

Submit one original and one copy of this form with original signature of the superintendent and plan narrative to:

Date Received by FDOE

Florida Department of Education

Bureau of Academic Achievement through Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 501 Turlington Building
 Tallahassee, Florida 32399-0400
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DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLs)

(1) NAME OF THE DISTRICT:		(2) CONTACT NAME/TITLE:		(3) CONTACT PHONE:	
School District of Manatee County		Kate Hoffman/ Coordinator ESOL		941-708-8770 ext. 2085	
(4) MAILING ADDRESS:			(5) PREPARED BY: (If different from contact person)		
P.O. Box 9069 Bradenton, FL 34206-9069			same		
(6) CERTIFICATION BY SCHOOL DISTRICT					
<p>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.</p> <p>I, Roger Dearing, 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.</p>					
_____ Signature of Superintendent or Authorized Agency Head		_____ Date Signed		_____ Date of Governing Board Approval	
(7) District Parent Leadership Council Involvement					
Name of Chairperson representing the District ELL Parent Leadership Council (PLC): Juana Delgado					
Contact Information for District PLC Chairperson: Mailing address: 520 45th St E Palmetto Fl. 34221					
E-mail Address: N/A Phone Number: 941-465-1678					
Date final plan was discussed with PLC: TBA/Prior to board meeting			PLC <input checked="" type="checkbox"/> approved <input type="checkbox"/> not approved		
_____ Signature of the Chairperson of the District PLC			_____ Date Signed by PLC Chairperson		

Dr. Eric J. Smith, Commissioner
 Florida Department of Education



**DISTRICT ENGLISH LANGUAGE LEARNER 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-6.0900 - 6A-6.0909; 6A; 6A-6.09091; 6A-1.09432, Florida Administrative Code (FAC.), and other applicable State Board of Education Rules;
- The requirements of the No Child Left Behind Act of 2001;
- 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, 1980;
- 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 of 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 of Civil Rights Standards for the Title VI Compliance.

By signature below, I, Roger Dearing , 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

1) Enrollment Procedures

Describe the process or procedures that are followed to register ELLs and administer the Home Language Survey (HLS) and how these procedures compare to those that are followed for non-ELLs. The district offers all parents the opportunity to register at their home/zone school or the Parent Information Center through normal district registration procedures. The HLS is included in all registration materials. Registration materials are available in Spanish, or interpreters are provided by the school or district in another language, unless clearly not feasible.

2) Administration of the Home Language Survey

Describe how the HLS is administered at the schools in the district. Include in the description when this is done. All students receive the home language survey (HLS) upon registration at their home school. The HLS included in the registration form is in English and Spanish. Interpreters are provided by the school or district for other languages when feasible. The original HLS form is maintained in the student's cumulative folder as a permanent record.

2a) Describe the procedures that are implemented for processing all affirmative responses to the HLS. HLS data is computer-entered by the school registrar or registrar at the Parent Information Center. Students who have an affirmative response to any question on the HLS are administered an Aural/Oral test (Ballard and Tighe IPT) within 20 school days. Personnel responsible for testing and grading the assessments are guidance counselors, testing coordinators, ESOL Specialists, ESOL teachers and other designated teachers.

Identify the title of the personnel responsible for processing all affirmative responses to HLS.
X Registrar Guidance Counselor Other (Specify) _____

3) Provision of Understandable Communication

Describe the process to assist parents and students at the time of registration who do not speak English. Registration forms are available in English and Spanish. Parents and students who speak a language other than English or Spanish can request the assistance of school personnel or district personnel for interpretation. ESOL Home School Liaisons and Specialists are also available for interpretation.

4) Student Data Collection

Describe the procedures implemented for collecting and reporting student demographic data including, but not limited to, native language, country of birth, etc. Registrars collect and process demographic data for all students through the registration forms. Other documents such as birth certificates or transcripts which require interpretation are identified and school or district personnel assist the registrar, who then inputs the data.

Identify the title(s) of the personnel responsible for collecting and reporting student demographic data.

X Registrar Data Entry Clerk Other (Specify) _____

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT)

5) English Language Proficiency (ELP) Assessment

Indicate the title(s) of the personnel responsible for the English language assessment of potential ELLs in your district.

Registrar ESOL Coordinator/Administrator Other (Specify) Other personnel include guidance counselors, testing coordinators, ESOL Specialists, ESOL teachers and other designated teachers.

6) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment(s) used in your school district to identify a student as an English Language Learner (ELL). Also, indicate the publisher's cut-score by score type that determines the student eligible and in need of ESOL services.

Name of Listening and Speaking Instrument(s):	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY) DETERMINATION BY TYPE OF SCORE			
	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
Ballard and Tighe IPT I Forms E&F	Kindergarten		1,2,3	
Ballard and Tighe IPT I Forms E&F	1 st and 2 nd		1,2,3,4	
Ballard and Tighe IPT I Forms E&F	3 rd -5 th		1,2,3,4,5	
Ballard and Tighe IPT II Forms C&D	6 th		1,2,3,4	
Ballard and Tighe IPT II Forms C&D	7 th -12 th		1,2,3,4,5	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

6a) Describe the English Language Proficient (ELP) assessment procedures that have been implemented for K-12 ELLs to determine their oral skills levels [i.e. Non-English Speaking (NES), Limited English-Speaking (LES), and Fluent English-Speaking (FES)]. Include personnel responsible for testing students, grading the assessments, and recording the ELL data. Students who have an affirmative response to any question on the HLS are administered an Aural/Oral test (Ballard and Tighe IPT) within 20 school days. Personnel responsible for testing and grading the assessments are guidance counselors, testing coordinators, ESOL Specialists, ESOL teachers and other designated teachers. Registrars or other trained data entry personnel enter the data into the student system.

6b) What procedures and safeguards have been implemented to ensure that the Listening and Speaking test is administered within 20 school days of the completion of the HLS with affirmative responses? ESOL Contacts at each school, as well as district level personnel, collaborate to review ongoing reports to ensure compliance with this requirement.

6c) Describe procedures that have been implemented when the Listening and Speaking test is not administered within 20 school days of the completion of the HLS with affirmative

responses. When the Listening and Speaking test is not administered within 20 school days, the parents are notified in writing. This written notification takes place in English and the home language, when feasible. Included in the notification is the specific reason for this delay, and a new timeline of 20 days in which the test administration must be completed.

6d) Describe the assessment procedures that have been implemented for students in grades K-2 who score as fluent English-speakers on the Listening and Speaking test. Students who score as fluent English speakers are placed in regular programming.

6e) Describe the assessment procedures that have been implemented for grades 3-12 ELLs who have scored limited English proficient (below the publisher's cut scores) on the Listening and Speaking test. If students in grades 3-12 score as limited proficient, no further testing is administered, and they are placed in ESOL programming. Parents are notified in writing, in English and the home language, when feasible.

7) Reading and Writing

Indicate the Reading and Writing assessment(s) used in your school district to identify a student as an English language learner. A norm-referenced test may report a student's score as a percentile. A score at or below the 32nd percentile on the reading or writing portion of a norm-reference test would qualify a student for entry into the ESOL program.

Name of Reading and Writing Instrument(s):
Ballard and Tighe Reading and Writing (IRW)
CELLA

7a) What procedures and safeguards have been implemented to ensure that the Reading and Writing test is administered to students in grades 3-12 within one year of the Listening and Speaking test? Students who score as limited proficient on the Listening and Speaking will be administered the CELLA reading and writing in the spring of each year, within one year of entry. Students who score proficient on the Listening and Speaking will be administered the Ballard and Tighe Reading and Writing assessment within 20 school days following the Listening Speaking assessment.

7b) Describe the procedures that are followed when the Reading/Writing test is not administered to students in grades 3-12 within the required timelines. When the Reading and Writing test is not administered within 20 school days, the parents are notified in writing. This written notification takes place in English and the home language, when feasible. Included in the notification is the specific reason for this delay, and a new timeline of 20 days in which the test administration must be completed

8) ELL Committee Intervention

Describe the procedures that have been implemented by which the ELL Committee makes entry (placement) decisions. Include Web links (URLs) to form(s) used to document ELL Committee meetings or attach forms when sending the plan. Students who score fluent on

any portion of the language assessment may be brought before the ELL Committee if any party (student, parent, teacher, guidance counselor, etc) considers the student eligible for ESOL services based on other evidence. The committee can make a recommendation for ESOL services based on reviewing prior academic progress, informal assessments, and teacher, student and parent input.

9) Native Language Assessment

Have procedures been developed and implemented to assess ELLs in their native language? (Rule 6A-6.0901, FAC., defines native language as the language used by an individual of limited English proficiency).

Yes No

If yes, describe the procedures implemented and list the instrument(s) used. N/A

SECTION 3: PROGRAMMATIC ASSESSMENT

10) Academic/Programmatic Assessment

Describe the procedures that have been implemented for determining the academic knowledge and abilities, and the prior academic experience of students identified as English language learners through the ELP assessments. Include Web links (URLs) to procedural documents as appropriate. A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel (guidance counselors, ESOL Specialists, teachers and administrators) review the following data to the extent that it is available: parent interview regarding educational history, school paperwork, grade reports and transcripts, student interviews, assessment of current content area abilities, and chronological age. The information on the form is evaluated and a decision for placement is made.

10a) Describe the procedures that have been implemented to address the placement of ELLs with limited or no prior school experience(s). Placement of students is initiated at each school site with the use of the information from the Programmatic Assessment. Students are placed considering age appropriateness, educational background, and parent interviews.

10b) Describe the procedures that have been implemented to address the placement of ELLs whose prior schooling records are incomplete or unobtainable. Include actions taken and/or methods used to locate student records. Placement of students is initiated at each school site with the use of the information from the Programmatic Assessment. Students are placed considering age appropriateness, educational background, and parent interviews. When possible, district employees can access records using FASTER. 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.

10c) Grade Level and Course Placement Procedures – Grades K-8

Describe the procedures that have been implemented and the personnel involved to determine appropriate grade level placement. A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel (guidance counselors, ESOL Specialists, teachers and administrators) review the

following data to the extent that it is available: parent interview regarding educational history, school paperwork, grade reports and transcripts, student interviews, and chronological age. The information on the form is evaluated and a decision for placement is made.

10d) Grade Level and Course Placement Procedures – Grades 9-12

Describe the procedures that have been implemented to determine appropriate grade and course/class placement. Descriptions must include the process used for awarding credit to ELLs entering high school in 9th-12th grades who have completed credits in countries outside of the United States, but for which there is no documentation. Also, per Rule 6A-6.0902, FAC., include 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). Please provide a link if this information is explained in the Student Progression Plan. A programmatic assessment process is in place to determine appropriate grade placement and academic programs for ELLs. School personnel (guidance counselors, ESOL Specialists, teachers and administrators) review the following data to the extent that it is available: parent interview regarding educational history, school paperwork, grade reports and transcripts, student interviews, and 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.

11) Re-evaluation of ELLs that Previously Withdrew from the School/District

Describe the procedures that have been implemented for re-evaluating ELLs who withdraw (or leave) from the district and re-enroll after having been either in another district, state, or out of the country. Include the length of time between the ELLs' withdrawal and re-enrollment after which a new English language proficiency assessment is to be administered. 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.

12) ELL Student Plan Development

Describe the procedures that have been implemented for developing the Student ELL Plan (formerly known as the LEP Student Plan). Include the title of the person responsible for developing the plan and a description of when and how the plan is updated. After testing is complete, and/or ELL Committee meetings convened, if applicable, the ESOL 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 .

12a) What procedures are used to ensure that the Student ELL Plans are updated to reflect a student's current services? List the title of the person responsible and provide link to the Student ELL Plan form, as appropriate. Any change in a student's schedule requires a new plan, completed by the ESOL teacher, teacher, guidance counselor or ESOL contact, and the resultant procedures are the same. School and district personnel monitor ESOL reports and data in order to maintain compliance in this area.

13) Parent Notification

Indicate the process that has been implemented to notify parents/guardians of the placement of the ELL in the ESOL program.

- X Standard letter used by all schools in a language the parents/guardians understand, unless clearly not feasible.
- Individual communication in a language the parents/guardians understand, unless clearly not feasible.
- Other (Specify)

13a) List the languages used in the Parent Notification Letters (check all that apply):

- X English
- X Spanish
- French
- X Haitian Creole
- Portuguese
- Vietnamese
- Other (Specify) _____

SECTION 4: COMPREHENSIVE PROGRAM REQUIREMENTS AND STUDENT INSTRUCTION

14) Instructional Models

In addition to using ESOL strategies, which are required for use by teachers who have ELLs, indicate the instructional model(s) or approach(es) implemented in the district to ensure comprehensible instruction. Descriptions for each of these appear on page 50 of the 2008-2009 English Language Learner Database and Program Handbook, <http://www.fldoe.org/aala/pdf/08-09ELLDatabaseProg-handbook.pdf>. (Check all that apply)

- X Sheltered English Language Arts
- X Sheltered Core/Basic Subject Areas
- X Mainstream-Inclusion English Language Arts
- X Mainstream-Inclusion Core/Basic Subject Areas
- One-Way Development Bilingual Education
- Dual Language (Two-Way Developmental Bilingual Education)

14a) Describe how the instructional models are implemented in your district. Description should include the procedures that have been implemented to locally monitor fidelity of implementation for each instructional model at the school. Each school indicates the instructional models used at that site. District and school based personnel regularly monitor the programs for fidelity and implementation.

14b) As an attachment to this document, please list each school in your district and the instructional model(s) used in each. Please use Microsoft Word or Microsoft Excel to format the information.

14c) Describe the process that has been implemented to verify that instruction provided to ELLs throughout the district 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.

14d) Describe the method implemented throughout the district for use by instructional personnel to document the use of ESOL instructional strategies and the school level monitoring process used to verify the delivery of comprehensible instruction. The administrative team at each site has directed the instructional staff to document the use of ESOL instructional activities in their lesson plans. Each school site administrative team has developed its own plan to access the documentation of the delivery of comprehensible instruction to ELLs by reviewing lesson plans. The School District of Manatee County operates under a school-based management model and therefore principals comply with the ESOL Consent Decree Guidelines using a variety of approaches, and lesson plans must always document that ESOL accommodations are in place.

14e) Indicate the title of the person(s) responsible for ensuring that all ELLs are provided with comprehensible instruction in your district. *(Check all that apply)*

- Region Administrator(s)
- District Administrator(s)
- X School Level Administrator(s)
- Other (Specify) _____

14f) Indicate the progress monitoring tools that are being used to ensure all ELLs are mastering the grade level academic content standards and benchmarks, and the English Language Proficiency standards. *(Check all that apply)*

- Student Portfolios
- FCAT Practice Tests
- Other Criterion Reference Test (Specify) _____
- Native Language Assessment (Specify) _____

X FCAT

X Other (Specify) CELLA, quarterly report card grades, DIBELS, other district assessments, Ballard and Tighe IPT and IRW, ACT, SAT,

15) Student Progression

Have the district's standards and procedures for promotion, placement, and retention of ELLs been incorporated into the district's Student Progression Plan?

X Yes No

If yes, indicate where in the Student Progression Plan these are described. The sections in the Student Progression Plan that describe the procedures for ELLs are: Grading Practices, Promotion Criteria, and Good Cause Placement.

15a) Describe the district's Good Cause Policy(ies) and how these are implemented in your district when ELLs who have been enrolled in an approved ESOL program for 2 years or less are exempted from mandatory retention. English Language Learners (ELLs) who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) 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 recommendation is submitted to the principal, and the principal makes a written recommendation to the superintendent for approval.

15b) Describe what role the ELL Committee has in the decision to recommend the retention or promotion of any ELL. Any time that there is a recommendation for retention of an ELL, the ELL Committee must be convened and the majority recommendation must be made in order to exempt the student from the promotion criteria or to retain the student. Documentation for this decision must be included in the ELL Committee Report.

15c) Describe the procedures that have been implemented to notify parents of ELLs regarding retention or promotion decisions. Parents must be invited, in writing, in the home language when feasible, prior to an ELL Committee meeting being held.

SECTION 5: STATEWIDE ASSESSMENT

16) Statewide Assessment

Describe the process that has been implemented to ensure that all ELLs participate in Florida statewide assessment program (FCAT, CELLA, etc), include the title of the person responsible for ensuring all ELLs are assessed. It is the policy of the School District of Manatee County to ensure that all ELLs participate in Statewide Assessment programs. The person responsible is the Supervisor of Measurement And Data Analysis, School District of Manatee County

16a) Describe the process that has been implemented to ensure all eligible ELLs are provided with appropriate test accommodations. Description should indicate the title of the school-level person responsible and include a description of how schools maintain documentation that each eligible ELL was provided with appropriate test accommodations.

The testing coordinator and district ESOL personnel collaborate to ensure that all eligible ELLs are provided with appropriate test accommodations. A letter is sent to the parents of LY students indicating the accommodations offered to the students. A copy of the letter is maintained in the student's ESOL records.

16b) Do the current assessment policies adopted by the district allow for the implementation of alternative assessment of ELLs who have been enrolled in an approved ESOL program for 12 months or less?

Yes No

If yes, describe the process for alternatively assessing ELL students.

Indicate alternative assessments for each core subject area that apply. *NOTE: If you would like to list multiple assessment instruments for a subject, separate each name with a comma. For each core subject area either indicate alternative assessment, or list "N/A."*

Reading: N/A

Math: N/A

Writing: N/A

Science: N/A

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT)

17) Describe the procedures that have been implemented to determine ELLs are ready to exit the district's ESOL program. Description should include exiting procedures for all language domains (listening speaking, reading and writing), grade-specific procedures, and required cut scores. Students classified as LY shall continue to receive appropriate instruction in an approved ESOL program until reclassified as English proficient (LF) When exit criteria are met, a letter is sent home to parents notifying them of their child's exit. This letter will be in the student's home language, when feasible. English proficiency shall be determined by reassessing the student using the same or comparable assessment instruments, procedures and standards required for the initial assessment as adjusted for age and grade. Exit will be based on achievement of Listening/Speaking and Reading/Writing proficiency (when applicable, according to age and grade) as evidenced by state-approved proficiency tests. Additionally, the ELL Committee may recommend exit from the ESOL program at any time when objective evidence indicates proficiency. The committee may also recommend exit when it is determined that the student's cognitive academic concerns are not related to limited English proficiency. Any exit is documented by either appropriate test scores and/or ELL Committee recommendations.

17a) Listening and Speaking Proficiency Assessment

Indicate the Listening and Speaking (Aural-Oral) assessment instrument used in your district for determining whether or not a student is English proficient and ready for exit. Also, indicate the publisher's cut-score by score type that determines that the student is ready for exit.

Name of Listening and Speaking	INDICATE THE CUT SCORE USED FOR EXIT DETERMINATION BY TYPE OF SCORE
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Instrument(s):	Grade Level	Raw Score ⁽¹⁾	Scale Score ⁽²⁾	National Percentile ⁽³⁾
IPT I Oral Forms E and F	Kindergarten		4,5, and 6	
IPT I Oral Forms E and F	1 st and 2 nd		5 and 6	
IPT I Oral Forms E and F	3 rd and 5 th		6	
IPT II Oral Forms C and D	6 th		5 and 6	
IPT II Oral Forms C and D	7 th -12 th		6	
CELLA	K-2		2050+	
CELLA	3-5		2150+	
CELLA	6-8		2200+	
CELLA	9-12		2250+	

(1) A raw score represents the number of points a student received for correctly answering questions on a test.

(2) A scale score is a raw score that has been converted to a scale. The conversion table provided by test publisher should be used to report the scale score, if the test results are not provided in terms of a scale score.

(3) A national percentile is the percentile rank provided by a national norm-referenced test that indicates the percentage of a referenced group obtaining scores equal to or less than the score achieved by an individual.

17b) Reading and Writing Proficiency Assessment

Indicate the Reading and Writing assessment instrument(s) used in your district to determine whether or not a student is English proficient and ready for exit. A norm-referenced test may report a student's score as a percentile. Per Rule 6A-6.0903, FAC., if a norm-referenced test is used, a score at or above the 33rd percentile qualifies a student for exit. For exit criteria, refer to ELL: Basis of Exit Data Element at this link:

http://www.fldoe.org/eias/dataweb/database_0809/st105_1.pdf.

Name of Reading and Writing Instrument(s):
Ballard and Tighe Reading and Writing (IRW)
CELLA

17c) Identify the title of the personnel responsible for conducting the exit assessments described above:

Registrar ESOL Teacher/Coordinator Other (Specify) Guidance Counselors, teachers, and other certified staff as assigned by school administrator

17d) Describe the process by which the ELL Committee makes exit decisions. The ELL Committee may recommend exit from the ESOL program at any time when objective evidence indicates proficiency. Examples of this would be: student performance on district or grade level assessments, teacher observation, and/or Unit Performance Assessments. The committee may also recommend exit when it is determined that the student's cognitive academic concerns are not related to limited English proficiency. Any exit is documented by either appropriate test scores and/or ELL Committee recommendations

17e) Identify who is responsible for updating ELLs' exit data in the Student ELL Plan and who is responsible for ensuring this process is completed. Provide titles of person(s) responsible

& briefly describe process. A school site administrator, ESOL teacher, teacher or guidance counselor is responsible for updating the ELL plan and the ESOL contact or FTE Administrator is responsible for ensuring that this process is completed. The registrar is responsible for inputting the data into the student system. A copy of the exit data is maintained in the student's ESOL records.

17f) Identify the district policies in place for students who meet exit qualifications in the middle of a student grading period. Students who meet exit qualifications in the middle of a grading period can exit ESOL services, but remain in the same course until completion of the course if a change in schedule would mean a loss of a middle or high school credit. ELL Committee recommends appropriate placement.

Section 7: MONITORING PROCEDURES

18) Identify who is responsible for conducting the required two-year monitoring follow-up of former ELLs once they have exited the ESOL program. Each school site has established its own procedures for monitoring the follow-up of former ELLs. The FTE administrator, ESOL teacher, ESOL contact, and district personnel are among the possible personnel at each school who collaborate on how compliance is ensured.

18a) Explain how the ELLs' progress is documented in the Student ELL Plan. Twice yearly reviews are completed by the student's teachers and indicate the student's current achievement in academic courses. These reviews are maintained in the student's records, and a copy is sent home to parents.

18b) Indicate what documentation is used to monitor the student's progress.
Check all that apply.

X Report Cards

X Test Scores

X Classroom Performance

X Other (Specify) ELL Committee Reports, when applicable

19) Describe the procedure(s) followed when the academic performance of former ELLs is not on grade level. If unsatisfactory progress continues for two consecutive semesters, the ELL Committee must convene to discuss appropriate alternatives for each individual student. These may include reclassification as an ESOL student or CST referral.

20) When former ELLs are reclassified as ELL and re-enter the ESOL program, who is responsible for initiating a new ELL Plan, updating the student data, and ensuring the appropriate placement? Include a description of the procedures/processes. The FTE administrator, ESOL teacher, ESOL contact, and /or district personnel are among the possible personnel responsible for initiating a new ELL Plan and ensuring appropriate placement. The registrar is responsible for updating student data. The process is to:

- Complete a new ELL Plan.
- Check Reclassification on the ELL Plan.

- In the Plan Date and the last Re-Eval, write the date of the ELL Committee meeting.
- Attach a copy of the Parent Invitation and the ELL Committee Report to the ELL Plan.
- Give a copy of the ELL Plan to the appropriate school based employee for data entry purposes.

21) Describe the program delivery model and additional intervention strategies that will be implemented when former ELLs re-enter the ESOL program. A former ELL re-entering the ESOL Program will be placed in any one of the program model(s) currently in place at his or her school site. The ELL Committee will address the remediation and academic interventions needed for each student, and these interventions will be listed on the ELL Plan.

Section 8: PARENT/GUARDIAN/STUDENT NOTIFICATION AND RIGHTS

22) Describe the procedures used by school personnel to provide assistance to parents/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 with bilingual ESOL Home School Liaisons, Specialists, other ESOL staff, and community volunteers.

22a) Check the school-to-home communications that are sent by the district or school to parents/guardians of ELLs and that are in a language the parents/guardians understand:

- Temporary placement
- X Delay in language proficiency testing
- Results of language proficiency assessment
- X Program placement
- Program delivery model options
- X State and/or district testing
- X Accommodations for testing (flexible setting)
- X Annual testing for language development
- X Growth in language proficiency (Listening, Speaking, Reading, Writing)
- Exemptions from statewide assessment for students classified as ELL for one year or less by date of test
- Retention/Remediation
- Transition to regular classes
- Extension of ESOL instruction
- X Exit from ESOL program
- X Post-reclassification (LF) monitoring
- Reclassification of former ELL student
- X Invitation to participate in an ELL Committee Meeting
- X Invitation to participate in the Parent Leadership Council (PLC)

- X Special programs such as Gifted, ESE, dual enrollment, Pre-K, adult secondary courses, vocational education, magnet, charter schools, SES programs, and student support activities
- X Free/reduced price lunch
- X Parental choice options, school improvement status, and teacher out-of-field notices
- X Registration forms and requirements
- Disciplinary forms
- X Information about the Sunshine State Standards and the ELP Standards
- X Information about statewide assessments
- X Information about community services available to parents
- X Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- Other _____

23) How does your district inform parents/guardians/ and ELLs of the Code of Student Conduct and students' rights and responsibilities? These documents are translated into Spanish and Haitian Creole.

Is the Code of Student Conduct Available in a language other than English?

X Yes No

If No, describe how the Code of Student Conduct is explained to parent/guardians and students in a comprehensible format. Include title of personnel responsible. N/A

24) What provision(s) does your district have to train parents/guardians in order to promote parental and community participation in programs for ELLs? Explain. The district ESOL Specialists and Home School Liaisons collaborate with the schools to organize and conduct meetings for parents of ELLs at school sites throughout the year.

25) How does your district provide parents/guardians information on schools' academic progress (school grade, AYP, etc.)? Explain. The district provides a newsletter that is available to the public and is published in English, Spanish and Haitian Creole.

26) How does your district provide parents/guardians information on the monitoring of program compliance (role of the Civil Rights Officer, complaint and appeal process, etc.)? Explain. Issues pertaining to the monitoring of program compliance are discussed at parent meetings organized throughout the year at school sites.

27) How are ELLs assured equal access to all programs and facilities that are available to non-ELLs? ELLs are assured equal access to all programs and facilities based on district policy.

Section 9: FUNCTIONS OF THE ELL COMMITTEE AND THE PLC

28) Specify the personnel required for an ELL Committee in your district. The members of the committee should include the school site principal or his/her designee, the ESOL teacher or ELL Contact, and a guidance counselor. The student's classroom teacher(s) and any

other support personnel who may be deemed appropriate for the individual situation should be invited to each ELL Committee meeting.

The student's parent or guardian MUST be invited to participate in the educational decisions concerning the child. Parent invitations must be made in a timely manner, and in the home language whenever feasible, in order to facilitate the parents' attendance

29) Check the functions performed by the ELL Committees in your district. *(Check all that apply)*

- X Concerns/decisions regarding initial placement of student in K-2 who scored as fluent English speaking on an aural/oral assessment, but progress in conventional class is viewed as insufficient
- X Reclassification of former ELLs
- X Placement decisions for students in grades 3-12 scoring fluent English speaking on oral/aural and are at or below the 32nd percentile on reading and writing assessment
- X Review of instructional programs or progress (after one semester)
- X Parental concerns
- X Exempting students classified as ELL for one year or less from statewide assessment program
- X Review of instructional program of LF students during 2-year post-reclassification period with consistent pattern of academic underperformance
- X Consideration of exiting a student who scored as fluent English speaking on aural/oral assessment, but at or below the 32nd percentile on reading and writing assessment
- X Referring an LF student being considered for reclassification to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- X Referring an LY student being considered for extension of services to appropriate compensatory, special and supportive services, evaluations, and programs, if necessary
- X Other (Specify) Recommendation of retention or placement for Good Cause.

30) Indicate the type(s) of Parent Leadership Councils (PLC) that exist in your district.

X School Level X District Level

Describe the functions and composition of PLCs in your district. School sites hold meetings several times a year in order to inform parents of district policies and procedures, involve parents in SAC responsibilities, inform them of their rights and responsibilities as parents of ELLs. Members include parents of ELLs, as well as school and district representation.

30a) According to Rule 6A-6.0904 FAC., the PLC is "composed in the majority of parents of limited English proficient students." If any of the PLCs in your district do not meet this condition, explain why and when you expect the PLC(s) to comply with this rule. Our PLC is comprised of a majority of parents of ELLs.

31) Indicate how your district involves the PLC in district/school committees. While the PLC is not involved in all district committees, each school site invites parents of ELLs to join all committees at the school level, such as SAC, PTO, PTA and SIP review committees. Parents are encouraged to participate through the efforts of ESOL Home School Liaisons, who

ensure that parents are informed of meetings at the school level. These HSLs provide interpretation in the parents' home language and the TalkSystem is also used at parent meetings.

32) Indicate how your district PLC was 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.

32a) Does the district PLC approve of the District ELL Plan? X Yes No

If no, then summarize in an attachment the concerns of the PLC, or attach a summary from the PLC itself.

Section 10: PERSONNEL TRAINING

Timelines for Completion of the ESOL Training Requirements may be accessed at <http://www.fl DOE.org/aala/timeline.asp>

33) Describe how teachers who are required to obtain ESOL training or certification are notified of training requirements and opportunities. Include who is responsible for issuing the notifications and how the notification process is documented. The School District of Manatee County requires, as a condition of employment, that all current personnel complete the appropriate level of inservice required by law. District level ESOL personnel meet with school site administrators to review individual teacher certification and endorsement. Those meetings are used to create notifications for teachers who require further training. Course schedules are posted in shared conferences, through school principals, and in the online course catalog in Professional Development. Human Resource Specialists are assigned to each school and are responsible for notifying the principals and staff of training requirements.

34) Describe the process(es) implemented to track teachers' completion of ESOL training and/or certification requirements and include how documentation of completion is maintained. 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 will assist Human Resources in verifying each teacher's compliance.

35) Describe how the district provides the 60-hour ESOL training requirement for school-based administrators, and the tracking system that will be implemented. The ESOL Department and the office of Professional Development collaborate to identify the administrators who are in need of training. The office of PD schedules the required class. Once the participants have completed the class their points are recorded in their inservice history. These records can be accessed through a report that is ordered through TIS.

36) Describe how the district will provides the 60-hour ESOL training requirements for Guidance Counselors, and the tracking system that will be implemented. The ESOL

Department and the office of Professional Development collaborate to identify the guidance counselors who are in need of training. The office of PD schedules the required class. Once the participants have completed the class their points are recorded in their inservice history. These records can be accessed through a report that is ordered through TIS.

37) 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. N/A

38) According to Rule 6A-6.0904, FAC., a bilingual paraprofessional or teacher is required at schools having 15 or more ELLs who speak the same language. Describe the qualifications required by your district to serve as a bilingual paraprofessional. Also, describe in detail the job description and primary assignment, or provide the URL for your district's bilingual paraprofessional job description. The district provides, through FTE, that every school must have a bilingual paraprofessional or teacher who can provide home language support if needed.

39) Describe district procedures implemented for training bilingual paraprofessional in ESOL or home languages strategies, including how documentation of training is maintained. All paraprofessionals are under the direction of teachers or administrators and are trained at the school site to carry out their assigned duties. All paraprofessionals are paid for either by general funds, Title 1, or ESE. Sign in sheets, agendas and copies of materials used for trainings are maintained by the staff at Professional Development, and copies are maintained in the ESOL department's records.

40) Describe the procedures used to determine the bilingual paraprofessional's proficiency in the target language. 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.

Section 11: TITLE III, PART A, NCLB - ACCOUNTABILITY

41) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing the English proficiency of current ELLs. The progress of all AYP groups is part of the annual evaluation of all schools and administrators. If the ELL group in the school did not meet AYP criteria, the school must include an objective for that group in its School Improvement Plan. The ESOL Coordinator and Specialists collaborate with schools on how to implement interventions to improve ELL outcomes. The district will submit a District System Improvement Plan to address AMAO 1.

42) Describe how the district will hold elementary and secondary schools accountable for meeting the goals and objectives for increasing academic achievement of all current ELLs and former ELLs. The progress of all AYP groups is part of the annual evaluation of all schools and administrators. If the ELL group in the school did not meet AYP criteria, the school must include an objective for that group in its School Improvement Plan. The ESOL Coordinator and Specialists collaborate with schools on how to implement interventions to improve ELL outcomes. The district will submit a District System Improvement Plan to address AMAO 2.

43) Describe the system improvement plan that has been developed for schools and the

district when the district has failed to meet the AMAOs for two years. As part of the district's plan to improve schools not making annual progress, school support teams, comprised of school and district level personnel, are assigned to each school. In addition, the district ESOL Coordinator and Specialists collaborate with schools to inform them of the students needing remediation, and provide options for the school such as after-school tutoring, teacher training, and other interventions.