



DIVISION OF PUBLIC SCHOOLS
Highest Achievement...Every Student, Every Day.

July 1, 2022

Ms. Debra Estes
Director of ESOL, Migrant and Dual Language
School District of Manatee County

Dear Ms. Debra Estes,

The School District of Manatee County English Language Learner (ELL) Plan has been approved for implementation. This approval applies from July 1, 2022, through June 30, 2025. The approved plan must be implemented as approved. The plan may be revised through an amendment; however, such a revision may not be implemented until the amendment has been approved by the Florida Department of Education. Amendment requests may be emailed to SALA@fldoe.org.

Please share this approval letter with your district's leadership team and other interested personnel. Thank you for your continued commitment to student achievement through language acquisition. If you have any questions, please feel free to contact me.

Sincerely,

Arlene Costello

Arlene Costello, Ed.D.
Bureau Chief, Student Achievement – Language Acquisition
Florida Department of Education
325 West Gaines Street Suite 1324
Tallahassee, FL 32399
850-245-0628 Office

STAFF COORDINATION FORM

TO:		BOARD MEETING DATE : (if applicable)		LOG NUMBER: 27
THRU:	PREPARED BY:	DATE PREPARED:		DUE DATE:
SUBJECT:		ACTION REQUIRED		
			APPROVAL	
			SIGNATURE	
			COORDINATION	
			INFORMATION	
ACTION SUMMARY:				
1. Purpose				
2. Background				
3. Discussion				
4. Recommendation				
STAFF COORDINATION/APPROVAL				
OFFICE	ACTION	NAME	DATE OUT	SIGNATURE

Encl: Tab A

FLORIDA DEPARTMENT OF EDUCATION

PROJECT APPLICATION

Please return to: Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0496	A) Program Name: District English Language Learners (ELL) Plan TAPS NUMBER: 22A-175	DOE USE ONLY Date Received						
B) Name and Address of Eligible Applicant: School Board of Manatee County, FL 215 Manatee Avenue West Bradenton, FL 34205-8840		Project Number (DOE Assigned)						
C) Total Funds Requested: <hr style="width: 25%; margin-left: 0;"/> DOE USE ONLY Total Approved Project: \$	D) Applicant Contact & Business Information <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;"> Contact Name: Debra Estes, Director ESOL, Migrant, Immigrant and Dual Language </td> <td style="width: 40%;"> Telephone Numbers: 941-751-6550 Ext. 43277 </td> </tr> <tr> <td> Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205-8840 </td> <td> E-mail Addresses: estesd@manateeschools.net </td> </tr> <tr> <td> Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205-8840 </td> <td> DUNS number: 1000129620000 FEIN number: 596000728 </td> </tr> </table>		Contact Name: Debra Estes, Director ESOL, Migrant, Immigrant and Dual Language	Telephone Numbers: 941-751-6550 Ext. 43277	Mailing Address: 215 Manatee Avenue West Bradenton, FL 34205-8840	E-mail Addresses: estesd@manateeschools.net	Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205-8840	DUNS number: 1000129620000 FEIN number: 596000728
Contact Name: Debra Estes, Director ESOL, Migrant, Immigrant and Dual Language	Telephone Numbers: 941-751-6550 Ext. 43277							
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Physical/Facility Address: 215 Manatee Avenue West Bradenton, FL 34205-8840	DUNS number: 1000129620000 FEIN number: 596000728							
CERTIFICATION <p>I, <u>Cynthia Saunders, Superintendent</u>, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.</p> <p>Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.</p>								
<table style="width: 100%;"> <tr> <td style="width: 45%; vertical-align: bottom;"> E) _____ Signature of Agency Head </td> <td style="width: 35%; vertical-align: bottom;"> _____ Superintendent Title </td> <td style="width: 20%; vertical-align: bottom;"> _____ Date </td> </tr> </table> <p style="text-align: center; margin-top: 10px;">Pending Board Approval</p>			E) _____ Signature of Agency Head	_____ Superintendent Title	_____ Date			
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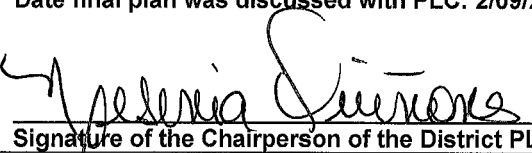
District English Language Learners (ELL) Plan

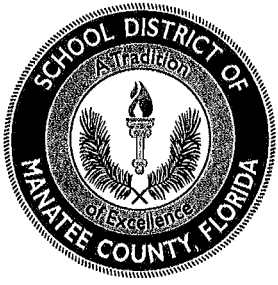
Contact Person: Debra Estes
LEA: School District of Manatee County
Email: estesd@manateeschools.net
Phone: 941-751-7550 ext. 43277

Original signatures on Signature Pages are to be submitted to

Bureau of Student Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, Florida 32399-0400

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
School District of Manatee County	Debra Estes, Director of ESOL, Migrant and Dual Language	941-751-6550 x. 43277 estesd@manateeschools.net
(4) MAILING ADDRESS: PO Box 9069 Bradenton, Florida 34206-9069		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan		
I, Cynthia Saunders, do hereby certify that all facts, figures, and representations made in this plan are true and correct Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.		
<div style="display: flex; justify-content: space-between;"> <div>Signature of Superintendent or Authorized Agency Head</div> <div>Date Signed</div> <div>Date of Governing Board Approval</div> </div> <p>**Pending Board Approval</p>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
<p>Name of Chairperson representing the District ELL PLC: Yesenia Quinones</p> <p>Contact Information for District PLC Chairperson: Mailing address: 4708 Mineola Street, Bradenton, FL 34207</p> <p>E-mail Address: yeseniag130@yahoo.com Phone Number: 941-580-4054</p> <p>Date final plan was discussed with PLC: 2/09/2022</p> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="text-align: center;">  Signature of the Chairperson of the District PLC </div> <div style="text-align: center;"> <u>2/09/2022</u> Date Signed by PLC Chairperson </div> </div>		



SCHOOL BOARD

Rev James Golden
Chair

Gina Messenger
Vice Chair

Chad Choate III
Mary Foreman
Charlie Kennedy

SUPERINTENDENT

Cynthia Saunders

SCHOOL DISTRICT OF MANATEE COUNTY

January 26, 2022

To Whom It May Concern:

This letter of assurance is to verify that the School District of Manatee County is in compliance with all State Board of Education rules for the ESOL Compliance courses and trainings offered to our teachers.

Manatee County's ESOL Add-on program was approved in July of 2020 by both our school board and the Florida Department of Education. Manatee County's ESOL Add-on program is up for renewal in July 2025.

Sincerely,

Cynthia Saunders
Superintendent
School District of Manatee County

**DISTRICT ENGLISH LANGUAGE LEARNERS PLAN
ASSURANCES AND CERTIFICATION**

School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in the laws, rules, regulations, and federal court orders listed below:

- The requirements set forth in Section 1003.56, Florida Statutes;
- The requirements set forth in Rules 6A-6.0902; 6A-6.09022; 6A-6.09091; 6A-6.0903; 6A-6.0907; 6A-1.0503, Florida Administrative Code (F.A.C.), and other applicable State Board of Education Rules;
- The requirements of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015;
- The requirements of the Consent Decree in the League of United Latin American Citizens et al. v. the State Board of Education, 1990;
- The requirements of the Florida Educational Equity Act, 1984;
- The requirements based on the Fifth Circuit Court decision in *Castañeda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Plyler v. DOE*, 1982;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Educational Opportunities Act of 1974;
- The Requirements of Section 504 Rehabilitation Act of 1973;
- The requirements of the Office for Civil Rights Memorandum of May 25, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the Office for Civil Rights Standards for the Title VI Compliance.

By signature below, I, Cynthia Saunders, do hereby certify that procedures, processes and services that are described herein shall be implemented in a manner consistent with the requirements and provisions of the requirements set forth above.

Superintendent's Signature

Date Signed

Section 1: Identification (Rule 6A-6.0902, F.A.C.)

Enrollment Procedures and Administration of the Home Language Survey (HLS).

Describe the Local Education Agency (LEA) registration procedures to register English Language Learners (ELLs). Responses should include the following:

How do LEA procedures compare to those followed for non-ELLs?

The registration procedures are the same for ELLs as they are for non-ELLs. All registrations are completed electronically at their home/zoned schools or at the Office of Student Assignment.

Into what languages are the HLS translated?

Spanish

How does the LEA assist parents and students who do not speak English in the registration process?

Each school with 15 students or more that speak the same language are allocated a Bilingual ESOL Paraprofessional unit. One of their job responsibilities is home/school communication. Therefore, ELL families are given assistance from bilingual school staff if needed for registration. For less commonly spoken languages in our district, we contract with Language Live for assistance.

How do you identify immigrant students?

Immigrant student information, along with the DEUSS, is captured on the Student Enrollment/Registration form. The term immigrant children and youth means individuals who:

- (A) are ages 3 through 21; and
- (B) were not born in any State, the District of Columbia or Puerto Rico; and
- (C) have not been attending one or more schools in any one or more States for more than 3 full academic years.

Based on this definition, the student's immigrant code is Y.

How is Date Entered US School (DEUSS) obtained in the registration process?

The registration form includes a question asking parents who answered "yes" on the HLS to provide the DEUSS. If parents do not provide the DEUSS, registrars are instructed to review records received from previous schools and document the earliest documented day found in those records as the DEUSS for the student. If the parents do not provide a date, and no records are received from any previous school, the first

day enrolled in a Manatee County school will be documented as the DEUSS for the student.

<https://www.manateeschools.net/cms/lib/FL02202357/Centricity/Domain/1133/FillableP RC approved 12020 English Enrollment rev 8-2020.pdf>

<https://www.manateeschools.net/cms/lib/FL02202357/Centricity/Domain/1133/FillableP RC approved 12020 enrollment form S 8-2020.pdf>

Section 2: English Language Proficiency Assessment (Rule 6A-6.0902, F.A.C.)

1. English Language Proficiency (ELP) Assessment

What is the title of the person(s) responsible for administering the ELP assessment of potential ELLs in the LEA? (Check all that apply.)

- ☐ Registrar
- ☐ ESOL Coordinator/Administrator
- ☒ Other (Specify)

Each school assigns the person(s) responsible for administering the ELP assessment of potential ELLs. Some of the staff assigned this responsibility are: ESOL Resource Teacher, Bilingual ESOL Paraprofessionals, Guidance Counselors, ESOL Specialists, School ESOL Contact, and other designated teachers.

2. Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessment(s) used in the LEA and procedures followed to determine if a K-12 student is an ELL.

Describe the procedures to ensure that the Listening and Speaking assessment(s) are Pre-IPT for PK students at the end of their PK year (assessed after May 1st)
IPT Oral Test for Kg – 12th grade

To determine if a K-12 student is an ELL, registrars immediately provide the school ESOL Contact with a copy of the HLS of all new students with at least one "Yes" answer to ensure students are assessed within 20 school days of initial enrollment using the IPT Oral/Aural assessment. If a student scores in the NES or LES range they are classified as an ELL in grades K-2. If they are proficient (grades 3-12) on the IPT Oral/Aural they are then administered the reading and writing proficiency assessments. ministered within 20 school days of the student's initial enrollment.

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA and procedures followed to determine if a student is an ELL in grades 3-12.

If there is a "Yes" checked on the *HLS*, registrars immediately code the student "LP" and provide the school ESOL Contact with a copy of the *HLS* to ensure students are assessed within 20 school days of initial enrollment. ESOL contacts at each school site are trained on the administration of the assessment and of the laws and state board rules with regard to timelines for assessment for ELL identification and placement. In addition, district level personnel review ongoing reports to ensure compliance with this requirement.

Students in grades 3-12 who score proficient on the Listening and Speaking assessment are assessed using the IPT reading and writing test; the entire assessment process will not exceed thirty (30) school days from initial enrollment. If they score at or below the 32nd percentile on either reading or writing, they are classified as ELLs. However, upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to be an ELL or not to be an ELL shall be considered in the final decision.

3. ELL Committee

Describe the procedures used when the ELL Committee makes an entry (placement) decision. What type of documentation is used to support these decisions?

When a student who has marked "yes" on the *HLS* does not meet the approved testing requirements for classification as an ELL, the ELL Committee may be convened upon request of a parent, teacher, or guidance counselor to discuss entry/placement. Parents must be invited using the *Parent Notification of ELL Committee Meeting* invitation and the parents' preference shall be considered in the final decision.

The ELL Committee shall review the student's academic record holistically and may determine a student to be an English Language Learner by considering the following criteria in addition to ELP test results: extent and nature of prior educational or academic experience, social experience, and a student interview; written recommendation and observation by current and previous instructional supportive services staff; level of mastery of basic competencies of skills in English and/or heritage language according to state or national criterion-referenced standards, if any; grades from current and previous years; and tests results other than IPT, FSA, and ACCESS 2.0.

Section 3: Programmatic Assessment (Rule 6A-6.0902, F.A.C.)

Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining prior academic experience of ELLs. Also, address the placement of ELLs with limited or no prior school experience(s) or whose prior school records are incomplete or unobtainable. Specify actions taken to obtain prior school records. Include the procedures to determine appropriate grade level placement for ELLs.

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. The procedures that have been implemented for determining prior academic experience of ELLs are the review of the following to the extent that is available by the school personnel (guidance counselors, ESOL Resource Teachers, classroom teachers and administrators):

- Parent interview regarding educational history/experience
- School paperwork
- Grade reports and transcripts
- Student interviews
- Assessment of current content area abilities
- Chronological age

The information on the form is evaluated and a decision for placement is made. Placement of students is initiated at each school site with the use of the information from the *Programmatic Assessment* document. Students are placed considering age appropriateness, educational background, and parent interviews. When students arrive without school records, parents/guardians are interviewed to obtain their student's educational history. If the former school can be identified, it is contacted, when possible, and the student is placed, primarily based on age appropriateness, until further information is received.

Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades that have completed credits in countries outside of the United States, specifically addressing those students for which there is no documentation.

A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. The procedures that have been implemented for determining prior academic experience of ELLs are the review of the following to the extent that is available by the school personnel (guidance counselors, ESOL Resource Teachers, classroom teachers and administrators):

- Parent interview regarding educational history/experience
- School paperwork
- Grade reports and transcripts
- Student interviews
- Assessment of current content area abilities
- Chronological age

The information on the form is evaluated and a decision for placement is made. Credits are awarded for a student's prior education, based on a case-by-case basis. Students who have completed foreign language courses, including English, may be awarded credit for foreign language.

Explain the process for awarding credit to students transferring from other countries for language arts classes taken in the student's native language and for foreign languages the student may have taken (this may include English).

Both middle and high school personnel in the School District of Manatee County follow the State Uniform Transfer of Credit Guidelines when determining credit to be awarded students transferring from other countries. This policy can be found in the Student Progression Plan:

https://www.manateeschools.net/cms/lib/FL02202357/Centricity/domain/1115/policy/SP_P_2021-2022_ENG.pdf

What is the title of person(s) responsible for evaluating foreign transcripts? How are they trained? How is documentation maintained?

The ESOL department personnel, in conjunction with the guidance counselor at the school site and with assistance from the Coordinator of Guidance Services for the District, work together to evaluate foreign transcripts. Below is a link to our Guide to the Placement and Evaluation of Transcripts for Foreign Born Students:

<https://www.manateeschools.net/site/handlers/filedownload.ashx?moduleinstanceid=7314&dataid=15953&FileName=A%20GUIDE%20FOR%20THE%20PLACEMENT%20AND%20TRANSCRIPT%20EVALUATION%20OF%20FORE%202021-22.pdf>

A Quick Reference Guide for Enrolling Foreign-Born Students has also been developed to aid schools in the placement of foreign-born students both with and without records:

[https://www.manateeschools.net/site/handlers/filedownload.ashx?moduleinstanceid=7314&dataid=15954&FileName=Quick Guide for Enrolling Foreign Born Students 18-19.pdf](https://www.manateeschools.net/site/handlers/filedownload.ashx?moduleinstanceid=7314&dataid=15954&FileName=Quick%20Guide%20for%20Enrolling%20Foreign%20Born%20Students%2018-19.pdf)

Re-evaluation of ELLs that Previously Withdrew from the LEA

Describe the procedures used for re-evaluating ELLs who withdraw from the LEA and re-enroll. Specify the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. Include data reporting procedures.

Students who withdraw or leave the district for more than one year are re-assessed upon entry. If returning students have documentation from their last school that they have been served in an approved ESOL program, that information is taken into consideration upon reentry. If recent English language proficiency test scores are not available, students will be re-assessed using the IPT and based on the students DEUSS date, an ELL committee meeting may be convened to update the student's records and *ELL Plan*. The School District of Manatee County makes every effort to contact the previous school to get accurate records that include grades, assessment data and credits earned. If no records are available, the School District of Manatee County uses the policy in our Student Progression Plan, *Guide for Enrolling Foreign-Born Students* and the *Quick Reference Guide for Placement of Foreign-Born Students*. Student ELL records are updated, and information is updated in the District's student information system.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the title(s) of the person(s) responsible for developing the plan, and updating the ELL data reporting elements. Also, include a description of when and how the plan is updated to reflect the student's current services.

After testing is complete, and/or ELL Committee meetings convened, if applicable, the ESOL Resource Teacher, teacher, guidance counselor, or ESOL contact will gather the resultant data and create an ELL plan for each student. A copy of the student's schedule is attached to each ELL plan. A copy of the ELL plan is given to the data entry person for entry into the student information system. Any change in a student's schedule requires a new plan, completed by the same personnel, and the resultant procedures are the same. School and district personnel monitor ESOL reports and data to maintain compliance in this area.

Describe the elements of the plan (e.g., home-school communication, student schedules and classes, progress monitoring, interventions, assessments and other evaluations). What is the teacher's role in development of the plan?

The elements of the student plan will include the student's name, date plan is completed, schedule with instruction by program, amount of instruction time, date student is identified, assessment data used to classify or reclassify the student, date of exit and assessment data used to exit the student from ESOL. The teacher is notified by the IPT administrator of the completion of the assessment of the aural/oral and reading/writing competencies assessed on the IPT. The student's academic progress may be reviewed, and records from previous schools are examined, if available. Student plans are developed with input from previous and current teachers through interviews to gain information on socialization and participation in the general classroom setting. These are the state requirements for an ELL Plan and ours comply.

https://manateecountyschools-my.sharepoint.com/:b:/g/personal/estesd_manateeschools_net/EYxIOhWeJoxOtS9Hx9Ts140BHyqvNYg8uDOAD_gJGiMk0Q?e=3BQRT3

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

In addition to using required English for Speakers of Other Languages (ESOL) strategies by teachers who teach ELLs, what instructional model(s) or approach(es) are used to ensure comprehensible instruction? Descriptions of each model can be found in the current Florida Department of Education (FDOE) database manuals on the FDOE website. *(Check all that apply)*

- ☒ Sheltered English Language Arts
- ☐ Sheltered Core/Basic Subject Areas
- ☒ Mainstream-Inclusion English Language Arts
- ☒ Mainstream-Inclusion Core/Basic Subject Areas
- ☐ Maintenance and Developmental Bilingual Education
- ☒ Dual Language (two-way) Developmental Bilingual Education

Describe how the instructional models are used in the LEA. Address how the LEA will monitor schools to ensure that instructional models are implemented with fidelity.

Each school indicates the instructional models used at that site based on district guidelines. District and school-based personnel regularly monitor the programs for fidelity and implementation. Most elementary ELLs within the School District of

Manatee County are in mainstream classes with the exception of students enrolled in Dual Language Programs. Students enrolled in Dual Language programs are instructed in a two-way immersion 50/50 model. Sheltered English language arts courses and elective courses for ESOL students are available in both middle and high schools.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELLs.

In accordance with State Board rules, teachers who provide instruction to ELLs have been, or will be, trained to provide appropriate and comprehensible instruction using ESOL methodologies and strategies. Instruction provided to ELLs is equal in amount, sequence, and scope to that provided to non-ELLs. Teachers are regularly observed during walk-throughs, principals review lesson plans to check for appropriate ESOL accommodations, and ESOL staff assist in mock audits to determine training needs at individual school sites. English learners in the School District of Manatee County attend school equal minutes per day compared to non-ELLs, earn the same credits and quality points for grade-level promotion that are equal to non-ELLs. In content courses and ELA classes materials used by English learners are equal to the materials used by non-ELLs.

How does the LEA determine if the instructional models are positively affecting student performance?

The School District of Manatee County ESOL department and Office of Assessment and Accountability work together to disaggregate assessment data of ELLs. District benchmark tests, exams, state assessments and EOCs are all used to determine if instructional models are appropriate and effective. Data from comparable schools are evaluated to determine the effectiveness of these models. Recommendations are then made to site-based administrators based on these findings.

How are ELLs assured equal access to all programs, services and facilities that are available to non-ELLs?

The School District of Manatee County ESOL Department works closely with other District departments to ensure that all ELLs are assured equal access to all programs, services and facilities that are available to students in Manatee County. The ESOL Department also participates in the development of district policy and development of the student progression plan to ensure that ELLs are considered in all aspects of District rule making. The ESOL Department also works with ESOL personnel and site-based administrators at schools to ensure that students are provided access to all programs, services and facilities. The District Parent Leadership Council also works closely with the District and school based ESOL departments to ensure equal access for ELLs.

Describe the method(s) used in the LEA to document the use of ESOL instructional strategies and how this is monitored.

Academic performance of ELLs must be monitored and evaluated against grade level standards. Each ELL receiving ESOL services is graded based on his/her academic progress at his/her level of English proficiency. The teacher must document that accommodations and strategies of instruction and assessment, comprehensible at the student's language proficiency level, were employed that allowed the student to demonstrate progress in the achievement of the Florida Standards. ELLs are assigned grades as described in the Student Progression Plan. Student Language Proficiency scores are used to document evidence of accommodations and strategies on lesson plans.

How does the LEA and school(s) verify the delivery of comprehensible instruction to ELLs?

What safeguards are in place to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

District administrators, school-based administrators, and school based ESOL personnel are responsible for ensuring comprehensible instruction for ELLs. Equal access to adequate programming shall include both access to intensive English language development and instruction in core subject areas of language arts/English, reading, math, science, social studies, and computer literacy. These programs must be:

- Comprehensible to ELLs given their level of English language proficiency
- Equal and comparable in amount, scope, sequence, and quality to that provided to English proficient students based on grade level appropriate Florida Standards

The district ESOL Department also trains registrars, guidance counselors, and administrators on the procedures for appropriate placement of ELLs. The district ESOL Department, in conjunction with school-based administrators, frequently conduct walk-throughs of classrooms to ensure that the needs of ELLs are being addressed.

What progress monitoring tools are being used to ensure all ELLs are mastering grade level academic content standards, and benchmarks and the English Language Development (ELD) standards? *(Check all that apply)*

- ☒ Student Portfolios
- ☐ Other Criterion Referenced Test (Specify) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) District Benchmark Assessments

☒ Other (Specify) iReady Assessments

Student Progression

Have the LEA's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the LEA's Student Progression Plan (SPP)? If no, where can this information be found?

☒ Yes. Please provide a link to the LEA's SPP with specifics to ELLs highlighted.

https://www.manateeschools.net/cms/lib/FL02202357/Centricity/domain/1115/policy/SPP_2021-2022_ENG.pdf

☐ No (Specify) _____

Describe how the Good Cause Policy is implemented in your LEA when ELLs who have been enrolled for less than two years (based on DEUSS) are exempted from mandatory third grade retention. Include how parents or guardians are notified of LEA good cause decisions.

English Language Learners (ELLs) who have had less than two years of instruction (based on DEUSS) in an English for Speakers of Other Languages (ESOL) program (not including Pre-K) are eligible for Good Cause Exemption. The ELL Committee must be convened and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.

The written copy of the Good Cause recommendation is submitted to the principal, and the principal makes a written recommendation of the Good Cause findings from the ELL Committee meeting to the superintendent for approval. All communication home to parents regarding the Good Cause Policy is sent home to parents and translated into the native language where feasible. Parents must also be invited to all committee meetings, in writing, in the home language when feasible, prior to an ELL Committee meeting being held.

Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL and what documentation is used to support these decisions.

Once an ELL Committee is convened to determine retention or promotion of an ELL, all recommendations must be documented on the ELL Committee Report. The committee report should include information that supports the committee's recommendation and may include data on benchmark assessments, district tests, iReady data, Imagine Learning data, and ELP scores. The written copy of the recommendation is submitted to the principal, and the principal makes a written recommendation to the superintendent for approval.

Section 5: Statewide Assessment (Rule 6A-6.09091, F.A.C.)

Statewide Assessment

Describe the process to ensure that all ELLs participate in Florida statewide assessment programs. Include how responsible staff is trained to administer assessments and maintain documentation of the following:

It is the policy of SDMC to test all ELLs in the District in the Florida statewide assessment programs. The ESOL Department works closely with the Director of Assessment, Accountability, and Research to ensure that all school-based Testing Coordinators and school-based Administrators are trained in administering the statewide assessment programs. Each school-based Testing Coordinator and an Administrator is responsible for keeping accurate training records for their staffs and ensure that all faculty members assisting with testing have been appropriately trained.

Statewide content area assessments:

ACCESS for ELLs assessment programs:

What is/are the title(s) of the school-level person responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations (per test administration requirements)?

The Testing Coordinator, Administrator, and district ESOL personnel collaborate to ensure that all eligible ELLs are provided with appropriate test accommodations.

Describe how parents of ELLs are notified of assessments and testing accommodations. How does the LEA ensure that parents understand Florida's statewide assessments policies, mandates and student outcomes? Please provide links to communications in parents' languages.

A letter is sent to the parents of LY and LF students indicating the accommodations offered to the students. A copy of the letter is maintained in the student's electronic ESOL records. Letters home are translated for parents in their native language when feasible.

<http://www.livebinders.com/play/play?id=2185824>

Section 6: English Language Proficiency Annual Assessment (Rule 6A-6.0903, F.A.C.)

Describe the procedures to determine if ELLs are ready to exit the LEA's ESOL program. Include exiting procedures for all language domains (listening, speaking, reading and writing), grade-specific academic criteria and data reporting of status change.

Exit criteria is based on assessment scores per 6A-6.0903. For students taking any administration of the Kindergarten ACCESS for ELLs or any student in grades 1-2 taking ACCESS for ELLs the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.

For students in grades 3-10 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FSA ELA assessment. The exit code is I.

For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and a score on the FSA ELA of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.

For students with significant cognitive disabilities taking any administration of the Alternate ACCESS for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria an ELL Plan is created to document the exit and exit data is entered into the student information system. The student code is changed from LY to LF and is monitored for two years. Parents are notified of exit through a letter in the child's native language, unless clearly not feasible.

What is the title of person(s) responsible for conducting the exit assessments described above? (Check all that apply.)

- ☒ School/LEA based testing administrator
- ☒ ESOL Teacher/Coordinator
- ☒ Other (Specify) Administrator or designee

When is an ELL Committee involved in making exit decisions? What criteria are used by the Committee to determine language and academic proficiency?

If assessment results do not fully capture the student's academic or linguistic needs, an ELL Committee may be convened where input from parents, teachers and support staff is discussed and placement decisions made. An ELL Committee may recommend that the student be exited from the program with consideration of other data than statewide assessment such as student portfolios or alternative evaluations. An ELL Committee can also meet to exit a student from the ESOL program if there is enough evidence to indicate that English Language Proficiency is not the issue interfering with the student achieving proficiency either on the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability that is being met through an IEP or other student plan. Regardless of reason for exit, an ELL Committee would review the student's academic and English language proficiency record and document at least two of the five criteria listed below to exit a student:

- a. Extent and nature of prior educational or academic experience, social experience, and a student interview,
- b. Written recommendation and observation by current and previous instructional and supportive services staff,
- c. Level of mastery of basic competencies or skills in English and heritage language according to local, state or national criterion-referenced standards,
- d. Grades from the current or previous years, or
- e. Test results other than the entry assessments

Describe the procedures if an ELL meets exit qualifications in the middle of a grading period.

Although ELLs usually exit the ESOL program when exit criteria is met through assessment, ELLs can be referred for exit at any time during the school year. Since ACCESS for ELLs and FSA ELA data is normally used as the instruments to make the exit decisions, and this data is typically received during the summer, any exit decisions made in the middle of a grading period or school year would require an ELL committee decision based on a current data analysis and student evaluations. A current listening, speaking reading and writing English proficiency assessment will be given, as well as review of report card grades, benchmark test scores and portfolio data. Stakeholder input from parents, teachers and support staff will also be requested. The exit code will be L, and the student code will change from LY to LF.

Section 7: Monitoring Procedures (Rule 6A-6.0903, F.A.C.)

During the required two-year monitoring period, what is the title of person(s) responsible for:

Conducting the follow-up performance of former ELLs?

Updating the student ELL plan?

Reclassification of ELL status in data reporting systems?

At each school site the principal has established procedures for monitoring the follow-up of former ELLs. The current Language Arts/Reading/English teacher, FTE administrator, ESOL teacher, and ESOL contact, are among the possible personnel at each school who collaborate on how compliance is ensured.

What documentation is used to monitor the student's progress? (Check all that apply)

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify) ELL Committee Report (when applicable)

What are the procedure(s), including possible reclassification, that are implemented when the academic performance of former ELLs is not on grade level?

The performance of former ELLs (LF) will be reviewed to ensure academic progress.

Reviews shall occur as specified time below:

1st report card after exiting the ESOL program;

at the end of the 1st semester;

at the end of the first year;

at the end of the semester during the second year; and

at the end to the second year.

The procedures followed when the academic performance of former ELLs is not on grade level is:

- Student is referred to the ELL Committee.
- ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in ESOL Program and language acquisition proficiency.
- ELL Committee may determine that the student continues in the regular

- program.
- ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY and re-entered into the program or be referred for further evaluation.
- Student may be referred for increased support through the MTSS process.

Compliance of ELL Plan and Student Performance

Describe LEA internal procedures for monitoring the ESOL program for compliance and student academic performance.

At each FTE survey the ESOL Contact at each school site checks to ensure all plan dates, reevaluations, parent notifications and other areas are in compliance. The registrar and school site ESOL contact person are in continuous communication to ensure all necessary compliance paperwork is updated and maintained. At the district level there is ongoing verification of compliance and schools are notified of any discrepancies by the District ESOL Compliance Specialist. The ESOL contact, ESOL resource teachers, and classroom teachers work together to continually monitor student academic performance.

The District also provides:

- ongoing training to assigned staff at each school
- compliance visits to verify procedures have been implemented correctly
- generation of reports to principals and other district departments that include recommendations to correct findings
- review of MTSS data for ELL students
- assistance to schools with electronic data.

How do school sites, parents and stakeholders have access to the approved District ELL Plan?

The School District of Manatee County's approved District ELL Plan is available on the school district's website. Hard copies of the District ELL Plan are always available by contacting the ESOL office. Bilingual staff are available to assist parents and stakeholders when translation of the plan is needed.

How does the LEA ensure that schools are implementing the District ELL Plan?

The ESOL Department of the School District of Manatee County conducts audits of all school sites and holds compliance meetings with all ESOL Contacts twice a year. We also train ESOL Resource Teachers 8-10 times per year and Bilingual ESOL Paraprofessionals 4-6 times per year. District ESOL Specialists are assigned to support each school in the District. They also conduct school visits and walk-throughs to

ensure that the District ELL Plan is implemented with fidelity. The District ELL Plan can be found on the District website at:

<https://www.manateeschools.net/site/handlers/filedownload.ashx?moduleinstanceid=7314&dataid=6852&FileName=Manatee-%20Approved%20Plan%20and%20Signed%20Letter%20of%20Approval-%205.9.19.pdf>

Section 8: Parent, Guardian, Student Notification and Rights

Describe the procedures used and provide a link to the notice to parents of an ELL identified for participation in a language instruction educational program. Per the Every Student Succeeds Act and per state board rule, this notice must delineate:

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;
3. the methods of instruction used in the program in which their child is, or will be, participating and the methods of instruction used in other available programs, including how such programs differ in content, instructional goals, and the use of English and a native language in instruction;
4. how the program in which their child is, or will be, participating will meet the educational strengths and needs of their child;
5. how such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
6. the specific exit requirements for the program, including the expected rate of transition from such program into classrooms that are not tailored for ELLs, and the expected rate of graduation from high school (for students in high schools);
7. in the case of a student with a disability, how such program meets the objectives of the individualized education program of the student; and
8. information pertaining to parental rights that includes written guidance—
 - a. detailing the right that parents have to have their child immediately removed from such program upon their request;
 - b. detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
 - c. assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Describe the procedures used by school personnel to provide assistance to parents or guardians of ELLs in their home language.

Each school with an enrollment of 15 or more ELLs who speak the same language is required to provide a bilingual staff member to assist parents when needed. If the school does not have a bilingual staff member, the district provides assistance from bilingual ESOL Specialists, other ESOL staff, the District Interpreter/Translator, and community volunteers.

Describe parent outreach activities that inform parents of how they can be involved in their children's education and how they can assist their children to learn English and meet state academic standards.

The ESOL Department at the district level requires each school to hold two ESOL Parent Leadership Committee meetings, one minimum per semester. Each school submits names of parents who wish to be ESOL Parent Leaders who will attend district level ESOL parent meetings and bring back print material and presentation summaries to the rest of the ESOL Parents at their home schools.

District-level ESOL Specialists and ESOL Resource Teachers present workshops that teach parents how to work on specific skills and receive materials which parents and guardians can take home to utilize with their children on a variety of academic topics. The ESOL Department often partners with schools to involve the parents of ELLs at literacy, STEM, math nights and other school-based family events. Each year schools are encouraged to hold Hispanic Heritage celebrations at their individual school sites. These celebrations offer cultural presentations, medical screenings, food vendors and crafts.

Check the school-to-home communications that are sent by the LEA or school to parents or guardians of ELLs that are in a language the parents or guardians can understand. (Check all that apply. Please provide links to all boxes checked.):

<https://www.manateeschools.net/Domain/1403>

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model option(s)
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs
- ☒ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☐ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FSA in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)

- ☒ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☒ Free/reduced price lunch
- ☒ Parental choice options, school improvement status, and teacher out-of-field notices
- ☒ Registration forms and requirements
- ☒ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☒ Information about community services available to parents
- ☒ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Report Cards*
- ☐ Other (Specify) _____

*If report cards are not available in other languages, please describe how the academic progress of an ELL is communicated to parents/guardians.

Section 9: The Parent Leadership Council (Rule 6A-6.0904, F.A.C.)

What type(s) of Parent Leadership Council (PLCs) exist in the LEA? (Check all that apply. Please provide links to agenda membership and meetings.)

- ☒ LEA Level
- ☒ School Level

Please address the functions and composition of the PLC:

The PLC is "composed in the majority of parents of limited English proficient students." If the PLCs in the LEA do not meet this condition, explain why and when compliance with the rule is expected.

The district PLC is comprised of parents and guardians of ELLs. Each school selects a parent to represent them on the district PLC. These parents and guardians attend district PLC meetings and then share information learned at district meetings with the school-based PLC.

How does the LEA involve the PLC in other LEA committees?

While the PLC is not involved in all district committees, each school site invites parents and families of ELLs to join all committees at the school level, such as SAC, PTO, PTA, Title I parent councils, the migrant parent council, and the District SAC committee. Parents and guardians are encouraged to participate through the efforts of

Bilingual ESOL Paraprofessionals, ESOL teachers, and other school based ESOL personnel, who ensure that parents and guardians are informed of meetings at the school level. Bilingual staff members provide interpretation in the parents' home languages and the TalkSystem is used as necessary/appropriate.

How is the LEA PLC involved in the development of the District ELL Plan?

The District PLC reviews and makes recommendations for changes and improvements to the District ELL Plan.

Does the LEA PLC approve of the District ELL Plan? ☒ Yes ☐ No

If no, please provide explanation for PLC's non-approval.

Section 10: Personnel Training (Rules 6A-6.0907 and 6A-1.0503, F.A.C.)

Describe how Category I teachers responsible for the English Language Arts and intensive reading instruction of ELLs who are required to obtain the ESOL endorsement/certification are notified of training requirements and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- New personnel sign a letter during the on-boarding process with the Human Resource Department indicating they are required to comply with their ESOL requirement.
- Once the on-boarding process is complete, new hires also meet with a Certification Specialist and are given a timeline for completion of the ESOL requirement, which lists the specific requirements for the subject they were hired to teach. New employees are also given a brochure titled, *Understanding the ESOL Training Requirements*, which outlines the process teachers must take to fulfill their ESOL training requirement.
- Principals are notified twice a year by the Human Resource Department on the status of their instructional staff.
- All teachers are notified yearly via email through Human Resources of their ESOL training requirement.
- SDMC offers online ESOL courses three times per year and principals are sent the yearly schedule of courses offered and a flyer with upcoming courses to share with their staff.
- ESOL courses are also listed in the course catalog of professional development in MyPGS.
- ESOL specialists respond to emails and phone calls from teachers and help them understand what courses they need and their individual timeline for meeting their ESOL requirement.

Describe how content area teachers of math, science, social studies and computer literacy are notified of ESOL training requirements (60 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- New personnel sign a letter during the on-boarding process with the Human Resource Department indicating they are required to comply with their ESOL requirement.
- Once the on-boarding process is complete, new hires also meet with a Certification

Specialist and are given a timeline for completion of the ESOL requirement, which lists the specific requirements for the subject they were hired to teach. New employees are also given a brochure titled, *Understanding the ESOL Training Requirements*, which outlines the process teachers must take to fulfill their ESOL training requirement.

- Principals are notified twice a year by the Human Resource Department on the status of their instructional staff.
- All teachers are notified yearly via email through Human Resources of their ESOL training requirement.
- SDMC offers online ESOL courses three times per year and principals are sent the yearly schedule of courses offered and a flyer with upcoming courses to share with their staff.
- ESOL courses are also listed in the course catalog of professional development in MyPGS.
- ESOL specialists respond to emails and phone calls from teachers and help them understand what courses they need and their individual timeline for meeting their ESOL requirement.

Describe how all other instructional staff are notified of ESOL training requirements (18 hours) and opportunities. Include title of person(s) responsible for issuing the notifications and how the process is documented.

- New personnel sign a letter during the on-boarding process with the Human Resource Department indicating they are required to comply with their ESOL requirement.
- Once the on-boarding process is complete, new hires also meet with a Certification Specialist and are given a timeline for completion of the ESOL requirement, which lists the specific requirements for the subject they were hired to teach. New employees are also given a brochure titled, *Understanding the ESOL Training Requirements*, which outlines the process teachers must take to fulfill their ESOL training requirement.
- Principals are notified twice a year by the Human Resource Department on the status of their instructional staff.
- All teachers are notified yearly via email through Human Resources of their ESOL training requirement.
- SDMC offers online ESOL courses three times per year and principals are sent the yearly schedule of courses offered and a flyer with upcoming courses to share with their staff.

- ESOL courses are also listed in the course catalog of professional development in MyPGS.
- ESOL specialists respond to emails and phone calls from teachers and help them understand what courses they need and their individual timeline for meeting their ESOL requirement.

Describe the procedures used when Category I teachers are reported out of field. Include compliance procedures when claiming weighted FTE 130 for core courses.

The department of Human Resources is responsible for:

- maintaining accurate records of ESOL certification and endorsement,
- submitting the teacher's completed application to the Florida Department of Education
- reporting out-of-field teachers to the School Board in September and in January, maintaining documentation of each school's compliance with the Requirement to Notify Parents of out-of-field Teachers
- notifying principals prior to the annual hiring deadline as to which teachers are out of compliance for ESOL.

The ESOL department and Professional Learning departments will assist Human Resources in verifying each teacher's compliance.

Describe how the LEA provides the 60-hour ESOL training requirement for school-based administrators and the LEA's tracking system that will be implemented.

- New personnel sign a letter during the on-boarding process with the Human Resource Department indicating they are required to comply with their ESOL requirement.
- Once the on-boarding process is complete, new hires also meet with a Certification Specialist and are given a timeline for completion of the ESOL requirement, which lists the specific requirements for the subject they were hired to teach. New employees are also given a brochure titled, *Understanding the ESOL Training Requirements*, which outlines the process teachers must take to fulfill their ESOL training requirement.
- Principals are notified twice a year by the Human Resource Department on the status of their instructional staff.
- All teachers are notified yearly via email through Human Resources of their ESOL training requirement.
- SDMC offers online ESOL courses three times per year and principals are sent the yearly schedule of courses offered and a flyer with upcoming courses to share with

their staff.

- ESOL courses are also listed in the course catalog of professional development in MyPGS.
- ESOL specialists respond to emails and phone calls from teachers and help them understand what courses they need and their individual timeline for meeting their ESOL requirement.

Describe how the LEA provides the 60-hour ESOL training requirements for Guidance Counselors, and the LEA's tracking system.

- New personnel sign a letter during the on-boarding process with the Human Resource Department indicating they are required to comply with their ESOL requirement.
- Once the on-boarding process is complete, new hires also meet with a Certification Specialist and are given a timeline for completion of the ESOL requirement, which lists the specific requirements for the subject they were hired to teach. New employees are also given a brochure titled, *Understanding the ESOL Training Requirements*, which outlines the process teachers must take to fulfill their ESOL training requirement.
- Principals are notified twice a year by the Human Resource Department on the status of their instructional staff.
- All teachers are notified yearly via email through Human Resources of their ESOL training requirement.
- SDMC offers online ESOL courses three times per year and principals are sent the yearly schedule of courses offered and a flyer with upcoming courses to share with their staff.
- ESOL courses are also listed in the course catalog of professional development in MyPGS.
- ESOL specialists respond to emails and phone calls from teachers and help them understand what courses they need and their individual timeline for meeting their ESOL requirement.

Describe the supplemental professional development offered by the LEA to ensure that instructional staff are informed of English Language Development standards and best practices.

Supplemental training has included:

- Understanding ACCESS Scores for all school sites

- Summer science academies for both elementary and secondary teachers designed to assist teachers in making content comprehensible for their English learners
- Development of a social studies academy on making content comprehensible for English learners
- Training on best practices and strategies for ELLs for the District's Preparing New Educators Program
- Using the resources in Imagine Learning
- Using Nearpod to supplement after school tutoring programs for ELLs
- Additional SIOP training at SIOP trained schools
- Delivery of professional development trainings at schools, annual district teacher conference, and new teacher orientation

If instruction is provided in a language other than English, describe the procedures that are used to assess teachers' proficiency in the other language and in English.

All instruction is provided in English only.

A bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Specify the eligibility qualifications required by the LEA for bilingual paraprofessionals. Explain the bilingual paraprofessional's job description and primary assignment.

Describe LEA procedures for training bilingual paraprofessionals in ESOL or home language strategies. Include how documentation of training is maintained.

The Bilingual ESOL Paraprofessional job description is found at the following link:

https://www.manateeschools.net/cms/lib/FL02202357/Centricity/domain/1155/jd/067_51111.PDF

The district provides, through FTE, that every school must have a Bilingual ESOL Paraprofessional or teacher who can provide home language support if needed. All Spanish-speaking Bilingual ESOL Paraprofessionals are screened in both English and Spanish to ensure that they are proficient in both languages. Bilingual ESOL Paraprofessionals cannot be hired through our human resources department without notification that they have passed this screening.

All paraprofessionals are under the direction of teachers or administrators and are trained at the school site to carry out their assigned duties. In addition, Bilingual ESOL Paraprofessionals attend trainings offered by the ESOL department, 4-5 times annually.

All paraprofessionals are paid for either by general funds, Title 1, or ESE. Both the Professional Learning Department and ESOL Department maintain sign in sheets, agendas and copies of materials used for trainings. Describe the

procedures to determine the bilingual paraprofessional's proficiency in English and in the heritage language of the students served.

All applicants for a Bilingual ESOL Paraprofessional position must go through a bilingual screening to determine their level of proficiency in speaking, reading and writing. They must receive a passing score to be considered proficient enough to hire as a Bilingual ESOL Paraprofessional. In addition, each school site administrator has a team that is responsible for interviewing and hiring staff appropriate for their school. That team determines, through interviews, transcripts, referrals and application documents, an applicant's qualifications.

Please provide an assurance letter from the district superintendent that the district is in compliance with all ESOL training requirements

Section 11: Extension of Services (Rule 6A-6.09022, F.A.C.)

Describe LEA procedures used to determine extension of services, including appropriate timeline based on DEUSS. Explain the role of the ELL Committee and what supporting documentation is used in determining if continued ESOL services are necessary.

The ELL Committee shall be convened annually to re-evaluate the progress towards English language proficiency of any ELL with an initial enrollment in a school in the United States three years or more. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter.

The ELL Committee shall review the student's academic record holistically and shall consider and document at least two (2) of these criteria to determine whether the student is English language proficient: extent and nature of prior educational or academic experience, social experience, and a student interview; written recommendation and observation by current and previous instructional and supportive services staff; level of mastery of basic competencies or skills in English and/or heritage language according to state or national criterion-referenced standards, if any; grades from the current or previous years; and, test results from tests other than the state reading assessment, ACCESS 2.0, or IPT.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

- For students with a DEUSS up to October 1st, the listening and speaking scores on the ACCESS for ELLs 2.0
- For students with a DEUSS October 2nd through the end of the school year, oral IPT

Reading and Writing Proficiency Assessment

List the Reading and Writing assessment(s) used in the LEA to determine if a student is English proficient for extension of services.

For students with a DEUSS up to October 1st, the reading and writing scores on the ACCESS for ELLs 2.0 (K-12) and the scores on the state reading assessment (grades 3-12).