

District English Language Learners (ELL) Plan

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Original signatures on Signature Pages are to be submitted to:

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(4) MAILING ADDRESS: 35 M.L. King Blvd. Quincy, FL 32351		(5) PREPARED BY: (If different from contact person) First Name: Last Name: Mailing Address: Phone No:
(6) CERTIFICATION BY SCHOOL DISTRICT		
The filing of this application has been authorized by the School Board and the undersigned representative has been duly authorized to submit this plan and act as the authorized representative of the district in connection with this plan.		
I, Elijah Key, 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	5/25/25 Date Signed	5/27/25 Date of Governing Board Approval
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
Name of Chairperson representing the District ELL PLC: Maria Luz Oyervides		
Contact Information for District PLC Chairperson: Mailing address: 512 West Washington St., Quincy, FL 32351		
E-mail Address: silviaoyervides18@gmail.com Phone Number: 850-743-8409		
Date final plan was discussed with PLC: 04/10/2025		
 Signature of the Chairperson of the District PLC	5/30/25 Date Signed by PLC Chairperson	

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, Elijah Key, 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

5/28/25

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:

All students enrolling in Gadsden County Schools register at the individual school sites identified based on home address. Procedures are the same for all students. All students complete the Home Language Survey included in the registration packet.

Upon completion of *the* Student Enrollment/Registration form, the school Data Processor enters into the District student database all student demographic information, including native language, country of birth, immigrant status, and date of entry into US school (DEUSS), which is provided by the parent/guardian during the registration process. Bilingual LEA personnel assist as needed.

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

At the time of registration, all parents/guardians complete a Student Enrollment/Registration form at their child's school, which contains the Home Language Survey:

- (a) Is a language other than English used in the home?
- (b) Did the student have a first language other than English?
- (c) Does the student most frequently speak a language other than English?

If any of the three questions are answered "yes", the school's ESOL contact or the district ESOL office, if there is no ESOL school contact, is notified by the registrar and the student is given the IPT or WIDA screener.

Into what languages are the HLS translated?

Spanish

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

ELL families are given assistance from bilingual school or district staff if needed for registration. Where available, district language facilitators can also assist with translating or interpreting registration documents, as well as transportation and other pertinent school information. For less commonly spoken languages in our district, we use Google Translate for assistance.

How do you identify immigrant students?

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

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

Based on this definition, the student's immigrant code is Y and data element number is 131785.

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

At the time of registration, parents complete the Home Language Survey, as well as questions regarding the birthdate of student, country of birth, and the DEUSS date---the month, day and year the student entered school in the United States (any of the 50 states and the District of Columbia, excluding U.S. territories and possessions). When a student is entering our schools from another district in Florida or a state within the U.S., records are requested from the previous school, and the original DEUSS date is entered into our student information system - data element 197237.

Please include a link to your HLS.

<https://content.myconnectsuite.com/api/documents/bcc9eb7a0a084a5abbfb8b79389afdc7.pdf>

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

1. English Language Proficiency (ELP) Assessment

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

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

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.

IPT or WIDA Screener

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

If the student answers yes on the HLS, the registrar places the HLS data in the ESOL contact's mailbox. The ESOL contact or bilingual para reviews forms daily, schedules the assessment, records test results and emails both the teacher and registrar once testing is completed to ensure that the listening and speaking test is performed within 20 days of enrollment. All students who are not proficient in the Listening and Speaking assessment (L/S assessment) qualify for ESOL services and are coded as LY. Students enrolled in kindergarten through second grade who score within the fluent English-speaking range of the L/S assessment are determined as non-ELL (ZZ). Students in grades 3-12 who score proficient in L/S are then administered a reading and writing assessment that must be completed as soon as possible after initial enrollment, but no later than thirty (30) days after 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.

IPT or WIDA Screener

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?

Upon request of a parent or teacher, a student who is determined not to be an English Language Learner or any student determined to be an English Language Learner based solely on one reading or writing assessment may be referred to an ELL Committee. The parents' preference as to whether a student is determined to fall under the ELL category or not shall be considered in the final decision. The ELL Committee may determine a student to be an English Language Learner or not according to consideration of at least two (2) of the following criteria in addition to the entry of the assessment results:

- 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 current or previous years, or
- e) Test results other than the entry assessments

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.

When a student's previous records are unattainable, parents are asked to provide contact information regarding prior educational experiences. Students may be assessed for skills and school-readiness competencies in addition to English language assessments. The Guidance department makes records requests, and attempts are made to contact the student's previous schools to get as much information as possible regarding educational and testing history. ELLs are then placed accordingly, and academic success is monitored to ensure that accurate placement decisions are made. These procedures are documented on the programmatic assessment form and are maintained 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.

Per 6A.6.0902 section 3-part b, "The school district shall award equal credit for courses taken in another country or a language other than English as they would be the same courses taken in the United States or taken in English. For foreign-born students, the same district-adopted policies regarding age-appropriate placement shall be followed as are followed for students born in the United States." Student placement is not based solely on English Language Proficiency; an academic skills assessment may be administered in the home language if possible.

Students must have documentation of completed courses to receive high school credit. Course transfer waivers may be given if documentation is provided. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide transcripts or documentation of prior educational experiences. School

counselors and administrators will review transcripts and award credit for courses completed in another country where the course is similar in scope and sequence but may have a different course name. In the absence of transcripts or prior educational experience, diagnostic/placement tests and interviews may also be used as a guideline.

The age of the student will be considered as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. When feasible, translators/interpreters will be provided to attend these meetings. The school principal or designee may be included to determine appropriate placement. Each student will receive differentiated instruction at the agreed upon grade level placement to facilitate English language acquisition and academic achievement at the appropriate grade placement.

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).

The school district shall award equal credit for courses taken in another country or a language other than English as they would the same courses taken in the United States or taken in English. Language Arts credits are awarded 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 may be transferred as waivers following the guidelines outlined in the Student Progression Plan approved by the School Board.

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

ELL Director or School Guidance Counselors.

There is no formal training for evaluating transcripts. The ELL Director and/or the ESOL staff contact the previous school or, through online research, obtain the grading schema, and compare it to the United States system. When and where possible, the ESOL office staff contacts the consulate of that country for further research should gaps exist. Copies of the information obtained are retained, as well as a copy of the foreign transcripts along with the translated version.

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.

If the timeframe for re-entering the LEA from another school district in Florida, state or country has been longer than one year, a current English language proficiency assessment will be administered to ELL's who have an affirmative response on the HLS

at the time of re-entry/registration. This information will help determine placement and current services, but the original HLS, entry, classification and DEUSS date remain the same.

For LYs transferring from one school district to another within a calendar school year, no new assessment is necessary and ESOL services continue as indicated by previous school records. All original reporting data stays the same. For out of state LYs new to FL, DEUSS date stays the same, but HLS, entry, classification date is changed to reflect Florida services. For students new to the country DEUSS date is the date of enrollment, and the appropriate HLS, classification and entry date must be reported accordingly. DEUSS date can never be after 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 students' current services.

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), administrator (or designee), EL designee and other interested participants. The guidance counselor or designated ELL contact, along with the classroom teacher(s), is responsible for completing the student ELL plan.

The plan will reflect the student's instructional program or schedule designated by the Program 130 code which will include programs other than ESOL and documentation of the use of appropriate ELL strategies and services. The ELL plan can include specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as initial IPT and scores and current state assessment data is included on the ELL plan.

The plan will be updated annually at the beginning of the school year and when services change and must reflect the most current ELL plan and service. It will be updated annually and maintained 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 elements of the student plan will include the student's name, date of entry, and current ACCESS for ELL scores and state assessment data. The plan will reflect the students' instructional program of 130, the amount of instructional time or instructional schedule, documentation of the use of appropriate ESOL strategies, and a description of all provided services. The teacher is notified of the aural/oral and reading/writing competencies assessed on the IPT. The student's academic progress may be reviewed,

and records from previous schools are examined, if available. Student plan information will include previous and current teacher input through interviews to gain information on socialization and participation in the general classroom setting.

Please include a link to the ELL Student Plan.

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.

Sheltered English-ELLs are grouped by grade levels in 6-12 based on English proficiency levels indicated on the entry assessment or ACCESS for ELL scores. They receive comprehensible instruction from teachers in Language Arts through ESOL. Bilingual teachers or paraprofessionals provide appropriate native language support at the ELL's individual proficiency level. These courses are designed for non-English speakers or very limited English speakers. As ELLs become more English proficient, they are moved to a mainstream classroom. ELLs in mainstream-inclusion Language Arts and core subject areas receive comprehensible instruction through ESOL strategies, supplemental materials, and language support in classes with both ELLs and non-ELLs. Teachers in both instructional models must have the appropriate training requirements, document ESOL strategies, and monitor ELLs' language acquisition progress.

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

To ensure equal access to instruction, ELLs in grades K-12, class schedules are maintained on the student record system and on teacher schedules. Regardless of the instructional approach implemented, ELLs receive instruction that is aligned to state standards, and is comprehensible, equal and comparable in amount, sequence, quality and scope as their non-ELL peers. Equal access evidence will be observed by school site administrators through classroom visits, lesson plans and teacher interviews. Although supplemental instructional materials can be used, textbooks for ELLs are the same as those used for non-ELLs. ELLs in grades 9-12 must have access to and receive credit towards graduation in core subject areas of English Language Arts, mathematics, science, social studies, and computer literacy.

ELLs may not be retained if appropriate instructional strategies, materials, and assessments have not been provided to meet their needs. Furthermore, ELLs cannot be retained based solely on his/her language proficiency. The determination must be based partly on proficiency in reading, writing and math. Teachers can use alternative assessments, portfolios and native language assessments to determine if content standards have been met. School based administrators, guidance counselor and district staff are responsible for monitoring and ensuring comprehensible instruction is provided.

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

ELLs academic performance is monitored throughout the year to ensure academic and linguistic progress is being made. Administrative and support staff review instructional models' success through teacher observations, ELL participation, attendance, grades, and statewide assessment, specifically ACCESS for ELL. Teacher input is also requested. If the instructional model does not show that positive student performance goals are being met, then a different model should be considered.

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

The school-based administrator(s) and counselor(s) are responsible for ensuring that ELLs have equal access to all school programs, services, and facilities and that ELLs are afforded the same rights as their non-ELL peers. The district ELL Director and ELL Resource Specialists serve as advocates for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual paras, regarding equal access to all programs and services for ELLs.

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

Teachers' lesson plans document instructional strategies for ELL students and are monitored by school administrators. Teachers are encouraged to receive additional training in the areas of Differentiated Instruction and ESOL strategies. Students are given support either individually or in small groups, based on student need, to target specific weaknesses identified by the ACCESS for ELLs, IPT, FAST Assessment, EOC and SAT10.

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

Each classroom teacher is responsible for incorporating ESOL strategies into daily lessons and must provide evidence in lesson plans, which are checked by school administrators during ongoing classroom walk-throughs and formal and informal teacher evaluations. Teachers are evaluated by school administration using the district-approved Evaluation System. A part of that system includes providing evidence of planning and preparing for the needs of English Language Learners.

School administrators, counselors, ESOL resource teachers, or ELL District staff will meet with the teacher(s) of the ELL students to conduct a review to monitor the appropriateness of the student's program. Such reviews may include the following:

- A. Reviewing the student grades in all subject areas.
- B. Monitoring the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools.
- C. Monitoring of 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 equal access to programs and receiving comprehensible instruction? Include the school and LEA personnel responsible for ensuring comprehensible instruction.

School administrators will meet with the teacher(s) of ELL students to ensure equal access. Classroom observation and teacher interviews will be conducted, as well as instructional material evaluation for monitoring the appropriateness of the student's program to ensure that comprehensible instruction is achieved. District ESOL staff also conducts monitoring visits and provides strategies and curriculum development support.

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

☒ Student Portfolios

- ☐ Other Criterion Referenced Test (Specify) _____
- ☐ Native Language Assessment (Specify) _____
- ☒ LEA/school-wide assessments (Specify) FAST Assessment
- ☒ Other (Specify) I-Ready Assessments

Student Progression

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

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

☐ No (Specify) _____

<https://content.myconnectsuite.com/api/documents/ebbbef7b2f344943b1b7b29c67f64cea>

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.

As indicated in the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if ELLs have received less than 2 years of instruction (based on DEUSS) in an ESOL program. Decisions must be made by an ELL committee recommendation, including input from parents, teachers, and support staff. Good Cause Exemptions for ELLs are communicated to the parents 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.

An ELL committee is convened to review documentation and data prior to making a promotion/retention recommendation for an ELL. When determining promotion/retention for ELLs, information and documentation may include, but not be limited to, classroom performance, benchmark testing results, statewide assessment data, progress towards English Language acquisition, progress monitoring tools, I-Ready, and parent/student interviews. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent. No determination for retention will be made without first convening an LEP committee meeting.

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:

The District Assessment Director, along with the MIS director, generates and disseminates digital rosters of all ELLs who will be assessed at the school sites, as well as guidelines and materials that school-based testing supervisors use to cross-reference and ensure that all ELLs are appropriately assessed. Train the Trainers workshops provide for testing supervisors who, in turn, train all school-based personnel who will administer assessments to ELLs with specific emphasis on testing accommodations. A designated school counselor is the testing supervisor at the secondary level, and the Assistant Principal or counselor is the testing supervisor at the elementary level. The Office of Assessment provides procedural policies and accountability data to each testing supervisor.

ELL students who are receiving services in an ELL program operating in accordance with an approved ELL plan and who take the state-mandated tests may be offered the accommodations. However, the exact combination of accommodation to be offered to any student shall be individually determined, considering the needs of the student and recommendations of the student's team. Accommodation for ELLs in the administration of FAST Assessment, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

Statewide content area assessments:

All ELLs will participate in statewide assessments. The ESOL Director works with the District Assessment Director, school-based assessment coordinators, and teachers to ensure that all ELLs participate in the Statewide Assessment program and are provided with appropriate testing accommodations.

The ESOL teacher assures that the accommodations for statewide assessment, which are indicated in the TAM, include flexible setting, flexible scheduling, flexible timing, assistance in the Heritage Language, and the use of the English-to-Heritage language dictionaries. Additionally, these accommodations are used within the ESOL classroom and with regular classroom assessments. The parents are notified of the different testing accommodations in a letter sent by the ESOL teachers. Parents may choose if a flexible setting is the best testing option for their child.

ACCESS for ELLs assessment programs:

Students coded LY by the first day of the ACCESS for ELL test administration are tested for language proficiency. ACCESS for ELLs is a paper-based assessment for

Grades 1-12: Students are administered the Speaking section of the test one-on-one with a teacher; the Listening, Reading, and Writing sections may be administered in a group setting. Kindergarten ACCESS for ELLs is a paper-based assessment for Kindergarten where students are administered all sections of the test, one-on-one with a teacher. Alternate ACCESS is a paper-based assessment for students in Grades 1-12 who have significant cognitive disabilities, where students are administered all sections of the test, one-on-one with 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)?

School counselors
School-based testing administrators
ESOL school contacts
Teachers administering assessments

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

A testing calendar is available on the district's website. The calendar is updated or revised as testing schedules are updated by the state or by the district. Prior to the assessment dates, parents are notified of all statewide testing policies and mandates in a language they can understand, unless clearly not feasible. A letter is sent to parents of ELLs explaining the allowable testing accommodations, which also contains specific language for flexible setting options. Parents have the right to choose a flexible setting during testing. Parents are notified of outcomes on assessments through individualized student score reports, which indicate the performance level of the student as well as interpretive guides. These guides are available in multiple languages. Parent/teacher conferences may be convened with a translator present if needed, by the parent or teacher, to discuss the assessment policies, mandates, and results.

<https://www.gadsdenschools.org/esol>

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

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

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

For students in grades 3-9 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater and at least 4.0 in the domain of reading and an achievement level of at least 3 on the FAST ELA assessment. The exit code is I. For students in grades 10-12 taking any administration of the ACCESS for ELLs, the English language proficiency level shall be a 4.0 composite score or greater, and at least 4.0 in the domain of reading, and a score on the FAST ELA of 3 or higher, or a passing concordant score on the SAT or ACT. The exit code is J.

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

Once the student meets exit criteria, the ESOL specialist notifies the ESOL data specialist of exit data, and the student code is changed from LY to LF and is monitored for two years. Parents are notified of the exit through a letter in the child's native language, unless clearly not feasible.

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

- ☒ School/LEA based testing administrator
- ☒ ESOL Teacher/Coordinator
- ☒ Other (Specify) _____

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

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

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

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

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

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

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

Conducting the follow-up performance of former ELLs?

Classroom teachers, ESOL Resource teachers, School Counselors, District EL Director and EL staff

Updating the student ELL plan?

School Counselors, ESOL Resources teachers and/or District EL staff, Data processors

Reclassification of ELL status in data reporting systems?

EL Program Assistant, Resource Specialist, EL Program Staff

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?

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

Per Consent Decree guidelines, reviews will occur as specified below:

1st report card after exiting the ESOL program; at the end of the 1st semester; at the end of the first year; and at the end to the second year.

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

- a) The student is referred to the ELL Committee.
- b) The ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program, and language acquisition proficiency.
- c) The ELL Committee may determine that the student continues in the regular program.
- d) The ELL Committee may determine that the student needs to be reclassified as an ELL, coded LY, and re-entered into the program or be referred for further evaluation.

After consultation with the ESOL Resource Teacher or school counselor, the District EL Director, in consultation with the school counselor, is responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the student database, and ensuring the appropriate placement after the student has been assessed. Original student data stays the same. The student may be reported in the ELL program for an additional year or extended annually for a period not to exceed a total of six years based on an annual evaluation of the student's status. Lack of ELL funding eligibility does not relieve the district beyond the six years of state ELL program funding.

Compliance of ELL Plan and Student Performance

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

The ESOL Teacher/Coordinator and ELL district staff monitor ELL student progress by reviewing information in the ESOL folder and reviewing the targeted skills identified during initial testing, ACCESS for ELL, and academic assessments. Assessment results and targeted skills are kept in the ESOL folder and monitored throughout the course of the school year to demonstrate mastery of key English language acquisition concepts. The person responsible for maintaining these records is the ESOL Coordinator, ELL teacher, or school counselor.

Teacher training records are monitored for compliance with ESOL requirements by the district-level personnel or certification specialist.

Student ELL plans and schedules are updated annually and monitored by the ESOL administrator to ensure that ELLs are being provided with the appropriate program 130. Comprehensible instruction is monitored through classroom observations and review of teacher lesson plans.

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

ELL plans are available on the district's website. All schools provide the link to parents in the welcome back to school letter, as well as provided during PLC meetings. Parents can request copies of the plan at any time. The District ELL plan is available in English and Spanish.

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

The District ESOL administrator responsible for the implementation of the District ELL Plan meets with school-based administrators to make certain that appropriate instructional practices and procedures are in place. Classroom walk-throughs, observations, and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan. Also, the district plan is discussed during PLC meetings with translators available, and parent input and feedback are encouraged so that there is 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 meet ESSA compliance, districts are required to notify parents of an ELL identified for participation in the program no later than 30 days after the beginning of the school year. For those children identified as ELLs during the school year, the district shall notify the parents during the first 2 weeks of the child being placed in ESOL. Parents will be notified by letters, maintained in student folders, and monitored by Title I. All letters, as well as all home-school communication, must be provided to parents in a language that they can understand unless clearly not feasible.

<https://content.myconnectsuite.com/api/documents/75cc6c9fb6984595b66048d653e699f6.pdf>

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

All verbal and written communication is provided to parents/guardians in their home language, whenever feasible. Language assistance is also provided via school and district personnel fluent in the parents/guardians' language-i.e., pre-recorded messages with time-sensitive information sent directly to the parents/guardians' phones, information posted on the district website and interpreted at school functions and community venues. Translation services, specifically in less commonly spoken languages, may also be provided through bilingual staff, university personnel, or community volunteers, when possible.

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

The ESOL Department hosts various events throughout the school year to involve parents, including workshops and ESOL Family Nights to discuss topics such as reading for success, why absences count, and understanding title programs. In addition, the ESOL Parent Leadership Council meets in the fall, spring, and summer to ensure that ELL parent needs and concerns are addressed. The district ESOL Department works in cooperation with other district-wide family involvement initiatives, as well as community agencies, to provide additional services that can include referrals to social services agencies, and translations of school enrollment documents.

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 in ELA for ELLs with DEUSS less than one year
- ☐ Retention/Remediation/Good Cause
- ☐ Transition to regular classes or course change
- ☒ Invitation to participate in an ELL Committee Meeting
- ☐ Invitation to participate in the Parent Leadership Council (PLC)
- ☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K, Career and Technical Education, charter schools, and student support activities
- ☐ Free/reduced price lunch
- ☐ Parental choice options, school improvement status, and teacher out-of-field notices
- ☐ Registration forms and requirements
- ☐ Disciplinary forms
- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards

- ☐ Information about community services available to parents
- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)
- ☒ Report Cards*
- ☐ Other (Specify) _____

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

Parents can contact the Migrant/EL office in Quincy if they need translation services for report cards or other academic needs.

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 goals of the PLC are to acquaint parents of ELLs with school personnel and services available at the individual school sites; provide parents of ELLs with an opportunity to take an active role in the decisions that affect the education of their children and to consult with school personnel and give input on goals related to the program. The District PLC is composed of parents of current and former ELLs as the majority, as well as classroom teachers, curriculum specialists and ESOL resource teachers. Community leaders and ELL advocates are also invited to participate as members. The primary function of the PLC is to make recommendations for the District ELL plan, and review policies which are instrumental in the approval process.

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 PLC develops a school environment that encourages two-way communication between the home and the school and meets annually, but as needed, Bilingual personnel are also available to discuss issues that promote school involvement and

provide parents of ELLs with leadership training and opportunities to be represented on existing school and district advisory councils. PLC members are involved in reviewing the ELL District Plan and are encouraged to participate in the School Advisory Committees and Parent Teacher Association as well as ad hoc school-based committees. The PLC makes recommendations for the development of the District ELL Plan. The officers also review and approve the District ELL Plan prior to it being submitted for School Board and State DOE approval.

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

The LEA PLC provides input during the development of the ELL Plan and reviews the final District ELL Plan at a scheduled PLC meeting. Translators are available to provide language assistance and clarification, and the ELL Plan is available in Spanish. PLC members may request an emailed version of the plan if they cannot attend the meeting. Parental feedback is encouraged and will be addressed. Upon completion of the review by the members of the PLC, the Chairperson signs and approves the District ELL Plan.

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

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

[Parent Council Meeting.pdf](#)

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.

Personnel who will be the primary providers of English or Language Arts and reading courses to ELLs must be appropriately certified for the ESOL teaching assignment. Teachers can be in compliance through an infused ESOL endorsement in conjunction with a DOE-approved teacher preparation program, which is usually completed before employment. Teachers can also complete a DOE-approved district in-service add-on endorsement program by taking the 300-hour in-service of: a) Methods of Teaching ESOL, b) ESOL Curriculum and Materials Development, c) Cross-Cultural Communication and Understanding, d) Applied Linguistics, and e) ESOL Testing and Evaluation. Teachers can also pass the ESOL subject area exam and complete 120 hours of ESOL training within three years. Prior ESOL training can be used, and documentation is maintained in the teacher's personnel file. Staff members in the Office of Educator Certification will assist personnel who have completed the requirements for

the ESOL Endorsement, through preservice, to file for the ESOL Endorsement through the Bureau of Educator Certification. Staff who have passed the ESOL K-12 subject area exam will assist individuals who possess degree majors in ESOL to file for the ESOL coverage with the Bureau of Teacher Certification.

The District Professional Learning Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance. The Office of Professional Learning will be responsible for providing personnel with information concerning in-service training, advertising, and scheduling of classes.

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.

The District Professional Learning Department will be responsible for notifying personnel of their certification requirements and for monitoring them for compliance.

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.

All other instructional staff are notified of training requirements and opportunities by posting all professional learning opportunities on the District's Professional Learning website.

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 Principal reports Category I teachers who are out of field to the Human Resources Department Director, who then reports to the School Board for approval. A letter notifying parents of out-of-field status is sent to ELL parents in their native language, unless clearly not feasible. Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Once assigned an ELL, Category I teachers must complete 60 hours of ESOL training within two years and at least 60 hours of ESOL training each consecutive year until the ESOL endorsement is complete, regardless of ELL assignment. The ESOL endorsement must be added to the existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Although weighted FTE 130 may be claimed for teachers responsible for teaching Category II, core courses of Math, Science, Social Studies, and Computer Literacy, teachers are not considered out of field, and no notification letter or school board approval is necessary. All teachers must document that ESOL strategies are being used to ensure comprehensible instruction within their lesson plans.

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.

The LEA provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through a blended learning training model, open enrollment online course, or once every two years and based on need as determined by the District's PD Coordinator. The Office of Professional Learning is responsible for coordinating, issuing, and monitoring notifications of the training for school-based administrators. Administrators, including principals, assistant or vice principals, school-based curriculum and behavior supervisors have three years from school leadership assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records maintained at the district and in the employee file.

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

The LEA provides the 60-hour ESOL training requirements for school counselors by providing the appropriate training opportunities through a blended learning training model, an open enrollment online course, or once every two years, and based on need as determined by the District's PL Coordinator. The Office of Professional Learning is responsible for coordinating, issuing, and monitoring the notifications of the training for school-based counselors who have three years from assignment to complete the 60 hours, but prior ESOL coursework can be used. The process is documented through in-service electronic records maintained at the district and in the personnel file.

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

ELL and content area teachers, as well as school administrators and bilingual paras are informed of supplemental ESOL training through the Office of Professional Learning. Staff can sign up for courses or activities that are provided by the school district, DOE or WIDA facilitators. Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed.

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

N/A

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 paraprofessional applicants must have an AA/ AS degree or pass the ParaPro test. They must be fluent in English and their appropriate native language as determined by the interview, district screening, and/or an oral and written exam. The job description will include but is not limited to: participation in in-service activities involving program procedures, curricular and assessment modifications and tutoring strategies; assisting in administering individual and group student tests in appropriate native language or in English; becoming a member of the ELL Committee and as requested participate in developing the student plan; assisting the ELL Committee chairperson and the ESOL Resource Teacher with native language support; working with small groups of students, under the direction of the classroom teacher; acquainting parents with program personnel and services available at the individual school site.

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

Bilingual Paraprofessionals are provided with in-service on an ongoing basis during pre-planning, orientation, early release days, pre-summer school workshops, small group area meetings, that focus on topics such as the ESOL Consent Decree, student identification and assessment procedures, cross-cultural differences and similarities, parent involvement, tutoring techniques, curriculum development and accommodation, and strategies for working with ELLs. The process is documented through district electronic files and maintained in the personnel file.

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

Applicants for Bilingual Paraprofessional positions at school sites must pass an oral and written screening or show language fluency through an interview in Spanish, which is administered at the district office. This language is representative of the top language spoken by English language learners in our district.

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

[Assurances.pdf](#)

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.

Three (3) years after the date of an ELLs initial enrollment in a school in the United States (DEUSS), an ELL Committee shall be convened annually to re-evaluate the student's progress towards English language proficiency. The ELL Committee shall be convened no earlier than thirty (30) school days prior to the third anniversary of the student's initial enrollment date in a school in the United States, (DEUSS) and no later than the anniversary date, unless the student's anniversary date falls within the first two (2) weeks of any school year. Then, the ELL committee may convene no later than October 1. This process shall be completed annually thereafter. Any student being considered for extension of services shall be assessed on at least one 1 Department-approved assessment instrument. The assessment shall be administered no earlier than thirty (30) school days prior to the student's anniversary date. The assessment may be any department-approved assessment that covers all four (4) domains of listening, speaking, reading, and writing. If the student's anniversary date falls between the release of the statewide English Language Proficiency assessment and applicable statewide standardized assessment scores in a given school year and October 1 of the following school year, the student's statewide English Language Proficiency assessment and applicable statewide standardized assessment scores will suffice, and a more recent assessment is not required.

The procedures followed when determining the extension of services are:

- a) Student is referred to the ELL Committee.
- b) ELL Committee reviews report cards, student portfolios, attainment of Florida Standards, performance on district/state assessments, parent/teacher input, number of years the student has been enrolled in the ESOL Program and language acquisition proficiency.
- c) ELL Committee may determine that the student continues in the regular program.
- d) ELL Committee may determine that the student be referred for further evaluation.
- e) ELL Committee may determine that the student needs an extension of services

The ESOL Resource Teacher and ELL Chairperson are responsible for initiating a new Student ELL Plan, providing the Data Processor with the student data to enter into the mainframe, and ensuring the appropriate placement after the student has been assessed. Original student data, including DEUSS and entry date, stays the same.

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.

ACCESS for ELLs

IPT

WIDA screener

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.

ACCESS for ELLs

WIDA Screener

FAST Assessment in ELA



THE SCHOOL BOARD OF GADSDEN COUNTY

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August 15, 2025

Florida Department of Education
Office of Language Acquisition

Subject: Assurance of Compliance with ESOL Training Requirements

Dear Florida Department of Education,

I, Elijah Key, Superintendent of the Gadsden County School District, hereby certify that our district is in full compliance with the Florida Department of Education's ESOL requirements as specified in:

- **Rule 6A-6.0907, F.A.C.** – ESOL Program Requirements
- **Rule 6A-1.0503, F.A.C.** – Teacher Certification Requirements

Specifically, the district assures that:

1. **ESOL Endorsement and Training:** All teachers providing ESOL instruction hold the required ESOL endorsement or are actively completing state-approved training.
2. **Program Implementation:** ESOL programs are delivered according to Rule 6A-6.0907, F.A.C., addressing listening, speaking, reading, and writing for all ELLs.
3. **Professional Development:** Teachers receive ongoing ESOL-focused professional development consistent with state standards.
4. **Documentation and Monitoring:** Records of teacher endorsements, training, and professional development are maintained and available for review.

This letter serves as official assurance that the Gadsden County School District meets all state requirements for ESOL instruction and teacher preparation.

Sincerely,

Elijah Key
Superintendent of Schools – Gadsden County

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MIDWAY, FL 32343

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