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the undersigned is authorized to do all such things as may be necessary to carry out the purposes of this agreement.

IN WITNESS WHEREOF, the undersigned have hereunto set their hands and seals at the City of New York, New York, this 1st day of April, 1964.

Attest:
Notary Public in and for the State of New York
My Commission Expires _____

Witness my hand and seal this 1st day of April, 1964.

Notary Public in and for the State of New York

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substantive tort. For the reasons stated above,
the court concludes that the defendant's actions
do not constitute a violation of the
plaintiff's constitutional rights. The court
therefore grants summary judgment in favor of the
defendant. For the reasons stated above, the
court grants summary judgment in favor of the
defendant.

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Assuming that the defendant's actions

constitute a violation of the plaintiff's

constitutional rights, the court

denies the plaintiff's request for

summary judgment on the plaintiff's

request for summary judgment.

Defendant's motion for summary judgment

is granted. The court grants summary judgment

in favor of the defendant.

Defendant's motion for summary judgment

is granted. The court grants summary judgment

in favor of the defendant.

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Exhibit 1

District ELL Plan Committee Send notice to DOE

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

DOE

Bureau of State Language Acquisition
Florida Department of Education
325 West Lake James Street
444
Tallahassee, Florida 32399-0400
Contact Person: [Redacted]
Phone: (850) 245-9555

DISTRICT PLAN FOR SERVICES TO ENGLISH LANGUAGE LEARNERS

(1) NAME OF THE DISTRICT:

(2) CONTACT NAME:

COLLIER

Sandra Stockdale

(239) 377-0532

(3) MAILING ADDRESS:

(5) PREPARED BY: (if different from contact person)

5775 Osceola Trail
Naples, FL 34109

(6) CERTIFICATION:

I, Dr. Kamela Patton, hereby certify that all facts, figures, and representations in this plan are true and correct, and that all facts, figures, and representations are in accordance with the statutes, rules, regulations, and policies of the State of Florida and the Department of Education, and that the plan is in accordance with the state plan for English Language Learners and the state plan for special education.

Kamela Patton
Signature of Superintendent or Authorized Agency Head

[Signature]
Date Signed

2/26/2013
Date of Governing Board Meeting

(7) District Parent Leadership Council Involvement:

Name of Chairperson representing the District ELL Parent Lead

Contact Information for District:
Mailing address:
5775 Osceola Trail
Naples, FL 34109

E-mail Address: billonfe@collierschools.com Phone Number: (239) 377-0532

Date final plan was discussed with PLC: *2/20/2013* approved not approved

[Signature]
Signature of the District ELL Parent Lead

2/26/2013

Tony Be...
Florida Department of Education



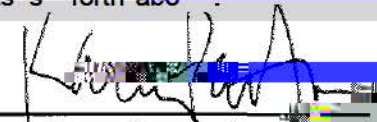
Florida Department of Education District ELL Plan

DISTRICT ENGLISH LANGUAGE LEARNER ASSURANCES AND CERTIFICATIONS

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 certify to the state level personnel listed below.

- The requirements set forth in Rule 6.001, Florida Administrative Code (FAC), and its subsequent amendments;
- The requirements set forth in Rules 6.001-6.004, Florida Administrative Code (FAC), and its subsequent amendments;
- The requirements of the No Child Left Behind Act of 2001;
- The requirements of the Consent Decree in the League of Cities v. State Board of Education, 1990;
- The requirements of the Florida Department of Education;
- The requirements based on the Fifth Circuit Court of Appeals decision in *Castaneda v. Pickard*, 1981;
- The requirements based on the Supreme Court decision in *Lau v. Nichols*, 1974;
- The requirements of the Equal Education Opportunity Act of 1971;
- 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 and VII Compliance.

By signature below, Dr. Kamela Patton do hereby certify that procedures, processes and services that are described herein shall meet the requirements set forth above.



 Superintendent's



Florida Department of Education

ELL Plan Dev

District ELL Plan

Submit this form with original signature of the superintendent.

Bureau of Student Achievement
 Language Acquisition
 Florida Department of Education
 325 West Gaines Street
 444 Turlington Building
 Tallahassee, FL 32309-0400
 Contact Person: Adeola Fayemi
 RF

DISTRICT SERVICES TO ENGLISH LANGUAGE LEARNERS (ELLS)	FOR FDOE INTERNAL USE
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(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE:
COLLIER	Debra Stockdale	(239)
(4) MAILING ADDRESS:	(5) PREPARED BY (different from contact person)	
5775 Osceola Naples, FL 34109		
(6) CERTIFICATION BY SCHOOL DISTRICT:		
The filing of this application has been authorized by the School Board representative who has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this application.		
I, _____, hereby certify that the information made in this plan and the procedures for program and fiscal control and record-keeping will be maintained for records maintenance.		

ensure proper accountability.

Signature of Superintendent or Authorized Agency Head

(7) District Representative

Name of Chairperson representing the District ELL Parent Leadership Council
Billon

Contact Information for District PLC Chairperson

5775 Osceola
Naples, FL 34109

E-mail Address: billonfe@collierschools.com Phone Number

Date final plan was discussed with PLC: 02/07/2015 PLC approved

Signature of the Chairperson of the District PLC

Date Signed by PLC Chairperson

Tor... Commissioner
Florida Department of Education



DISTRICT ENGLISH LANGUAGE LEARNER PLAN ASSURANCES AND CERTIFICATION

School...
imp... programs and services to students... English language learners (ELLs), and...
requirements and provisions set forth in the laws, rules, regulations, and federal court...
listed below:

- o The requirements set forth in Section 1003.56, Florida Statutes;
- o The requirements set forth in Rules 6A-6.0901-6A-6.0909, Florida Education Rules;
- o The requirements of the No Child Left Behind Act of 2001;
- o The requirements of the Citizens et al. v. the State Board of Education, 1990;
- o The requirements of the Florida Educational Equity Act, 1984;
- o The requirements based on the Fifth Circuit Court decision in *Castaneda v. Pickard*, 1981;
- o The requirements based on the Supreme Court decision in *Plyler v. Doe*, 1980;
- o The requirements based on...

- The requirements of the Equal Educational Opportunities Act of 1974;
- The requirements of the Office of Civil Rights Memorandum of May 23, 1970;
- The requirements of the Title VI and VII Civil Rights Act of 1964; and
- The requirements of the

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

Superintendent's Signature or Authorized Agency Head Date Signed

SECTION 1: IDENTIFICATION OF ENGLISH LANGUAGE LEARNERS

Enrollment Procedures and Administration of the Home Language Survey

Describe the district's procedures to register English Language Learners (ELLs), including the following questions:

How is the Home Language Survey (HLS) administered?

Upon registration ALL parents receive the same registration form, in a language of understanding (English, Spanish and Haitian-Creole). After completing the form, all students whose parents or guardians answer "Yes" to one or more of the three questions from the Home Language Survey included on the form, are assessed for language proficiency and possible placement in the ELL program. At this time, when feasible, parents must be provided with assistance in the home language to explain the program.

How do district procedures compare to those followed for non-ELLs? (Max length: 1000)

When the ELL Contact or designee does not speak another language, a bilingual para-professional/tutor will translate the information regarding the ELL program and procedures. The ELL Contact or designee, or Haitian-Creole and/or Spanish speaking and/or registration staff are responsible for making translations to parents and students accordingly. Once the parent/guardian answers any of the survey questions, the ELL Contact and/or designee is responsible for providing the parents a copy of the school's procedures, etc. Parents are directed to the District website which has all resources available in English, Spanish and Haitian-Creole.

Is the HLS translated into other languages:

Yes

If answered "yes," list languages. (Max length 2000)

The HLS is translated into English, Spanish and Haitian Creole.

How does the District assist parents and students who do it? (Max length 2000)

A bilingual staff provides information regarding the ELL program and possible other languages which are spoken at home. The staff and/or teacher staff available to parents and students. "Yes" to any of the survey questions, the ELL Contact is responsible for providing the parents a copy of the school's procedures, etc. Parents are directed to the District website, which has all resources available in English, Spanish and Haitian Creole.

SECTION 2: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (PLACEMENT) [Rule VA-0.0702, FAC]

English Language Proficiency (ELP) Assessment

*Required

*What is the title of the person(s) responsible for administering the English Language Proficiency Assessment of potential ELLs in the district? (Check all that apply)

- Registrar
- Other: School's ELL Contact and/or Guidance Counselor, Bilingual Paraprofessional, ELL Teacher
- Other: School's ELL Contact, Guidance Counselor, Bilingual Paraprofessional, Tutor, ELL Tutor, or ELL Teacher
- Other: School's ELL Contact/Guidance Counselor, Bilingual Paraprofessional, ELL Tutor or ELL Teacher
- Registrar
- Other: School's ELL Contact, Guidance Counselor, Bilingual Paraprofessional, ELL tutor or ELL teacher
- Registrar
- Other: School's ELL Contact, Guidance Counselor, Bilingual Paraprofessional, ELL tutor or ELL teacher
- Registrar
- Other: School's ELL Contact and/or Guidance Counselor, Bilingual Paraprofessional, ELL tutor or ELL teacher

Listening and Speaking Proficiency Assessment

- * List the Listening and Speaking (Aural/Oral) assessment(s) used by the district to ascertain if a student is an ELL. Also, state the ESOL Services. At least one

Name of Listening and Speaking Assessment	INDICATE THE CUT SCORE USED FOR PLACEMENT (ENTRY DETERMINATION)			TYPE OF SCORE		
	Grade Level	Raw Score (1)	Scale Score (2)	National Percentile (3)		
On-line Form 3 CELLA	K-2		672			
On-line Form 3 CELLA						
On-line Form 3 CELLA	6-8		732			
On-line Form 3 CELLA						

- (1) A raw score represents the number of questions answered correctly on a test.
- (2) A scale score is a raw score converted to a scale score using the conversion table provided by test publisher should be used to measure the scale score of the test.
- (3) A national percentile is the percentile rank provided by a national norm-referenced score equal to or less than the score achieved by the student.

- * Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's enrollment in the district follows if the length 2000)

Students must be assessed (On-line Form 3 CELLA). The ELL Contact/designee is responsible for keeping track of students in need of assessment within those twenty days. The District office tracks through various reports that appropriate placement has occurred within timelines. Schools are reminded that On-line Form 3 CELLA assessment must occur. Once placement should be sent to parents in the language they understand, unless clearly not feasible, no later than 8 weeks after enrollment. A copy shall be retained in the student's file. Schools must not delay the test more than 20 days but should it occur be administered. In instances, the school staff (ELL Contact) will provide parents, in writing, the reason for the test delay in appropriate languages (English/Spanish and English/Creole) and other appropriate languages (when feasible) assessment. A copy shall be retained in the student's file.

* Describe the **Listening and Speaking** assessment used in grades 3-12. (Max length 2000)

Students in grades 3-12 take the speaking listening, reading and writing section of CELLA. If they perform at the proficient level on the reading and writing section, they are considered proficient in the reading and writing section of the CELLA program.

Reading and Writing

* List the **Reading and Writing** assessment(s) used in the district to ascertain if a student is an ELL.

Note: A norm-referenced assessment may report a student's score as a percentile. A score at or below the 30th percentile on the reading or writing portion of a norm-referenced assessment indicates that the student is "ELL".

Name of Reading and Writing Assessment:

On-line Form 3 CELLA

* Describe the procedure to ensure that **Reading and Writing** assessment(s) are administered to students. (Max length 2000)

Students must be assessed, scored and placed within two (2) weeks of the end of the school year. (On-line Form 3 CELLA). The district tracks the progress of students and information entered on the **TERM** system management system within those twenty school days. The District Office tracks through various reports that appropriate placement is made for each student. Schools are reminded prior to the end of the 20-day window that the On-line Form 3 CELLA assessment results and placement of students should be sent to parents in the language they understand, unless clearly not feasible, no later than the end of the 20-day window.

Schools must not delay the testing more than 20 days but should, if necessary because of unforeseen circumstances, the school staff (ELL Contact) will provide parents, in writing, the appropriate languages (English/Spanish and English/Greek), and other appropriate languages (when feasible) for the assessment. A copy of the assessment results will be provided to the parent.

ELL Committee

* Describe the procedures used when the ELL Committee makes an entry (placement) decision (Max length 2000)
 Include links to form(s) used to document ELL Committee decision
 Note: Forms must include the date

Placement is determined through the results of the initial placement testing. However, upon request of a parent or teacher, a re-evaluation decision on a student will be made based on the following criteria. The META Consent Decree, Part 4, Section C indicates that upon request of a parent or teacher, a student not determined to be ELL or a student determined to be may select the instructional method after following criteria must be gathered for appropriate placement.

- Extent and nature of prior education
- Student interview
- Written recommendation and observation by current and support services staff
- Level of mastery of basic competencies or skills in English and/or home language;
- Grades from the current or previous year(s)

The link to the proper ELL Committee form is:
<http://www.collierschools.com/all/docs/AppendixH.pdf>

SECTION 3: PROGRAMMATIC ASSESSMENT [Rule 6A-6.0902, FAC]

Academic Achievement Program

Describe the procedures to determine the prior academic experience of ELLs. (Max length 2000)
 Include links to procedural documents as appropriate or upload document.

The academic level of a student is assessed using the On-line Form 3, CFIAALL (speaking and listening records or grade reports from previous schools. Student records are required by calling previous schools or through FACTS. In the event that records are not available, parents and teachers determine the previous educational experience. The classroom teacher will use further diagnostic instruments such as ELL Inventory

level and English proficiency. Placement will occur according to at least two (2) of the following criteria in addition to the district placement requirements.

- Student interview
- Written recommendation and observation by current and previous instructional and support services staff
- Level of mastery of basic competencies or skills in English and/or home language.
- Grades from the current or previous years

Describe the procedures to address the needs of students who are new to the district (including those with previous school records or whose prior school records are incomplete) and those who have been in the district for a period of time but whose records are incomplete. (Max length 2000)

The school personnel will request records from previous schools using the district Request of Records from and/or REGISTER (if in Florida). In the event that records of previous schools are not available, the ELL Contact or designee will interview the student and the parents to determine the student's previous experiences of the individual. The classroom teacher will use programmatic assessment through further diagnostic instruments such as PAIX, Skill Inventory assessment, and other district-approved instruments to determine the student's proficiency level and place the student in the appropriate classroom based on the district's standards.

Grade Level and Course Placement Procedures - Grades K-1

Describe the procedures to determine appropriate grade level placement for ELLs. (Max length 2000)

Grade level placement decisions are made by the ELL Contact and guidance counselor. The academic level of the student is assessed using the placement test, as well as records or grade reports from previous schools. If records from previous schools are not available, the ELL Contact or designee will interview the student and the parents to determine the student's previous experiences. The classroom teacher will use further diagnostic instruments such as PAIX, Skill Inventory/benchmark assessments, portfolios, etc. to assess proficiency and skill levels.

Grade Level and Course Placement Procedures - Grades 9-12

Describe the procedures to determine appropriate grade level placement for students who have earned credits in countries outside of the United States, but with no documentation. Also, for students transferring from other countries, include the process for awarding credits for language arts courses taken in the student's native language and world language courses (this may include English). (Max length 2000)

The District School Board of Collier County will determine the prior schooling experiences of new students by means of school records, transcripts, and other evidence of educational experiences, and take such experiences into account in planning and providing appropriate instruction to ELL students. Transcripts are reviewed and evaluated by the school and/or district translators for accuracy. Language Arts credit will be awarded if a student took a Language Arts course in a foreign country and is considered a transfer credit for the English Language Arts course in the United States. Credit will also be awarded if a student took a Language Arts course in a foreign country and validated according to the criteria for transfer credit in the transcript and in the district translation/interpretation binder. The District will review a student's prior attendance and grade history within or outside the state at the time of admission. Such information is required for a student's progression in the

next grade level. If the student is not successful on any re-evaluation, the student will be placed in the program for the next grade level.

Please refer to the ELL Student Plan for more information on the Student ELL Plan. The ELL Student Plan is available at: http://www.collierschools.com/student_services/info.asp

http://www.collierschools.com/student_services/info.asp

Re-Evaluation

Describe the procedures for re-evaluation of ELL students who are re-enrolling. Include the timeline between the ELL student's arrival and the re-evaluation process. The timeline between the ELL student's arrival and the re-evaluation process is to be addressed in the ELL Student Plan (2000).

Re-evaluation of ELL students who are re-enrolling is conducted at the beginning of the school year. The ELL Contact is responsible for following the steps outlined below:

- Re-assess: Determine if the student meets the criteria for re-evaluation. The ELL Contact will use the cut off scores to determine if the student meets the criteria. The following components will be used in the re-evaluation process: screening prior to re-evaluation, state assessment (grades 3-5), grades from the returning school (if any), transcripts, parent interview, student interview, and teacher recommendations. The ELL Contact will determine if the student remains in the program or exits the program. The ELL Contact will determine if the student remains in the program or exits the program. The ELL Contact will determine if the student remains in the program or exits the program.

ELL Student Plan Development

Describe the procedures for developing the Student ELL Plan. Include the name and/or title of the person responsible for developing the plan, when and how the plan is updated, and the person responsible for updating the plan.

The ELL Student Plan includes the following information: student's name (first/last), address, phone number, home address, birth date, classification date, plan date, re-evaluation date, exit date, basis of exit, reclassification date, reclassification or services, test date (entry/exit), test date, test ID, raw score, grade equivalent, test description, level, level of proficiency, school grade, subtest ELL, ELL Committee, Local re-evaluation for extension of a 4th, 5th or 6th year matrix codes, student's schedule of instructional program, code for purpose of the conference, state assessment date and follow up reviews. (See Appendix C for ELL Student Plan format) <http://www.collierschools.com/ell/docs/AppendixC.par>

This is an electronic computer generated copy for each individual student based on the individual student's ELL plan.

The ELL Contact and/or guidance counselor is responsible for developing the ELL Student Plan in accordance with the district's guidelines for placement of ELL students. The ELL Contact and/or guidance counselor is responsible for updating the plan when a change occurs in the student's information, diagnosis, or placement, and in some instances may involve the ELL Committee. The plan is updated by the ELL Contact at the end of the year when there is a decision made on an individual that

impacts the academic schedule. After the changes have been made, the Education Plan is printed, the copies of the updates and placed in the student's ELL record "blue" folder.

Describe the elements of the plan (e.g., no. home school communication, classes, progress monitoring, interventions, assessments and other evaluations). (Max length 2000)

The academic level of a student is assessed using the On-line Form 3 CELLA (speaking, listening, reading and writing) and Florida Test Learning scores, as well as records or grade reports from previous schools. In the event that records are not available, the ELL Contact or designee will interview the student and the parents to determine previous educational experiences. The classroom teacher will use other diagnostic instruments such as PAIR, BUII inventory/benchmark assessments, portfolios, etc., to assess content area skill level and English proficiency levels.

Placement will occur according to at least two of the following criteria in addition to the district required placement requirements.

- Exit interview
- Student interview
- Written recommendation and observation by current and previous instructional and support services
- Level of mastery of basic competencies/skills in English and/or home language
- Grades in the current or previous years

Grade level placement decisions are made by ELL Contact, counselor, and/or designee. An ELL Contact or designee will interview the student and the parents to determine previous educational experiences. The classroom teacher will use other diagnostic instruments such as PAIR, BUII inventory/benchmark assessments, portfolios, etc., to assess proficiency and skill levels. *Test results, programmatic assessment and an ELL Committee if applicable.

Provide the link to the Student ELL Plan form, not a placeholder, as appropriate. (Max length 2000)

<http://www.cattieschools.com/ell/aocs/AppendaixC.pdf>

SECTION 4.0 - COMPREHENSIVE PROGRAM REFINEMENTS AND STUDENT INTERVENTIONS

Instructional Models

In addition to using required ESOL strategies by teachers, teachers, what instructional model(s) or approach(es) are used to ensure comprehensive learning? Each model appear in the manual.

<http://www.cattieschools.com/ell/aocs/AppendaixC.pdf>

- Sheltered – English
- Sheltered – Core/Basic Subject Areas
- Mainstream/Inclusion – Core/ Basic Subject Areas

Describe how the instructional models are used in the district. Include how you monitor fidelity for each instructional model at the school level. (Max length 2000)

1. Sheltered English Model: This model is used in the district for students with limited English proficiency. The standards, and benchmarks of the revised Reading and Language Arts State Standards. Additional support is provided for comprehension and communication in the areas of reading and language development. The teacher is ESOL certified, ESOL endorsed, or working towards it.

2. Sheltered (Core/Content Area or Basic Subject Area) Model: This model is used for students with limited English proficiency. The standards and benchmarks are placed in sheltered classes that allow for extensive content area development. ELs have equal access to the same academic content as the mainstream population. ELs receive comparable in scope and sequence to the mainstream population. Mainstream/Inclusion English Language Arts (CODE-I)-ESOL students receive the same academic courses/core instruction as the mainstream population through modified instruction. The state requires ALL teachers, regardless of whether they have the endorsement or not, to utilize ESOL strategies in all content areas. Mainstream/Inclusion-English-Core/Basic Subject Areas (Mathematics, Science, Social Studies, and Computer Literacy) (Code=C)-Middle and high school students receive the same academic courses/core instruction as the mainstream population through modified instruction. The state requires ALL teachers, regardless of whether they have the endorsement or not, to utilize ESOL strategies in all content areas. When an ESOL student is listed on the teacher's class roster, the teacher is ESOL certified, ESOL endorsed, or working towards it. The state requires ALL teachers, regardless of whether they have the endorsement or not, to utilize ESOL strategies in all content areas.

All elementary schools in Collier County utilize the Mainstream/Inclusion English/LA Model and the Mainstream/Inclusion-English-Core/Basic Subject Area Model. All middle and high schools in Collier County have either Sheltered English/LA Model and/or Mainstream/Inclusion-English-LA and Core/Basic Subject Area Model. All high/middle schools have final content courses. All high schools and middle schools offer a sheltered third block of Developmental English for students who have not completed one year in the United States.

Upload a list of each standard in the district and the standards instructional model(s). (Max file size 1 MB) If all schools in the district use the same instructional model(s), click the box below.

Describe the process to verify that instruction provided to ELLs is equal in amount, sequence, quality, and scope to that provided to non-ELL students. (Max length 2000)

The district has a process in place to ensure that instruction provided to ELL students is equal in amount, sequence, and scope to that provided to non-ELL students. Collier County's ELL students are assured that the Sunshine State Standards/Common Core, benchmarks assist in their instructional plan. ELL students receive equal access to the regular curriculum. Existing curriculum maps at the elementary and

Secondary level guide teacher instruction for ALL students

Describe the method(s) used in the classroom by instructional personnel to document the use of ESOL instructional strategies and describe the strategies through the delivery of appropriate instruction.

In the classroom, all students will be taught by qualified teachers using appropriate ESOL strategies. To ensure the delivery of comprehensive instruction, teachers of ELL students will utilize appropriate strategies in their lessons. Elementary, middle and high school teachers will use a variety of evaluation tools to ensure that teachers are effectively utilizing ESOL strategies.

How are ELLs assured equal access to all educational programs and services? (Max length 2000)

The district ensures the same procedures and timelines used for non-ELL students with ELL students. To verify how the district ensures equal access to all educational programs and services, the district will ensure that the same curriculum, sequence, and scope of instruction is provided to non-ELL students. Collier County's ELL students will receive the same instruction as non-ELL students. Core, benchmark tests assist in their instruction. All students have access to the regular curriculum. The district ensures that all students have equal access to the regular curriculum at the elementary, middle and secondary levels guide teacher instruction for ALL students.

Who is the primary person responsible for ensuring that all ELLs are provided with comprehensible instruction in the classroom?

- District Administrator(s)
- School Level Administrator(s)
- Other: Teachers

What progress monitoring tools are being used to monitor student progress against level academic content standards, benchmarks and the English Language Proficiency standards? (Check all that apply.)

- Student Learning Objectives
- FCAT Practice Tests
- Other Criterion Reference Tests (A11, A12, SA, 10, 11, 12)
- FCAT
- Other Benchmark assessments

Student Progress

Have the district's policies and procedures for promotion, placement, and retention of ELLs

Yes

If yes, please provide a link and page number if this information is explained in the Student Progression Plan. (Max length 2000)

www.collierschools.com/student-services/info.a

SECTION 5: STATEWIDE ASSESSMENT (FLA-6-6.0901, F.A.C.G.)

Statewide Assessment

Describe the procedures to ensure that all ELLs participate in Florida's state-wide assessment test administration requirements. Description should include the role of the school-level person responsible for documenting for each eligible ELL appropriate test accommodations. (Max length 2000)

All students, including ELLs, participate in statewide assessment(s). The District Testing Coordinator provides a list of accommodations to the school administrators with a listing of the accommodations, appropriate word to word dictionaries, and procedures. Testing is necessary to ensure appropriate testing guidelines. An accommodation approval form is sent home to the parents of ELL students in English and the native language (when feasible). The ELL Contact documents which ELL students will have accommodations approved and ensure that the assessment occurs. The ELL Contact places the student's blue folder as a record of the appropriate choice.

SECTION 6: ENGLISH LANGUAGE PROFICIENCY ASSESSMENT (EXIT) (FLA-6-6.0903, F.A.C.G.)

Describe the procedures to determine if ELLs are ready to exit the district's ESOL program. Description should include exit procedures for all levels of proficiency (reading and writing), grade-specific procedures, and required cut scores. (Max length 2000)

Students in the ESOL program are evaluated for possible exit or extension of services prior to the end of the school year in the ELL program from a try date or based on recommendations made to the ELL Coordinator by the classroom teacher or by the student's parents. A final decision is made after testing is completed. The decision may be to extend services or to exit from the program based on test results and ELL Committee decision, if applicable. The extension of services is specified in Rule 6A-6.0903. An ELL shall be determined English language proficient and exited from the ESOL program upon obtaining:

1. Scores of "proficient" at the applicable grade level on each CELLA subtest administered annually. (listening and speaking, reading and writing) (grades K-12)
2. Scores on applicable Florida Comprehensive Achievement Test (FCAT) Reading as follows:

a. For students in grades K-2, CELLA is the only assessment required. FCAT is not required.

- b.) For students in grades 3-9, an achievement level of 3 or higher on applicable FCAT in Reading; and proficiency on the 10th grade FCAT in Reading
- c.) For students in grades 10-12, a score on the 10th grade FCAT in Reading sufficient to meet the minimum score for a "C" or higher on the concordant score pursuant to section 1008.22, F.S. at the time of exit from the CELLA.

What is the title of person(s) responsible for exit from the CELLA above? (Check all that apply)

- ESOL Teacher/Coordinator
- General Teacher, School Test Administrator, Guidance Counselor, Paraprofessional/tutor

What are the district's exit policies for students exiting the CELLA during a marking period? (Max length 2000)

The district does not recommend exiting the students in the middle of a grading period. Students are tested close to the end of the marking period and should they exit, they should do so at the end of the marking period. This eases the student's transition into the mainstream classroom.

If the ELL Committee is involved in making exit decisions, what are the criteria for the Committee to determine exit? (Max length 2000)

The ELL Committee makes decisions of exit in cases whereby parents, teachers, or other school members have recommended exit. If the student's exit assessments do not reflect that the student is prepared for such exit, the ELL Committee is the vehicle whereby additional criteria for exit could be evaluated and a decision made. When conducting an exit assessment, the ELL Committee should schedule and parent/guardian should be notified of the exit assessment. The criteria for exit are as follows: the required testing (CELLA or a FCAT (grades 3-12) first, and then the following criteria:

- a. Teacher recommendation
- b. Student grades (C or above)
- c. All applicable assessment results
- d. Passing equivalent
- e. Proficiency in all areas of the CELLA (listening, speaking, reading, and writing)

SECTION 7: MONITORING PROCEDURES (Rev. 04/2005, PAC)

What is the title of person(s) responsible for conducting the required two-year monitoring of former ELLs? (Rev. 04/2005, PAC) Include person responsible for. (Max length 2000)

The school's ELL Contact, Guidance Counselor, is responsible for monitoring the LF's. After exit, the student is monitored for a two year period. A follow-up

report was created through our data processing department for use in monitoring the pro... performance after 9, 18, 27, and 30 weeks in the regular program. The Data... ELL... Contact/Guidance... reviews and enters appropriate information on the... form. The Data Entry Clerk enters the information on TERMS.

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

- Report Cards
- Test Scores
- Classroom Performance

What are the procedure(s) including reclassification, when the academic performance of former ELLs (LFs) is not at grade level? (Maximum 2000)

If progress is not commensurate with non-ELL peers and on grade level and a pattern of poor performance (Ds and Fs) is developing, a referral will be made to the ELL Committee. The ELL Committee will meet to determine whether or not the student needs additional interventions. If students may be held out of the ELL program after review periods (A, B, C, or D) if progress is unsatisfactory.

As a result of the reason... circumstances to evaluate a former student for re-entry into the ELL program may be when they exit and return to their home country, then return to the U.S.A. The ELL Committee... and... responsible for initiating a new ELL Student Plan and... Data Entry Clerk is responsible for updating the student's data on TERMS software. The... contact communicates with the parents... inform them of the... possible... ensuring the appropriate assessment and placement takes place and that... individual student's needs are met according to... ELL Committee Conference and Parent Notification Form is sent to the parents after the process is completed and the Data Entry Clerk has updated the student's ELL plan. Parents are involved in the decision making process.

How does the district ensure that schools are implementing the District ELL Plan? (max length 2000)

The district... department meets regularly with the schools' ELL Contacts to review the plan and ensure that it is being followed. The district's TERMS software enables each... administrator's the ability to... adherence to the ELL Plan.

SECTION 504 RIGHTS

Describe the procedures used by school personnel to provide... parents/guardians of ELL... their native language... (max length 2000)

Parents of Spanish and Haitian-Creole students are provided translation services upon registration, during ELL Committee meetings and during parent teacher conferences. Additionally, all essential school documents are translated to Spanish and Haitian-Creole at the district level and provided to the schools to be disseminated to parents. On-site bilingual tutors and para-professionals (English/Spanish and English/Haitian-Creole) have the responsibility of interpreting/translating during any of these events. Parents are also invited to ELL Committee meetings via phone or via a letter in the native language. When the school does not have a bilingual Haitian-Creole interpreter and there is still a need to assist parents, the district office translator/interpreter sets an appointment and assists in the translation process. Every effort is made to provide translators for parents of other languages upon request.

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 content and academic achievement standards. (Max length 2000)

Parents of Spanish and Haitian-Creole students are provided translation services upon registration, during ELL Committee meetings and during parent teacher conferences. Additionally, all essential school documents are translated to Spanish and Haitian-Creole at the district level and provided to the schools to be disseminated to parents. On-site bilingual tutors and para-professionals (English/Spanish and English/Haitian-Creole) have the responsibility of interpreting/translating during any of these events. Parents are also invited to ELL Committee meetings via phone or via a letter in the native language. When the school does not have a bilingual Haitian-Creole interpreter and there is still a need to assist parents, the district office translator/interpreter sets an appointment and assists in the translation process. Every effort is made to provide translators for parents of other languages upon request.

Check the school-to-home communications that are sent by the district to the parents/guardians of ELLs. (Check all that apply.)

- Delay in language proficiency testing
- Results of language proficiency assessment
- Program alignment
- Program delivery options(s)
- State and/or district testing
- Accommodations for testing (flexible setting)
- Annual testing for language development
- Growth monitoring and reporting
- Retention/Reclassification
- Transition to regular classes
- Extension of ESOL instruction
- Exit from ESOL program
- Post-reclassification monitoring (ESL (L 4) from monitoring)
- Reclassification of former ELLs (L 4)
- Invitation to participate in the Parent Leadership Council (PLC)
- Special programs

courses, vocational education, magnet, charter school, ELLS programs, and other

- Parental choice
- Regional
- Disciplinary forms
- Information about the Sunshine State Standards and the LEO Standards
- Information about community services available to parents
- Information about or

**Report Cards

<http://www.collier>

SECTION 6.0904 FACU

What type(s) of PLCs exist in the district? (Check all that apply.)

- District Level

Describe the functions and composition of the PLC. (Max length 2000)

The PLC reviews decisions on what works best for students. Their main value is in helping decisions but Collier County schools

The PLCs in the district do not meet this condition. explain why and when compliance with rule is expected. (Max length 2000)

The district PLC is composed representatives of each school majority being parents of English Language Learners

How does the district involve the PLC in other district support

All parents are informed of the opportunities that are available at the school/district level via the district's TV channel, website, school newspaper, English, Spanish and Haitian-Creole, as well as through parent training, staff and activities provided to participate if they so choose

How is the district PLC involved in the development of the District LEL Plan? (max length 2000)

The group reviewed the proposed rule changes and the impact on the District LEL Plan. They thought the proficiency requirement in all subjects of the CELLA made right to determine student services based on achievement and in addition to test scores

Yes

http

If no, upload a summary of the concerns. (Ma

3/8/2015

SECTION 10: PERSONNEL TRAINING

Describe how teachers who are required to obtain ESOL training of training requirements and opportunities. Include the title of person(s) responsible for issuing the notifications and the process used to notify personnel.

The district has an extensive information management system, TERMS, which allows for the identification of personnel in all schools. The information management system allows for the collection of ELL student and teacher data. The secretary updates this system every time that ESOL courses are offered. When teachers are assigned ELL students, they are identified as in need of the ESOL training unless they have evidence of completion of the courses. Monthly reports are provided to each school which indicate which teachers have completed the ESOL training requirement.

Describe the process(es) to track teachers' completion of ESOL training requirements and include the person(s) responsible for tracking.

The district has an extensive information management system, TERMS, which allows for the identification of personnel in all schools. The information management system allows for the collection of ELL student and teacher data. The secretary updates this system every time that ESOL courses are offered. When teachers are assigned ELL students, they are identified as in need of the ESOL training unless they have evidence of completion of the courses. Monthly reports are provided to each school which indicate which teachers have completed the ESOL training requirement.

Describe the procedures used when teachers are reported out of field, including compliance procedures and claim filing.

The District's Human Resources Department has developed an accountability system to ensure that all new hires attend an orientation meeting. Sign-in sheets are kept on file to demonstrate that participants have attended this training. At the new hire meetings, teachers are informed of the ESOL training requirements. They must sign a letter indicating that they are committed to taking such training within the required state mandated timeline. In addition to the orientation meeting, the ELL department's secretary in coordination with each school principal and ELL contact, these quarterly reports inform personnel as to their status with respect to ESOL training.

Describe how the district provides the 60-hour ESOL training requirement for school-based administrators.

The district's ELL teacher training is provided for all school-based administrators during the school year. A 60-hour course is provided for all school-based administrators. Administrators hired prior to August 2004 have the option of taking the 60-hour course within the district or through a university. The

secretary keeps records on training provided and updates TERMS just as she does with the teacher training. The ELL Contact receives the teacher training report updates from TERMS on a quarterly basis.

Describe how the district provides the 60-hour ESOL training requirements for Guidance Counselors and the district's tracking system. (max length 200)

The district's ELL teacher trainer provides training to Guidance Counselors throughout the school year. A plan has been established and it is constantly monitored and followed. The secretary keeps records of training provided and updates TERMS just as she does with the teacher training. The ELL Contact and school administrators receive the teacher training report updates from TERMS on a quarterly basis.

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

Bilingual administrators and staff members' degree and certification in the language of instruction is provided by the district. The district requires a fluent speaker of the language during the interview process at the school district level.

A bilingual paraprofessional or teacher is required at schools having 10 or more ELLs who speak the same language. Describe the eligibility qualifications required by the district for bilingual paraprofessionals, and their assignment. (Max length 2000) Provide the link for the district's bilingual paraprofessional job description or equivalent job description.

Bilingual paraprofessionals must have at a minimum, a high school diploma, be fluent in native language for which he/she is hired, and must attend ongoing required district training. Bilingualism of the paraprofessionals is evaluated by a native speaker of the language during the interview process. The primary assignment is working with students in classrooms to provide language access and academic support. Bilingual paraprofessionals also assist with assessment of ELL students, parent conferences, ELL Committee meetings, and placement of ELL students. In addition, paraprofessionals assist counselors and/or ELL Contacts in the record keeping process. Link to the job description: <http://www.fldoe.org/aa1a/ell/plan/print/entire-application.aspx>

Describe district procedures for training bilingual paraprofessionals in ESOL or home language strategies. include how presentation of training is (max length 2000)

Paraprofessionals and bilingual tutors are required to have 18 hours of ESOL in-service training. There is no set timeline for completing the 18 hours. However, they are required to continue receiving training. The district provides a minimum of 18 hours of training sessions for the paraprofessionals and bilingual tutors. Additionally, ELL tutors receive on-site training from the ELL Contact and/or ELL resource.

These sessions include, but are not limited to, ESOL strategies, providing writing strategies, test-taking strategies as well as other district relevant training. All bilingual tutors and paraprofessionals are required to register in the district provided training. Upon completion, sheets document the attendance and that information is entered on TERMS. A report is updated with the information and sent to the principals and ELL Contact for review on a quarterly basis.

Describe the procedures to language (Max length 2000)

Bilingual tutors and paraprofessionals schools must have a minimum diploma, be fluent in native language for which he/she is hired, and must attend on-going required district training. ELL tutors and paraprofessionals working in Title I and Title III schools must have at least an Associate degree from an accredited institution. Bilingualism of individuals is verified by a fluency test for the language during the interview process. Individual schools administer a test as part of the interview process where the interviewee has to translate a written letter. This translation is evaluated by the District Translation Manager for readability and accuracy.

SECTION 11: Extension of Services (Rule 6A-6.09022, FAC)

Describe district procedures used to determine Extension of Services. (Max length 2000)

Any student being considered for extension of service shall be assessed at least one department-approved assessment instrument. The assessment shall be administered no earlier than 30 school days prior to the student's DEUSS (date first entered in the school's database). If the student's previous scores fall between the administration of the CELLA in the school year and October 1st of the following school year, the student's CELLA scores will suffice.

Parents/guardians and selected school staff need to be invited to the ELL Committee of a phone call and/or letter. A copy of the letter of invitation to the Parent/Guardian Conference must be in the student's blue folder. On all anniversary dates, the student must take the appropriate grade level. In addition to the test scores, at least two summarized criteria items for extending ESOL services:

- Grade level in basic competencies
- Written recommendation from assessment staff
- Grades from the current school year

The results of the assessment will be discussed during the ELL Committee meeting to determine exit from the ELL program.

Listening and Speaking Proficiency Assessment

List the Listening and Speaking (Aural/Oral) assessments used by the student. Is English proficient for Extension of Services? If the student is not English proficient, that determines if the student is eligible for the program.

Name of Listening and Speaking Assessment(s)	INDICATE THE TEST SCORE		
	US	FL	EXIT
	DETERMINATION BY		
	SCORE		
Grade	Raw Score	Scale	National
Level	Scale	Grade	Level
	(1)	(2)	(3)
On-line Form 3 CELLA	K-2	673	
On-line Form 3 CELLA	3-5	700	
On-line Form 3 CELLA	6-8	725	
On-line Form 3 CELLA	9-12	739	

- (1) A raw score represents the number of points a student received for correctly answering questions.
- (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 convert a raw score, if the test results are not provided in terms of a scale score.
- (3) A national percentile rank is the percentage of students in the national sample who scored equal to or less than the student's score.

Reading and Writing

List the Reading and Writing assessments used by the student. Is English proficient for Extension of Services.

Name of Reading and Writing Assessments:

On-line Form 3 CELLA

Exhibit 2

shall be afforded the opportunity to pursue a high school diploma through the Adult High School or General Educational Development (GED) programs of the District. The provisions of this paragraph shall not apply to students who are classified as exceptional students.

F.S. 1003.21(1)(c)

Revised 2/12/13

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