

District English Language Learners (ELL) Plan

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LEA: Collier County Public Schools

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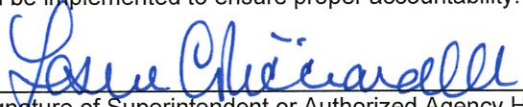
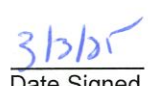
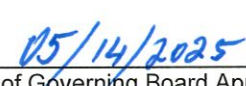
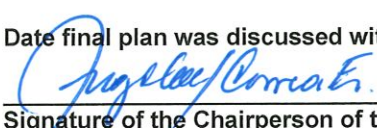
Phone: 239-377-0131 / 239-377-0205

Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY

(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Collier County Public Schools	Fernand Billon, Coordinator of English Language Learners Clara Calderon Senior Director, Teaching & Learning	239-377-0131 billof@collierschools.com 239-377-0205 caldercl@collierschools.com
(4) MAILING ADDRESS:	(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:	
5775 Osceola Trail Naples, FL 34109		
(6) CERTIFICATION BY SCHOOL DISTRICT The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan. I, Dr. Leslie Ricciardelli, 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.  Signature of Superintendent or Authorized Agency Head  Date Signed  Date of Governing Board Approval		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC) Name of Chairperson representing the District ELL PLC: Angela Correa Espinosa Contact Information for District PLC Chairperson: Mailing address: 16230 Allura Cir – Unit 2209, Naples, FL.34110 E-mail Address: angelam.corrae@gmail.com Phone Number: (239) 234-7649 Date final plan was discussed with PLC:  Signature of the Chairperson of the District PLC  Date Signed by PLC Chairperson		

Approved by Kristine Shuck

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

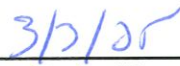
School districts are required to abide by a set of assurances when developing and implementing programs and services to students classified as English Language Learners (ELLs), and are required to ensure school- and district-level personnel comply with all the requirements and provisions set forth in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

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

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



Superintendent's Signature



Date Signed



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

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

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

At the time of registration, all parents receive the same registration form in a language they understand. These forms are available in English/Spanish, English/Haitian-Creole, and other languages when possible. Translation services may be offered to assist families. Once completed, the registration staff input student demographic details—including native language, country of birth, immigrant student status, and Date of Entry into a United States School (DEUSS)—into the district's database. This information is provided by the parent or guardian during the registration process.

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

The registration process is the same for all students. Parents are required to complete the Student Enrollment/Registration form, the Home Language Survey (HLS), and any other necessary student information forms. These forms are available in English, Spanish, and Haitian Creole. Translation assistance is provided in these and other languages whenever possible.

Upon completing the registration form, students whose parents or guardians answer "YES" to any of the following three questions on the Home Language Survey are referred for assessment and potential placement in the ELL program:

- (a) Is a language other than English spoken at home?
- (b) Was the student's first language something other than English?
- (c) Does the student primarily speak a language other than English?

The school's ELL contact or designated staff member is notified by the registrar, and the student is referred for evaluation and possible placement in the ELL program.

At this stage, parents receive assistance in their preferred language (including but not limited to English, Spanish, and Haitian Creole) to ensure they understand the program. The school's ELL contact or designee is responsible for providing parents with copies of the school's procedures, the Code of Student Conduct, and other relevant documents in their preferred language when feasible.

If the ELL contact or designee does not speak the parent's language, a qualified interpreter—such as a bilingual para-professional, tutor, or community volunteer—will provide translation services to explain the ELL program, placement options, and any other important information.

Additionally, parents and guardians are directed to the District website, where resources are available in English, Spanish, and Haitian Creole. The District remains committed to expanding language accessibility on the website to include more languages as needed when feasible.

Into what languages are the HLS translated?

The Home Language Survey is provided in English and translated into Spanish and Haitian Creole. If the number of English Language Learners (ELL) classified as "LY" students at a single school exceeds 15, the District is responsible for translating the documentation into the additional languages spoken by those students.

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

At the time of registration, the registration staff must ensure that translation services are available to families in a language they understand. A bilingual translator will assist in explaining registration documents, transportation, the ELL program, potential placement, and other essential school information. If a qualified translator is not available within a reasonable timeframe, alternative solutions will be considered. For less commonly spoken languages in our district, TransPerfect International LLC, a translation/interpretation service company, is contracted for assistance.

How do you identify immigrant students?

Immigrant students are identified through the student enrollment form completed by parents or guardians during registration. The Student Enrollment/Registration form also records the Date Entered U.S. School (DEUSS), along with other relevant details such as the student's age, grade level, birthplace, and whether they have attended U.S. schools for less than three years.

The term "immigrant children and youth" refers to individuals who:

- (A) Are between the ages of 3 and 21;
- (B) Were not born in any U.S. state, the District of Columbia, or Puerto Rico; and
- (C) Have not been enrolled in one or more schools in any U.S. state for more than three full academic years.

Students meeting this definition are assigned an immigrant code of "Y," corresponding to data element number 131785.

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

During registration, parents or caregivers are asked to provide the date their child first entered a U.S. school in grades K-12. This date becomes the student's DEUSS (Date Entered U.S. School), recorded as the month, day, and year the student first attended

school in the United States (including all 50 states and the District of Columbia, but excluding U.S. territories and possessions).

If a student transfers into Collier County Public Schools (CCPS) from another district in Florida or another U.S. state, records are requested from the previous school. The original DEUSS date is then entered into the student information system under data element 197237.

Please include a link to your HLS. <http://collierschools.com/registration>

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

1. English Language Proficiency (ELP) Assessment

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

- ☐ Registrar
- ☒ ESOL Coordinator/Administrator
- ☒ Other (Specify) - School's ELL Contact and/or School Counselor, Bilingual Paraprofessional, ELL tutor, ELL teacher, or District Teacher on Special Assignment (TSA)

2. Listening and Speaking Proficiency Assessment

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

CCPS utilizes the WIDA Screener, a standardized assessment designed to evaluate English Language Proficiency (ELP) levels. This assessment measures students' skills in listening, speaking, reading, and writing.

The screener results are analyzed to determine each student's ELP level. Students who score below the designated cut-off scores on the WIDA Screener are generally identified as English Language Learners (ELL) and receive appropriate language support services.

Cut-off scores for proficiency: K-12

- Listening: 4.0 or higher
- Speaking: 4.0 or higher

Describe the procedures to ensure that the Listening and Speaking assessment(s) are administered within 20 school days of the student's initial enrollment.

Step 1 – Identification

If a parent or guardian answers “yes” to any question on the Home Language Survey (HLS), the registrar refers the student to the ELL Contact for testing.

Step 2 – Assessment

Students must be assessed, classified, and placed within **twenty (20) school days** of initial enrollment using the WIDA Screener.

The ELL Contact or designee is responsible for:

- Identifying students requiring testing.
- Entering assessment information into the FOCUS data management system within the 20-school day timeframe.

Step 3 – Monitoring and Reminders

- The District monitors student placements through reports to ensure compliance with the 20-school day timeline.
- Schools receive email reminders before the deadline to complete the WIDA Screener assessment.

Step 4 – Placement Documentation

- CCPS provides copies to the parent within 30 days of completed initial placement paperwork in their home language (if feasible).
- A copy of this documentation is stored in the student’s electronic cumulative folder in the FOCUS data management system DocVault.

Step 5 – Testing Delays

If a delay occurs in testing, the school’s ELL Contact must:

- Provide parents with a written explanation of the delay in a letter translated into appropriate languages (English/Spanish, English/Haitian-Creole, and other languages when feasible).
- Include a specific timeline for completing the assessment.
- Retain a copy of the letter in the student’s electronic cumulative folder in DocVault.

Step 6 – Classification

- **Kindergarten**
 - Students not proficient in the Listening and Speaking (L/S) sections of the WIDA Screener qualify for ELL services and are coded as “LY.”
 - Students scoring within the fluent English-speaking range are classified as non-ELL (ZZ).

- **Grades 1 – 12**

- Students take the WIDA Screener, which assesses all four language domains: Listening, Speaking, Reading, and Writing.
- The full assessment must be completed within 20 school days of enrollment.
- If a student enrolls mid-year, the school must notify parents within 8 weeks of enrollment.

Reading and Writing Proficiency Assessment

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

The District utilizes the WIDA Screener to assess English language proficiency for all grade levels, including grades 3-12.

Students in grades 3-12 are classified as non-English Language Learners (non-ELL) if they achieve the following minimum scores on the WIDA Screener:

- Reading Score: 4.0 or higher
- Overall Score: 4.0 or higher

3. ELL Committee

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

A "yes" response to any of the three Home Language Survey questions triggers an assessment to determine eligibility for English Language Learner (ELL) services. Placement in the ELL program is based on the results of initial placement testing and programmatic assessments.

Criteria for ELL Placement:

To ensure appropriate placement, the following factors are considered:

- The extent and nature of the student's prior educational and social experiences, including a student interview.
- Written recommendations and observations from current and previous instructional and support staff.
- Mastery of basic skills in English and the student's heritage language, based on local, state, or national criterion-referenced standards.
- Grades from the current or previous academic years.
- Additional test results beyond the initial entry assessment.

ELL Committee Review:

As outlined in the **META Consent Decree (Part I, Section C)**:

- A student not initially identified as ELL, or a student classified as ELL based solely on a single reading or writing assessment, may be referred to an ELL committee for further evaluation at the request of a parent or teacher.

Parents may select from the available instructional models. The link to the proper ELL Committee form is: <https://www.collierschools.com/Page/1326>

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

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

The academic level of a student is evaluated using the WIDA Screener if they are newly entering the system. For students already classified as English Language Learners (ELL), their progress is assessed through the WIDA ACCESS for ELLs, which evaluates listening, speaking, reading, and writing. Additionally, the Florida Assessment of Student Thinking (FAST) ELA scores and records or grade reports from previous schools are considered. To obtain student records, contact is made with previous schools or through the Florida Automated System for Transferring Educational Records (FASTER).

If school records are unavailable, the ELL contact or designee will interview the student and parents to determine the student's prior educational experience. Teachers may also use additional diagnostic tools, such as iReady, skill inventories, benchmark assessments, or portfolios, to evaluate the student's content area skills and English proficiency. Placement will be determined based on at least two of the following criteria, alongside the district's required placement standards:

- The extent and nature of the student's prior educational experience, social experiences, and a student interview.
- Written recommendations and observations by current and previous instructional and support staff.
- The student's mastery level of basic competencies in English and their heritage language according to local, state, or national standards.
- Grades from the current or previous academic years; or
- Test results beyond the entry assessments.

In cases where ELLs have limited or no prior school experience, or when their school records are incomplete or unavailable, school staff will make efforts to gather as much information as possible by requesting records and contacting previous schools. The

students' placement will be made based on the information available, and their academic progress will be monitored to ensure appropriate placement. These procedures will be documented on the programmatic assessment form and stored in the student's ELL folder.

Grade Level and Course Placement Procedures – Grades 9-12

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

For students in grades 9-12, CCPS personnel document the prior schooling experiences of new students using school records, transcripts, and other educational evidence. This information is then used to plan and deliver appropriate instructions to ELL students. School counselors and/or district translators review and evaluate the transcripts for accuracy, and the district counseling office and translation department maintain documentation to ensure consistency.

Language Arts credit is awarded if a student completed a language course in their heritage language, with this course considered a transfer credit for a comparable English Language Arts course in the United States. Credit is also given for content area courses completed in the student's native country, validated through the credit formula in the transcripts and the district's translation/interpretation binder. The district verifies the student's prior attendance and grade level at the time of admission, whether within or outside the state. This verification is required before a student can advance to the next grade level. If verification is unavailable, the student will undergo a programmatic assessment to determine proficiency and grade skill level, in line with the criteria set out in the META Consent Decree, including:

- The extent and nature of prior educational and social experiences.
- Student interview.
- Written recommendations and observations by current and previous instructional and support staff.
- Level of mastery of basic competencies in English and/or home language.
- Grades from the current or previous academic years.

Student age is also considered, and placement decisions are made through parent/guardian and student interviews, as well as ELL Committee meetings. Translators or interpreters are provided for these meetings when possible. Those involved in the placement decision may include the school principal or designee, guidance counselor, teacher, parents, ELL resource teacher, and/or district administrator. Each student will receive differentiated instruction at their assigned grade level to support both English language acquisition and academic success.

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

CCPS awards equal credit for courses taken in another country or in a language other than English as it would for equivalent courses taken in the United States or in English. Language Arts credits are awarded to students transferring from other countries for language arts classes taken in their native language. Credit for foreign language courses taken in another country may be granted as waivers, following the guidelines outlined in the School Board-approved Student Progression Plan.

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

School counselors receive periodic training throughout the school year on transcript evaluation resources, including approved websites and guides. This training is documented via sign-in sheets. The District translation department maintains an updated translation binder to support the accurate translation and interpretation of foreign transcripts. School staff should contact the ESOL office, the translation department, and/or district-based school counselors for questions or clarification.

Re-evaluation of ELLs that Previously Withdrew from the LEA

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

Records of ELLs who leave the district for another state or country during the school year are maintained. Students are re-evaluated if they return after an absence of at least 12 calendar months. Upon their return, students undergo a re-evaluation process. The ELL Contact is responsible for the following steps:

- The student is reassessed using the WIDA Screener (grades K-12) and the cut off scores are used to determine level of proficiency.
- Prior to determining program eligibility, a pre-screening process is conducted using the following criteria to recommend whether the student qualifies to continue in the program or exit based on the WIDA Screener results and FAST ELA scores (grades 3-12):
 - Grades from the returning school (if any)
 - Transcripts
 - Parent interview
 - Student interview
 - Teacher recommendations.
- The original HLS, ELL entry date, classification and DEUSS date remain unchanged.

For LYs transferring from one school district to another within the same calendar school year, no new assessment is required, and ELL services continue as indicated by previous school records. All original reporting data remains the same. For LY students transferring from out of state to Florida, the DEUSS date remains the same, but the HLS, entry date, and classification date are updated to reflect Florida services. For students new to the country, the DEUSS date is the date of enrollment, and the appropriate HLS, classification, and entry dates must be recorded. The DEUSS date can never be later than the classification and entry dates.

ELL Student Plan Development

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

Grade level placement decisions for English Language Learners (ELLs) are made by the ELL Contact, school counselors, and/or their designee. An ELL Committee may intervene when necessary. Student academic levels are assessed using placement scores and records or grade reports from previous schools. If previous school records are unavailable, the ELL Contact or designee will interview the student and parents to determine prior educational experiences. The classroom teacher will use additional diagnostic tools, such as iReady, skill inventories/benchmark assessments, portfolios, test results, programmatic assessments, and the ELL Committee (if applicable), to assess proficiency and skill levels.

The District's placement guidelines link ELL courses to grade level and language proficiency level. Placement decisions are based on diagnostic testing, transcript review, age-appropriate considerations, and, in some cases, the ELL Committee. The school's site ELL Contact updates the student's ELL Education Plan whenever a decision impacts their academic schedule. After these updates are made, the revised ELL Education Plan is printed and placed in the student's electronic cumulative folder in DocVault. Some Charter Schools still use the physical ELL record folder (typically a blue folder).

The plan will be updated annually at the beginning of the school year and whenever services change, reflecting the most current ELL plan and services. The updated plan will be maintained annually in the student information system and/or cumulative record folder.

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

The ELL Student Plan includes the following elements: student's name (first and last), address, phone number, home language survey date, classification date, basis of entry,

entry date, plan date, re-evaluation date, exit date, basis of exit, reclassification date, reclassification of services, entry and exit test dates, test ID, raw score, grade equivalent, test description, level of proficiency, school, grade, subtest, ELL Conference Committee Log, matrix codes for re-evaluation and potential extension of services (4th, 5th, or 6th year), student's instructional program schedule, conference purpose code, state assessment date, and follow-up reviews. This is an electronic, computer-generated copy for each individual student based on their individualized schedule and plan. The ELL contact and/or counselor, along with the classroom teacher(s) and administrator (or designee), are responsible for developing the ELL Student Plan.

The student plan will include the student's name, date of entry, current ACCESS for ELLs scores, and state assessment data. The plan will detail the student's instructional program (130 minutes, or specify the total instructional time and schedule), document the use of appropriate ELL strategies, and describe all provided services. The teacher is informed of the student's listening, speaking, reading, and writing proficiency levels as assessed by the WIDA Screener or ACCESS for ELLs. The student's academic progress may be reviewed, and records from previous schools will be examined, if available. The student plan will also incorporate input from previous and current teachers, gathered through interviews, to gain information on the student's socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

<http://www.collierschools.com/Page/1331>

Section 4: Comprehensive Program Requirements and Student Instruction

Instructional Models

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

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

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

1. Sheltered (English Model)-Instruction is aligned with the knowledge domains, standards, and benchmarks of the revised Reading and Language Arts State Standards. Additional academic support is provided through enrichment and remediation in reading and language development. The teacher is ESOL certified, ESOL endorsed, or working toward it.
2. Sheltered (Core/Content Area or Basic Student Area) Model-(Code=S) ELLs with limited English proficiency (beginning and low intermediate levels) are placed in sheltered instruction classes. These classes provide extensive content-specific vocabulary development while ensuring ELLs have access to grade-level curriculum comparable in scope and sequence to that provided to mainstream students.
3. Mainstream/Inclusion English Language Arts-(CODE=I)-ELLs receive the same core academic instruction as their non-ELL peers. Teachers modify instruction as needed to meet the diverse learning needs of all students. All teachers are required by the state to utilize appropriate ELL strategies, regardless of whether they hold an ELL endorsement.
4. Mainstream/Inclusion-English Model-Core/Basic Subject Areas-(Mathematics, Science, Social Studies, and Computer Literacy) (Code=C)- This model endures that middle and high school students receive the same core academic instruction as their non-ELL peers, with modifications made by teachers using ELL strategies. Teachers are either ELL certified, ELL endorsed, or working towards endorsement when an ELL student is on their class roster. While the state requires all teachers to use and document ELL strategies in their lesson plans, regardless of endorsement status, this model ensures that teachers of ELL students have specific qualifications.

All elementary schools in CCPS use the Mainstream Inclusion English/Language Arts Model and the Mainstream/Inclusion English - Core/Basic Subject Area Model.

All middle and high schools in CCPS use either a Sheltered English/Language Arts Model *and/or* the Mainstream/Inclusion English - Language Arts and Core/Basic Subject Area Model. All middle and high schools offer mainstream content courses. In addition, some high schools with large numbers of LYs, offer a sheltered third block of English Language Development (ELD) for beginning-level Limited English Proficient (LEP) students (those with less than one year in the United States) and Developmental Language Arts Through ESOL-Reading (DLA-R) for Limited English Proficient (LEP) students (those with less than two years in the United States).

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

The District uses the same process and timelines for English Language Learners (ELLs) in grades K-12 as it does for non-ELL students to ensure that the instruction provided to ELLs is equivalent in amount, sequence, and scope to the instruction provided to non-ELL students. CCPS ensures that the Florida Standards and benchmarks are incorporated into the instructional plans for ELL students, and that these students have equal access to the regular curriculum. Existing curriculum maps at both the elementary and secondary levels guide teacher instruction for all students.

School site administrators will verify equal access through classroom observations, lesson plan reviews, and teacher interviews. While supplemental instructional materials may be used, ELLs use the same textbooks as non-ELL students. ELLs in grades 9-12 must have access to and receive graduation credit for core subject areas, including English Language Arts, mathematics, science, social studies, and computer literacy.

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

When developing the ELL Progress Monitoring Intervention Plan or profile, the ELL Contact ensures that the student will be taught by qualified teachers who use appropriate ELL strategies. Both formative and summative student data are closely monitored at the school and district levels, and school administrators are required to address student performance data during quarterly data dialogues. If there is no improvement in the data, school administrators adjust plans to enhance ELL student achievement.

District ELL support staff visit these schools to provide professional learning, instructional support, and coaching as needed. Administrative and District ELL support staff assess the success of instructional models through teacher observations, ELL participation, attendance, grades, and statewide assessments, particularly the ACCESS for ELLs. Teacher feedback is also sought. If the instructional model fails to show that student performance goals are being met, a different model may be considered.

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

The District follows the same process and timelines used for non-ELL students with ELL students to ensure that the instruction provided to ELLs is equal in amount, sequence, and scope to that provided to non-ELL students. Collier County's ELL students are assured that the Florida Standards and benchmarks support their instructional plan. ELL students receive equal access to the regular curriculum. Existing curriculum maps at the elementary and secondary levels guide teacher instruction for ALL students.

School-based administrators and counselors are responsible for ensuring that ELLs have equal access to all school programs, services, and facilities, and that they are granted the same rights as their non-ELL peers. The district ELL facilitator advocates on behalf of ELLs and their families to ensure equal access and provides information and training to school personnel, including bilingual paraprofessionals, to ensure that ELLs have access to all programs and services available.

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

To ensure comprehensible instruction ELLs, teachers must document their ELL strategies in their lesson plans. Elementary, middle and high school administrators use an evaluation tool to verify that teachers are differentiating instruction by implementing these strategies. Furthermore, the District ELL Coordinator and the District ELL support team periodically visit schools to monitor and support the use of effective ELL strategies in classrooms.

Teachers' lesson plans document instructional strategies for ELL students and are reviewed by school administrators. Teachers are encouraged to participate in additional professional development focused on Differentiated Instruction and ELL strategies. Students receive targeted support, individually or in small groups, based on their needs as identified by assessments such as ACCESS for ELLs, FAST, EOC, and SAT10. The effectiveness of instructional strategies is further monitored through detailed records of individualized student support and data, classroom observations, and teacher interviews.

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

To verify the delivery of comprehensible instruction to ELLs, teachers must document their ESOL strategies in their lesson plans. School-based ELL Contacts provide support and guidance to teachers in implementing effective instructional strategies. Administrators at all school levels (elementary, middle, and high) use an evaluation tool to verify differentiated instruction through the application of ESOL strategies. Furthermore, the District ELL Coordinator and support team conduct periodic school visits to monitor and promote the use of effective ELL strategies in classrooms.

Classroom teachers are responsible for incorporating ELL strategies into their daily lessons and must provide evidence of this in their lesson plans. These plans are reviewed by school administrators during classroom walk-throughs and formal and informal teacher evaluations. Administrators use the Marzano Teacher Evaluation Framework to evaluate teachers, which includes demonstrating planning and preparation for the needs of English Language Learners (Domain 2: Supporting Student Achieving Elements: Demonstrating Knowledge of Students / Helping Students Meet Achievement Goals/Planning Standards-Based Lesson Units).

School administrators, counselors and ELL resource teachers will meet with teachers of ELL students to conduct program reviews and ensure appropriateness. These reviews may include the following:

- A. Reviewing the student's grades in all subject areas;
- B. Monitoring of the student's performance in content areas, reading, and mathematics using state approved progress monitoring tools;
- C. Monitoring the student's performance on statewide assessments or norm-referenced tests;
- D. Classroom observations.

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

To ensure that all ELLs are provided with equal access to programs and receive comprehensible instruction, several safeguards are in place:

1. **Qualified Teachers and Instructional Support:** Teachers are required to be qualified to teach ELLs and use appropriate ELL strategies in the classroom. This includes ongoing professional development, coaching, and instructional support from district ELL staff to ensure that teachers are prepared to provide comprehensible instruction.
2. **Monitoring and Data Reviews:** ELL student data, including formative and summative assessments, are closely monitored both at the school and district levels. School administrators review the data quarterly to evaluate student progress. If improvements are not seen, administrators adjust plans to address areas where ELL achievement is lacking.
3. **Program Review:** The effectiveness of instructional models is reviewed through teacher observations, student participation, attendance, grades, and assessments such as the ACCESS for ELLs. Teacher feedback is also gathered. If the current instructional model does not show evidence of meeting performance goals, changes to the model may be considered.
4. **Equal Access to All Programs and Services:** School-based administrators and counselors ensure that ELLs have the same access to all programs, services, and facilities as non-ELL students. This includes ensuring that ELLs are not excluded from extracurricular activities, advanced courses, or other opportunities available to their peers.
5. **District ELL Coordinator's Role:** The District ELL facilitator advocates for ELLs and their families to ensure equal access to education and services. This individual also provides training to school-based personnel, including bilingual paraprofessionals, to ensure they understand how to support ELLs and their families.

6. **Language Access and Support:** Translators and interpreters are provided for meetings, interviews, and communication to ensure that ELL students and their families can fully participate in the educational process.

Personnel Responsible for Ensuring Comprehensible Instruction:

- **School-based administrators** (principals, assistant principals) are responsible for overseeing the delivery of comprehensible instruction and ensuring equal access to educational programs.
- **School counselors** ensure that ELLs are enrolled in appropriate programs and have equal opportunities to access all school services.
- **Teachers** are responsible for implementing ELL strategies in the classroom and providing instruction that is comprehensible to ELLs.
- **District ELL support staff** provide guidance, professional development, and resources to school staff.
- **Bilingual tutors** assist in ensuring that ELLs understand the content and receive the necessary language support.
- **The District ELL Coordinator** advocates for ELLs, provides training, and ensures that all school personnel are equipped to support ELLs' language and academic needs.

These combined efforts ensure that ELLs are given equal opportunities to succeed academically while receiving the support they need to acquire English proficiency.

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

- ☒ Student Portfolios
- ☒ Other Criterion Referenced Test (Specify) iReady/SAT 10 (K - 2)
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) Benchmark testing, pre-post assessments
- ☒ Other (Specify) FAST, Lexia Power Up, LEXIA English, Time Zones/Cengage

Student Progression

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

☒ Yes Please provide a link to the LEA's SPP with specifics to ELLs highlighted.
<https://www.collierschools.com/Page/14780> p# 10, 13, 18, 19, 60, 61, 63, and 84

☐ No (Specify) _____

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

Third-grade ELL students at risk for retention who have been in the U.S. for less than two years are eligible for good cause promotion to fourth grade. The school administration, in collaboration with the ELL contact, carefully reviews each student's portfolio and assessment data to determine the most beneficial course of action. An ELL Committee meeting is then held, and parents/caregivers are informed of the administration's recommendation. The meeting invitation letter and a meeting documentation form are sent home to parents/caregivers, and copies of these forms are retained as part of the district's documentation.

As outlined in the district's Student Progression Plan, the Superintendent may grant good cause exemptions from mandatory retention for third-grade ELLs who have received less than two years of ESOL program instruction (based on DEUSS data). These decisions require a recommendation from the ELL committee, which must include input from parents, teachers, and support staff. Parents are notified of good cause exemptions for ELLs in their native language.

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

The ELL Committee meets to determine whether to recommend promotion or retention for ELL students. This decision is based on a review of the student's portfolio, assessment scores, and teacher input. The committee's recommendation is then submitted to the principal, who makes the final decision. The principal then forwards their decision to the Superintendent.

The ELL Committee's review process includes an examination of relevant documentation and data, such as classroom performance, benchmark testing results, statewide assessment data, English language proficiency progress, and information gathered from parent/student interviews.

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

Statewide Assessment

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

All English Language Learners (ELLs) in Florida participate in statewide assessment programs. The Collier County Public Schools (CCPS) District Testing Coordinator

maintains ELL student rosters and ensures all ELLs participate in required state tests. The CCPS ELL office and the CCPS Accountability and Data Management office together provide school administrators with a list of appropriate accommodations, approved word-to-word bilingual dictionaries, and procedural training to comply with CCPS and Florida testing guidelines. Parents of ELL students receive an Accommodation Approval Form in English and, when feasible, their heritage language.

The School ELL Contact documents which ELLs receive flexible testing settings and ensures these settings are provided. Parent choices regarding accommodation are recorded by filing the Accommodation Form in the student's cumulative folder (physical or electronic).

CCPS School Testing Coordinators receive required testing training and then train all school-based staff involved in test administration. Typically, the school's Assistant Principal serves as the testing coordinator at the elementary level, while a testing Coordinators or a school counselor fills this role at the secondary level.

For the ACCESS for ELLs assessment, all staff members administering the test receive district-level training and complete the WIDA ACCESS for ELLs testing online certification testing training.

Statewide content area assessments:

All students, including English Language Learners (ELLs), participate in statewide content area assessments. The ELL Coordinator collaborates with the District Accountability and Data Management Director, school testing coordinators, and teachers to ensure ELL participation. ELL teachers are responsible for implementing accommodations outlined in the Test Administration Manual (TAM), such as flexible setting, flexible scheduling, flexible timing, assistance in the heritage language, and the use of English-to-heritage language dictionaries. These accommodations are consistently used in both statewide assessments and regular classroom assessments. Parents are informed of available testing accommodations via a letter from their child's teacher and may select the most appropriate option for their child, such as a flexible setting.

ACCESS for ELLs assessment programs:

Students identified as Limited English Proficient (LY) by the first day of ACCESS for ELLs testing are required to take the language proficiency assessment. The ACCESS for ELLs is administered as follows:

- **Grades 1-12:** Students in these grades take the Speaking section individually with a teacher. The Listening, Reading, and Writing sections can be administered in a group setting.
- **Kindergarten:** The Kindergarten ACCESS for ELLs is also paper based. All sections of this assessment are administered individually by a teacher.

- **Alternate ACCESS for ELLs (Grades 1-12):** This paper-based assessment is designed for students with significant cognitive disabilities. All sections are administered individually by a teacher.

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

The ELL Contact and the school-based testing coordinators are responsible for ensuring and documenting appropriate testing accommodations for ELLs.

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

The District Accountability and Data Management department informs parents of ELLs about upcoming assessments and available testing accommodations. This notification includes a letter and an accommodation approval form, both provided in English and, when feasible, the student's heritage language.

The letter details permissible testing accommodations, including flexible setting options. Parents have the right to choose a flexible setting for their child's assessments. Individualized student score reports, which include performance levels and interpretive guides (available in multiple languages), communicate assessment results to parents. To discuss assessment policies, mandates, and results, parents or teachers may request a parent/teacher conference with a translator. Assessment dates are posted on the District website. Prior to each assessment, parents receive notification of all statewide testing policies and mandates in a language they can understand, unless demonstrably not feasible.

Please provide links to communications in parents' languages.

<http://www.collierschools.com/Page/1142>

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

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

Per Rule 6A-6.0903, an ELL shall be determined English language proficient and exited from the ESOL program upon meeting the following criteria:

1. Grades K-12: Achieving "proficient" scores on each applicable WIDA ACCESS for ELLs subtest (listening, speaking, reading, and writing) administered annually.

2. Scores on applicable Florida statewide assessment in English Language Arts (ELA) as follows:
 - a. For students in grades K-2, WIDA ACCESS for ELLs is the only assessment required and Florida statewide assessment in English Language Arts (ELA) is not required. The English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading. The exit code is H.
 - b. For students in grades 3-9, an achievement level of 3 or higher on applicable Florida statewide assessment in English Language Arts (ELA); and "proficient" in Reading and Overall Composite scores of the WIDA ACCESS for ELLs. The English language proficiency level shall be a composite score of 4.0 or greater and at least 4.0 in the domain of reading. The exit code is I.

For students in grades 10-12, a score on the 10th grade Florida statewide assessment in English Language Arts (ELA) is sufficient to meet applicable graduation requirements, or an equivalent concordant score pursuant to Section 1008.22, F.S. and "proficient" in all areas of the WIDA ACCESS for ELLs. For any administration of the ACCESS for ELLs, a composite score of 4.0 or greater, with a reading domain score of at least 4.0, is required, along with a Florida statewide assessment in English Language Arts (ELA) score of 3 or higher, or a passing concordant score on the SAT or ACT. Exit code: J.

Students with significant cognitive disabilities taking the Alternate ACCESS must achieve at least P2 in grades K-5, at least P3 in grades 6-8 and at least P4 in grades 9-12. Exiting these students is determined by an ELL/IEP committee.

Upon meeting exit criteria, the ESOL Contact notifies the data entry, who changes the student's code from LY to LF. The student will be monitored for two years, followed by an additional two years with the code LA. Parents will be notified of the exit via a letter in their native language, unless doing so is clearly infeasible.

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

- ☐ School/LEA based testing administrator
- ☒ ESOL Teacher/Contact
- ☒ Other (Specify) Teacher, School Test Administrator, School Counselor, District Teacher on Special Assignment (TSA), ELL Paraprofessional/tutor

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

The ELL Committee makes exit decisions when parents, teachers, or other school members recommend students for potential exit, but assessments do not reflect readiness. In these cases, the ELL Committee considers additional criteria before making a recommendation. A meeting is scheduled, and parents are invited. In addition

to the required WIDA ACCESS for ELLs and Florida statewide assessment in English Language Arts (ELA) (grades 3-12) tests, the committee requires evidence of proficiency in two of the following criteria:

- a. Teacher recommendation
- b. Student grades (C or above)
- c. Satisfactory portfolio assessments
- d. Passing equivalent development scale score by grade level
- e. Proficient in all areas of the WIDA ACCESS 2.0 (listening/speaking, reading and writing).

If assessment results do not fully capture the student's academic or linguistic needs, an ELL Committee may be convened. Input from parents, teachers, and support staff is discussed, and placement decisions are made. The ELL Committee may recommend program exit based on data other than statewide assessments, such as student portfolios or alternative evaluations. An ELL committee can also meet to exit a student if sufficient evidence indicates that English language proficiency is not the barrier to achieving proficiency on either the Statewide English Language Proficiency exam or the Statewide Academic Assessment. The student may have another documented disability addressed through an IEP or other student plan. Regardless of the reason for exit, the ELL committee reviews the student's academic and English language proficiency record and documents at least two of the following five criteria:

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

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

The district does not recommend exiting students in the middle of a grading period. Evaluations for exiting occur near the end of the marking period. If a student qualifies, the necessary paperwork is completed, and the student transitions out at the end of that marking period. This facilitates a smoother transition into the mainstream classroom.

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

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

Conducting the follow-up performance of former ELLs?

Updating the student ELL plan?

Reclassification of ELL status in data reporting systems?

The school's ELL Contact or School Counselor is responsible for monitoring the former ELLs (LF) for two years after they exit the program. CCPS completes the LF Follow Up at 9, 18, 52, and 104 weeks. To facilitate this monitoring, the District Data Reporting team generates a report and communicates with the ELL Contact which student is due for monitoring. Using the K-12 Student Information System (FOCUS), the ELL Contact completes the LF Follow Up form. Each marking period, the ELL Contact/School Counselor reviews the report, relevant information, and enters the data into FOCUS.

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

- ☒ Report Cards
- ☒ Test Scores
- ☒ Classroom Performance
- ☒ Teacher Input
- ☒ Other (Specify): Attendance

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

If a former ELL student (LF) is not progressing at a rate comparable to their non-ELL peers and on grade level, and a pattern of poor performance (Ds and Fs) emerges, the student will be referred to the ELL Committee. This committee will determine if additional interventions are necessary. Unsatisfactory progress during any review period (A, B, C, or D) may result in the student's re-entry into the ELL program. Re-entry may also be considered under special circumstances, such as when a student exits the program, returns to their home country, and subsequently returns to the U.S.

In either re-entry scenario, the ELL Contact and/or designee will initiate a new ELL Student Plan, and the Data Entry Clerk will update the student's data in TERMS software. The ELL Contact will communicate with the parents regarding the student's review and potential re-entry into the program. The ELL Contact is responsible for ensuring appropriate assessment, placement, and that the student's individual needs are met. After the process is complete and the Data Entry Clerk has updated the student's ELL plan, an ELL Committee Conference and Parent Notification Form will be sent to the parents, who are integral to the decision-making process.

Compliance of ELL Plan and Student Performance

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

The ELL teacher and/or ELL contact person monitor student progress, documenting targeted skills and assessment results (initial testing, ACCESS for ELLs, and academic assessments) in the student's ELL folder. This documentation is used to track student progress throughout the school year, ensuring students demonstrate mastery of key English language acquisition concepts. The ELL contact person, ELL teacher, or school counselor maintains these records.

District ELL Coordinator or the Certification department monitors teacher training records for compliance with ESOL requirements.

The ELL contact person updates and monitors student ELL plans and schedules annually to ensure appropriate program services coded 130 are provided.

Comprehensible instruction is monitored through classroom observations and lesson plan reviews.

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

The District ELL plan is available in English, Spanish, and Haitian-Creole on the CCPS ELL website, ensuring accessibility for all school sites, parents, and stakeholders. All schools include a link to the plan in welcome back letters, share it at open houses, and discuss it during Parent Leadership Council (PLC) meetings. Parents may also request a copy at any time.

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

The district's ELL department collaborates regularly with each school's designated ELL Contact to review and ensure adherence to the district's ELL plan. This adherence is also monitored through the district's FOCUS software, which provides access to tracking information for all schools and district administrators. To further support implementation, the ELL Coordinator and ELL Curriculum Facilitators (TSAs) conduct periodic school visits.

The ELL plan is a topic of discussion during Parent Leadership Council (PLC) meetings, with translators available to facilitate communication. Parent input and feedback are actively encouraged to ensure successful implementation.

Section 8: Parent, Guardian, Student Notification and Rights

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

- 1. The reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program.**

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

To comply with the Every Student Succeeds Act (ESSA), CCPS notifies parents of students eligible for English Language Learner (ELL) programs. Initial notifications occur within 30 days of the school year's start. For students identified as eligible during the school year, notification is provided within two weeks of ELL program placement. Parents receive notification via letter, which is then filed in the student's record or uploaded to DocVault and monitored by ELL staff. All parent letters and school-home communication are in a language the parents understand, unless demonstrably not feasible.

(see the links inserted before Section 9)

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

Spanish- and Haitian Creole-speaking parents receive translation services during registration, ELL Committee meetings, and parent-teacher conferences. All essential school documents are translated into Spanish and Haitian Creole at the District level and provided to schools for distribution to parents. On-site bilingual tutors and paraprofessionals (English/Spanish and English/Haitian Creole) interpret and translate during these events. Parents are invited to ELL Committee meetings by phone or letter in their native language. When a bilingual Haitian Creole interpreter is unavailable at the

school, the District office translator/interpreter provides assistance by appointment. Every effort is made to provide translation services for parents who speak other languages. The ELL Department contracts with translation agencies or utilizes bilingual community volunteers to serve these families.

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

To ensure effective communication and engagement with families of Spanish and Haitian-Creole speaking students, translation services are provided during registration, ELL Committee meetings, and parent-teacher conferences. The ELL Department actively supports parent involvement through various events held throughout the school year, including an ELL Open House, homework workshops, and ELL Parent Institutes. Furthermore, the ELL Parent Leadership Council meets quarterly to address the specific needs and concerns of ELL families. The district's ELL Department collaborates with other district-wide family involvement initiatives and community agencies to offer additional support services, such as English language classes, immunization assistance, and immigration information. These activities are typically held at schools with significant ELL populations to maximize accessibility for parents. Interpretation services are also available to further facilitate parent participation.

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

- ☒ Results of language proficiency assessment
- ☒ Program placement
- ☒ Program delivery model option(s)
- ☒ Extension of ESOL instruction
- ☒ Exit from ESOL program
- ☒ Post-reclassification of former ELLs monitoring
- ☒ Reclassification of former ELLs
- ☒ State and/or LEA testing
- ☒ Accommodations for testing (flexible setting)
- ☒ Annual testing for language development
- ☒ Growth in language proficiency (Listening, Speaking, Reading, Writing)
- ☐ Exemption from FAST ELA for ELLs with DEUSS less than one year
- ☒ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☒ Invitation to participate in the Parent Leadership Council (PLC)
- ☒ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities

- ☒ Free/reduced price lunch
- ☒ Parental choice options, school improvement status, and teacher out-of-field notices
- ☒ Registration forms and requirements
- ☒ Disciplinary forms
- ☒ Information about the Florida Standards and the English Language Development (ELD) Standards
- ☒ Information about community services available to parents
- ☒ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Report Cards*
- ☒ Other (Specify) CCPS Parent Guide, Code of the Student Conduct

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

<http://www.collierschools.com/Page/1326> (English Language Learners)

<http://www.collierschools.com/studentrelations> (student relations)

<http://www.collierschools.com/nutrition> (nutrition services)

<http://www.collierschools.com/Domain/1337> (Exceptional Student Education)

<http://www.collierschools.com/Domain/1283> (Gifted and Advanced Learners)

<https://www.collierschools.com/Page/5160> (Elementary Grade Reporting)

<https://www.collierschools.com/Page/13161> (Secondary Grade Reporting)

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

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

- ☒ LEA Level
- ☒ School Level

Please address the functions and composition of the PLC:

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

The Parent Leadership Council (PLC) collaborates with school and district ELL staff to discuss available services for ELL students. This provides a platform for parents of ELLs to actively participate in decisions impacting their children's education, consult with school personnel, and contribute to program goal setting. The PLC also recommends revisions to the District ELL Plan and reviews relevant policies during the approval process. The District PLC comprises parents of current and former ELL students, classroom teachers, curriculum specialists, ELL resource teachers,

community leaders, and ELL advocates.

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

N/A

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

The District and its schools actively communicate opportunities to families through multiple channels. Information is available on the district website, in English, Spanish, and Haitian Creole school newsletters, and at parent trainings. Bilingual staff and district translators are available to support and encourage participation in all family involvement activities. All parents are welcome and have the opportunity to participate. Parents are also encouraged to share their valuable input, with interpreter services available for those who need them. Finally, the PLC officers review and approve the District ELL Plan before it is submitted to the School Board and the Florida Department of Education (FLDOE).

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

The LEA PLC plays a key role in the development of the District ELL Plan by reviewing proposed rule changes and assessing their impact. The group specifically evaluated the "proficiency" requirement in all WIDA Screener subtests and deemed it appropriate. They also appreciated the ELL Committee's process, which allows parents to help determine student services based on both the student's achievement and needs, in addition to test scores. This collaborative review ensures that the District ELL Plan is aligned with both academic standards and the unique needs of ELL students.

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

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

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

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

The District utilizes TERMS, a comprehensive information management system, to track personnel across all schools. This system also collects data on both English Language Learner (ELL) students and their teachers. Teachers assigned to ELL students are flagged as needing ELL training unless they can provide evidence of prior completion.

Quarterly reports are then distributed to each school, outlining which staff members have met the ELL training requirement.

ELL Endorsement courses are available through Frontline, the district's professional learning management system. Teachers can register for the 300-hour in-service program, which includes courses such as Methods of Teaching ESOL, Cross-Cultural Communication, Applied Linguistics, ESOL Curriculum and Materials Development, and ELL Testing and Evaluation. Alternatively, teachers can pass the ELL subject area exam and complete 120 hours of ELL training within three years. Previously completed ELL training may be applied towards this requirement, and documentation of such training should be kept in the teacher's personnel file.

Human Resources, through its Certification Department, is responsible for notifying personnel of their certification requirements and monitoring compliance. The Office of Professional Development handles advertising and scheduling for in-service training, while the ELL Department oversees scheduling, coordinating, delivering, and monitoring the in-service training.

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

District ELL teacher trainers provide ongoing professional development throughout the school year for staff in all subject areas (math, science, social studies, and computer literacy), fulfilling the 60-hour ELL training hours requirement.

A comprehensive plan is in place and consistently monitored by the ELL Department and Human Resources, through its Certification Department. The District maintains training records and updates this information in TERMS. ELL Contacts and school administrators receive quarterly teacher training reports from TERMS.

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

District ELL teacher trainers provide ongoing professional development throughout the school year for staff needing 18 hours of ESOL training. A training plan is in place and regularly monitored by the ELL Department. The District maintains training records in TERMS and updates them accordingly. ELL Contacts and school administrators receive quarterly training reports from TERMS.

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

The District Human Resources Department has implemented an accountability system

to ensure all new hires attend an orientation meeting. Attendance is documented via sign-in sheets. During these meetings, new teachers are informed of state-mandated English Language Learner (ELL) training requirements and must sign a letter committing to complete the training within the required timeline. In addition to the orientation, the ELL department provides quarterly electronic reports to school principals and ELL contacts, detailing staff progress in fulfilling ESOL training requirements. These reports are distributed alongside a flyer listing available ESOL courses.

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

District ELL teacher trainers provide ongoing training for administrators. This training follows a plan monitored by the ELL Department. Administrators hired after August 5, 2004, may complete the required 60-hour course through the District or a university. The District maintains training records and updates this information in TERMS. Quarterly, ELL Contacts and school administrators receive updated teacher training reports from TERMS.

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

ELL teacher trainers in the District provide ongoing professional development for school counselors. A structured plan is in place and regularly monitored by the ELL Department. The District maintains training records and updates this information in TERMS. ELL Contacts and school administrators receive quarterly training reports from TERMS.

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

The District ELL Coordinator and ELL Curriculum Facilitators provide extensive training on the WIDA ELD Standards throughout the year. These training workshops occur in monthly Academic Coaches meetings, and quarterly during ELL Contact meetings. The training focuses on practical strategies for implementing the WIDA standards, including sheltered instruction techniques, assessment of language proficiency, and differentiation of instruction. Training is delivered through a combination of interactive workshops, online modules, and collaborative planning sessions. Ongoing support is provided through coaching, mentoring, and access to online resources. The ESOL Endorsement Teacher Trainer also integrates the WIDA ELD standards into the curriculum of the endorsement courses, focusing on practical application and strategies for implementation within various content areas.

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

All classroom instruction is provided in English. Bilingual teachers must hold at least a Bachelor's degree and teaching certification. Language proficiency is assessed by a fluent speaker during the interview process at the school or district level.

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

Bilingual paraprofessionals and tutors must possess, at minimum, an Associate's degree or a passing score on the ParaPro assessment. They must be fluent in the language for which they are hired, with fluency evaluated by a native speaker during the interview process. Furthermore, they are required to participate in ongoing district training.

Their primary role is to provide language access and academic support to students within the classroom setting. Responsibilities also include assisting with translations, assessing English Language Learner (ELL) students, facilitating parent conferences, participating in ELL committee meetings, and supporting the placement and exit processes for ELL students. Additionally, they may assist counselors and/or ELL contacts with record-keeping responsibility.

Link to the job description: <http://www.collierschools.com/Page/5509>

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

Paraprofessionals and bilingual tutors must complete at least 18 hours of ESOL in-service training. While there is no deadline for completing these 18 hours, ongoing annual training is required. The District provides a minimum of eight hours of training annually for these staff members. ELL tutors also receive on-site training from the ELL Contact and/or ELL resource teachers. These sessions cover topics such as the WIDA instructional model, ESOL strategies, effective translation techniques, second language acquisition, reading and writing strategies, test-taking strategies, and other District-relevant topics. All bilingual tutors and paraprofessionals must register for District-provided training in Frontline. Attendance at training sessions is documented via sign-in sheets, and this information is entered into TERMS. A quarterly report summarizing this training is then sent to Principals and ELL Contacts for review.

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

Bilingual tutors and paraprofessionals working in schools must have at least an

Associate's degree or a passing score on the ParaPro assessment, be fluent in the native language for which they are hired and attend required District training. ELL tutors and paraprofessionals working in Title I and Title III schools must have at least an Associate's degree from an accredited university or have passed the ParaPro assessment. Fluency in the target language is evaluated by a native speaker during the interview process. As part of the interview, candidates translate a written letter, and this translation is evaluated by the District Translation Manager for proficiency and accuracy.

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

(See the attached letter)

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

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

Any student being considered for an extension of English for Speakers of Other Languages (ESOL) services must be assessed using the WIDA Screener. This assessment must be administered no earlier than 30 days prior to the student's Date of Entry into a U.S. School (DEUSS) anniversary.

If the student's DEUSS anniversary date falls between March 1st through October 1st student's WIDA Access for ELLS 2.0 (AFE) and FAST Reading assessment (PM3) score will be sufficient, and a more recent assessment is not required. If the DEUSS anniversary falls between October 1st and February 28th or 29th, the student will need to be tested using the WIDA Screener.

In addition to the test scores, at least two of the following summarized criteria for extending ESOL services must be provided:

1. Grade level mastery of basic competencies
2. Written recommendation/observation by current/previous staff
3. Grades from the current school year

Parents/guardians and selected school staff must be invited to the English Language Learner (ELL) Committee meeting. The first communication with parents/guardians must be in the form of a letter. A copy of the invitation letter to the parent/guardian must be placed in the student's electronic cumulative folder housed in DocVault. The second communication with parents/guardians may be a phone call or a letter.

The results of the assessment(s) and the student's academic performance will be

discussed during the ELL Committee meeting to determine whether to extend or exit the student from the ESOL program.

Listening and Speaking Proficiency Assessment

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

- WIDA ACCESS for ELLs 2.0 (for all students with an anniversary date of a DEUSS date between March 1st and October 1st of the following school year)
- WIDA Screener (for all students with an anniversary date of a DEUSS date between October 1st and February 28th or 29th)

Reading and Writing Proficiency Assessment

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

- WIDA ACCESS for ELLs 2.0 (for all students with an anniversary date of a DEUSS date between March 1st and October 1st of the following school year)
- WIDA Screener (for all students with an anniversary date of a DEUSS date between October 1st and February 28th or 29th)

LETTER OF ACKNOWLEDGEMENT OF DISTRICT COMPLIANCE WITH ESOL REQUIREMENTS

I, Dr. Leslie Ricciardelli, Superintendent of Collier County Public Schools, acknowledge that Collier County Public Schools is compliant with the ESOL requirements outlined in Rule 6A-6.0907.

Compliance is achieved through the following processes:

1. Out-of-Field Teacher Tracking and Professional Development:

The Human Resources Department monitors all out-of-field teachers. Upon hiring or identification as out-of-field in ELL, teachers receive an ELL Requirement Agreement Form. This form mandates that all instructional personnel complete a minimum of 18 or 60 ELL (English Language Learner) in-service points within two years of initial assignment, as specified in Rule 6A-6.0907. Reappointment eligibility requires completion of this requirement before March 15th of the second year of initial assignment. Teachers are required to sign the form acknowledging this requirement.

Teachers who are the primary English or reading teacher (including elementary, ESE, middle, or high school) of an ELL student must accrue 300 ELL in-service points over a six-year period and obtain the ELL (ESOL) endorsement on their Florida teacher certificate.

Teachers may contact the ELL office (377-0131) or the Professional Learning department to request a review and validation of previously completed ELL coursework from college or other Florida school districts. The district regularly offers ELL in-service opportunities.

2. Monthly Reporting and Principal Oversight:

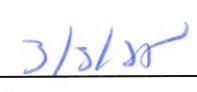
The ELL Department generates a quarterly report (Report HL905) listing, by school, the ESOL courses completed by teachers. Principals receive this report quarterly and forward any updates regarding out-of-field teachers to the ELL office for review and record maintenance.

The ELL and Human Resources offices collaborate to track ESOL requirements and ensure district compliance with Rule 6A-6.0907.

For further questions, please contact Clara Calderon at caldercl@collierschools.com or Fernand Billon at billof@collierschools.com.



Leslie Ricciardelli, Ph.D.



Date

Signature of Superintendent of Schools


Approved by Kristine Shadle