Subject matter instruction is provided in modified English so that it is accessible to the student's English proficiency level.

Silent Period: Some L2 learners, especially children, undergo a lengthy period during which they do not try to speak, although they are receiving language, constructing understandings and may even be engaging in speaking to themselves in the L2.

Transfer: Learner's use of patterns of the first language in the second language sentences. Also called 'interference.'

Zone of Proximal Development (ZPD): The level of performance which a learner is capable of when there is support from interaction with an adult or other advanced learner.

Limited English Proficient Training Flowchart

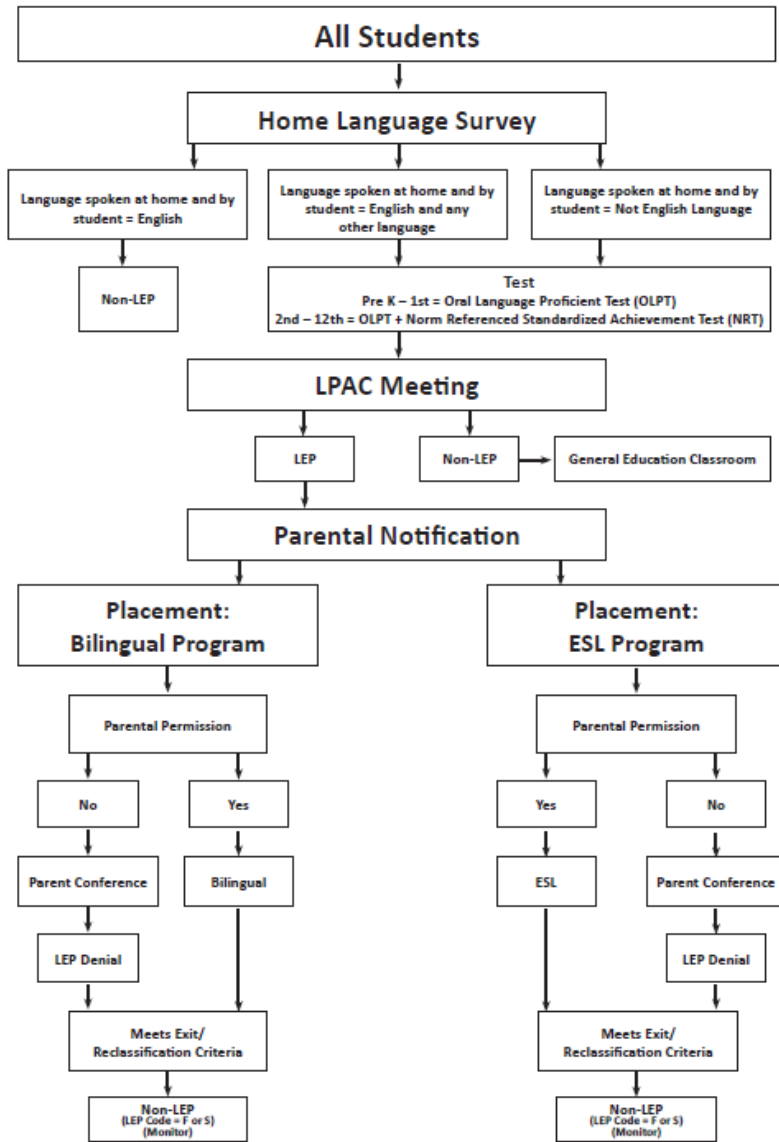
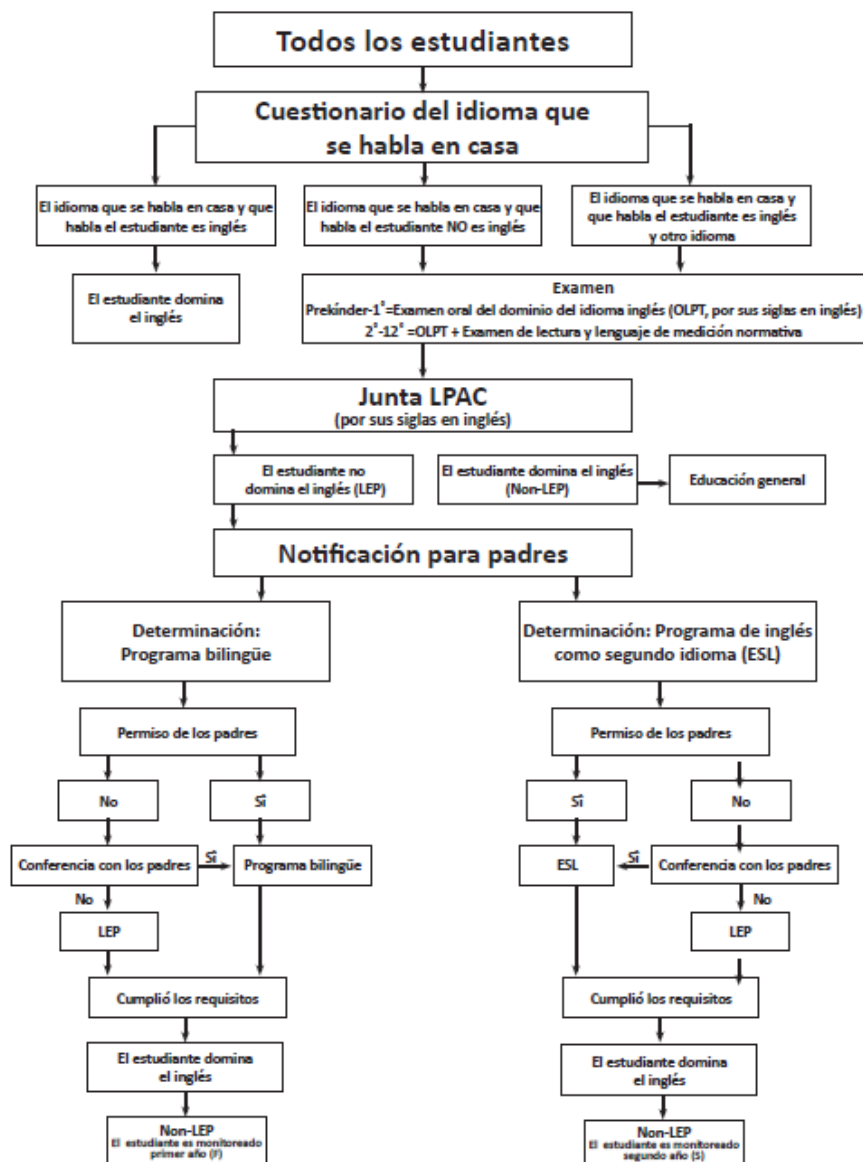


Diagrama para estudiantes que hablan inglés como segundo idioma



Resources

TEA “Supporting English Learners In Texas”

<https://www.txel.org/parents-and-families/>

LPAC Framework Manual

<https://www.txel.org/media/fmsiq4ac/lpac-framework-manual.pdf>

Region 3 ESC ESL Resource Page

<https://www.esc3.net/Page/1247>

US Department of Education English Learner Toolkit

https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf