

ESL

The goal of Village Tech Schools' ESL Program is to enable students who are English Language Learners, identified by the state in reporting as ELLs, to become competent in listening, reading, speaking and writing. Through the use of communicative and integrative methods of second language teaching, the program focuses on mastery of English language skills. In addition, the program emphasizes mastery in the content areas of ELA, mathematics, science and social studies. All content area teachers adhere to the English Language Proficiency Standards (ELPS) in order to provide the necessary support to English Language Learners to acquire the specific content.

Village Tech Schools follow the state law TAC §89.1201, identify English Language Learners and provide them a full opportunity to participate in an ESL program, as required in the TEC, Chapter 29, Subchapter B.

To ensure equal educational opportunity, as required in the TEC, §1.002(a):

- Identify English Language Learners based on criteria established by the state;
- Provide bilingual education/English as a Second Language programs, as integral parts of the regular program as described in the TEC, §4.002;
- Seek certified teaching personnel to ensure that English Language Learners are afforded full opportunity to master the essential knowledge and skills required by the state; and
- Assess achievement for essential knowledge and skills in accordance with the TEC, Chapter 39, to ensure accountability for English Language Learners and the schools that serve them.

Dyslexia

Definition: Dyslexia is a lifelong brain-based type of learning disability (language processing disorder) that can hinder reading, writing, spelling, and sometimes even speaking despite effective instruction, adequate intelligence and sociocultural opportunity.

The following are the primary reading/spelling characteristics of dyslexia:

- Difficulty reading words in isolation
- Difficulty accurately decoding unfamiliar words
- Difficulty with oral reading (slow, inaccurate, or labored)
- Difficulty spelling

- **Formal Evaluation:** When signs and characteristics of dyslexia are clearly observed, a formal evaluation needs to be conducted by licensed dyslexia assessment personnel with the parent's consent.

- **Eligibility:** Based on the data collected and formal assessment results, the 504 committee makes the dyslexia and 504 eligibility decisions.

- **Programs and Services:**
 - Classroom Accommodations
 - A multisensory, structured language instruction in decoding, comprehension, and fluency provided by a trained dyslexia instructor in a small group setting delivered weekly at scheduled times.

Section 504

Village Tech Schools provide the students with disabilities appropriate educational services designed to meet the individual needs of such students to the same extent as the needs of students without disabilities. An appropriate education for a student with a disability under the Section 504 regulations could consist of education **in regular classrooms, education in regular classes with supplementary services, and/or related services.**

Definition: Section 504 is a civil rights law that protects eligible individuals from discrimination on the basis of their disabilities.

- **Evaluation:** Once a referral has been made by a school staff or the parent(s)/guardians, a 504 evaluation which includes the review of data drawn from a variety of sources (health records, report cards, parent/teacher input etc.) is conducted by the 504 committee.
- **Eligibility:** To be protected under Section 504, a student must be determined to:
 - have a physical or mental impairment that
 - substantially limits
 - one or more major life activities (breathing, walking, concentrating, reading etc.) ; or
 - have a record of such an impairment; *or*
 - be regarded as having such an impairment.

Potential Qualifying Disabilities may include but are not limited to:

ADD/ADHD	OCD, ODD	HIV
Diabetes	Dyslexia	Bipolar Disorder
Asthma	Cancer	Epilepsy

Services:

- Accommodations: Extended time, reading aloud etc.
- Service plans: Individual health plan, emergency action plan, behavior intervention plan etc.
- Related services: Counseling, occupational therapy, assistive technology etc.

Resources:

Parent 504 Resource

<http://www.parentcenterhub.org/repository/section504/>

Special Education vs 504 Comparison Chart

[http://www.esc20.net/users/0040/docs/Section%20504/Section-504-IDEA-v3%20\(2\).pdf](http://www.esc20.net/users/0040/docs/Section%20504/Section-504-IDEA-v3%20(2).pdf)

SPECIAL EDUCATION

The Special Education Department at Village Tech Schools program provides a process for referral, identification of needs and services, and continual monitoring of progress for students in need of services. Meeting individual needs in the least restrictive environment is the foundation of the special education program and is accomplished through a variety of instructional settings ranging from minimal support of the student in the general education classroom to weekly enrichment support. An inclusive model for providing special education services ensures that students receive the majority of their services in the general education setting.

In addition to services provided directly to students, the special education department delivers staff development to both general and special education personnel who teach and support our students. Training is based solely on the needs of the special education students as identified through evaluation of students, both as individuals and as groups.

Special Education Department

Village Tech Schools provides special education services to children with disabilities to meet their unique needs. These services are provided in special education or general education settings with modifications, special education support, supplementary aids, and other special arrangements. Students must be identified as in need of special education through a referral and evaluation process.

As required by law, each student's services are based on his/her needs as identified through a Full and Individual Evaluation. Each student is evaluated prior to admission to Special Education and at least every three years while continuing in the special education program. To qualify for special education a student must have a disability in:

- Autism
- Deafness
- Developmental delay
- Emotional disturbance
- Hearing impairment
- Intellectual disability
- Multiple disabilities
- Orthopedic impairment
- Other health impairment

- Specific learning disability
- Speech or language impairment
- Traumatic brain injury
- Visual impairment, including blindness

The instruction offered through special education has been changed in content, methodology, or delivery of instruction to address the unique needs of a child that will result from that child's disability and to ensure access of the child to the general curriculum, so that he or she can meet the educational standards that apply to all children.

The services each student's ARD committee determines as appropriate are provided for that student in the least restrictive environment, ensuring that to the greatest extent possible the student remains in the general education setting with their age appropriate peers, receiving rigorous instruction from teachers who are content experts while still allowing the student to have the support need to progress on his/her individual goals.

Special education students may also receive instructional supports in the areas below. For some students, these services are provided directly by the therapists or specialists while others receive consult services, when the therapist or specialist works with the teacher to ensure the student's needs are being met throughout the school day by special and general education staff

- Speech Therapy
- Physical Therapy
- Occupational Therapy
- Auditory Services
- Assistive Technology

Notice of Procedural Safeguards for Parents

The Notice of Procedural Safeguards is a description of your legal rights as a parent of a child with a disability.

Notice of Procedural Safeguards - April 2016

https://framework.esc18.net/Documents/Pro_Safeguards_ENG.pdf

Aviso Sobre Procedimientos de Protección - Abril 2016

https://framework.esc18.net/Documents/Pro_Safeguards_SPAN.pdf

A Guide to the Admission, Review, and Dismissal Process

The guide describes various activities that may take place during the special education process.

Parent's Guide to the ARD Process – April 2016

https://framework.esc18.net/Documents/ARD_Guide_ENG.pdf

Guía Para Padres del Proceso de Admisión, Repaso, y Retiro – Abril 2016

https://framework.esc18.net/Documents/ARD_Guide_SPAN.pdf

TRANSITION SERVICES

Texas Transition and Employment Guide

The Texas Transition and Employment Guide provides youth, young adults, parents and professionals with secondary transition resources to facilitate a young person's progress towards post-secondary goals to education, employment, and community living. This guide will continually be updated.

THIS GUIDE WILL CONTINUALLY BE UPDATED.

Link: (English)

<http://www.transitionintexas.org/cms/lib/TX01001018/Centricity/Domain/3/Texas%20Transition%20and%20Employment%20Guide%202014.pdf>

(Spanish)

<http://www.transitionintexas.org/cms/lib/TX01001018/Centricity/Domain/3/Texas%20Transition%20and%20Employment%20Guide%20Spanish%202014.pdf>

Child Find

Village Tech Schools has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 0-21 years of age in accordance to legislation (34 CFR Sec. 300.111) who fall within the Village Tech Schools jurisdiction. If you know or suspect your child has a disability, please contact the Special Services Campus Coordinator at 469-454-4441 for information about special education services.