

BRADFORD COUNTY SCHOOL DISTRICT

English Language Learners (ELL) Plan

2025-2028



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Rule 6A-6.0905
Form ESOL 100

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:
BRADFORD	SHERREE ALVAREZ Director of Grants and Resource Development	(904) 966-6816 alvarez.sherree@mybradford.us
(4) MAILING ADDRESS: Office of Student Support - MultiLingual 501 West Washington Street Starke, FL 32091		(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, **Will C. Hartley, Superintendent of Schools**, 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: **Maria Morales Ochoa**

Contact Information for District PLC Chairperson:

Mailing address: **417 S Cherry Street, Starke, FL 32091**

E-mail Address: Phone Number: **904-263-2205**

Date final plan was discussed with PLC: **March 28, 2025**

 Signature of the Chairperson of the District PLC

 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, _____, 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:

NOTE: Throughout this document, ELL stands for English Language Learner and MLL stands for MultiLingual Language Learner. Both terms refer to the same students, but MLL encompasses a wider range of language backgrounds.

Student (ELL/MLL and non-ELL/MLL) registration information is available at each school. Registration typically takes place at the school in which the student is zoned to attend according to his/her residential address. A child must be five years old by September 1 of the current school year to begin kindergarten or six years old by September 1 and must have completed kindergarten to enter first grade. By Florida Statute 1003.22, the following documents must be presented in order to register a student for school:

- Proof of a physical examination (Form DH 3040) within one year prior to enrolling in school if entering a Florida school for the first time
- Florida certificate of immunization (Form DH 680)
- Two (2) recent proofs of residence
- Proof of birth
- A copy of the last report card if the child was enrolled in another school system

If documentation of the medical exam (Form DH 3040) is not presented at the time of registration, a student is allowed 30 days to show certification of a medical exam. Students out of compliance with this rule will not be allowed to attend school until the certification is presented. The same rule applies to immunizations at each of the grade levels designated for immunizations. Students shall be exempt from both the physical examination and the immunization requirement with proof of objections for medical or religious reasons.

The Home Language Survey is a part of the Bradford District Student Registration Package. When a student enters a Bradford District School, the registration package must be completed. The three Home Language Survey (HLS) questions are included on the registration package. The registration sheets become a part of the student's permanent record. The Home Language Survey is translated into Spanish, or if another language is spoken by the parents, using Google or Microsoft Word translate. Additionally, the Home Language Survey is sent home each year in paper form to increase the identification of potential MLL students.

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

The procedures are the same.

Into what languages are the HLS translated?

The HLS is translated into Spanish as part of the official HLS form. If necessary, the district will translate the HLS into another language using Google or Microsoft Word translate if available.

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

A Spanish-language translator is employed by the district and is available to assist Spanish speaking parents and students during the registration process. If parents and/or students speak a different language the district uses Google translate or other language translator technology to provide support, if a speaker in the native language is not available.

How do you identify immigrant students?

When completing the registration packet, parents are interviewed by the school's guidance counselor and/or translator to determine if the families are immigrants. The term immigrant children and youth means individuals who:

- are ages 3 through 21;and
- were not born in any State, the District of Columbia or Puerto Rico; and
- 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 the data element number is 131785.

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

When completing the registration packet, parents are interviewed by the school's guidance counselor and/or translator to determine if the student is entering a U.S. school for the first time.

Please include a link to your HLS. [Bradford 24-25 Home Language Survey](#)

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
- School Guidance Counselor
- School Testing Coordinators

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.

WIDA SCREENER results are used to determine if a student is an ELL student. When a parent completes the Home Language Survey and it is determined that a language other than English is spoken in the home, the School Testing Coordinator schedules assessment of the student to determine if the student is an ELL.

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

All parts of the WIDA Screener are administered within 20 days of the student's initial enrollment. ESSA Guidelines require that parents of ELLs are notified within 30 days after enrollment. The following describes the initial procedures and approximate timeline:

- Day 1: Home Language Survey completed by parent/guardian/student
- Day 2 - 3: Registrar notifies Guidance Counselor of potential ELL placement
- Day 4 - 6: Guidance notifies Testing Coordinator for WIDA screener
- Day 7 - 15: Student receives WIDA screening
- Day 15 - 20: ELL Team meets to review data, needs, and implement ELL Plan

Note: The District's goal is to complete this process more quickly than 20 days whenever possible.

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 will use the 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?

An ELL Committee will be convened to determine eligibility into the ELL program using the following data:

- Language Assessment data (WIDA SCREENER)
- Extent and nature of prior educational and social experiences
- Written recommendations and observations by current and/or previous instructional and support services staff
- Level of mastery of basic competencies according to criterion- referenced tests
- Grades or test results from current and/or previous years
- Parent and student input

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 School Guidance Counselors contact previous schools to obtain academic records. If prior school records are incomplete or unobtainable, the ELL Committee will be convened to determine the student's placement. The following data will be considered when determining placement:

- Language Assessment data determines if the student is borderline of proficiency level and would benefit from services provided by an ELL program.
- Extent and nature of prior educational and social experiences.
- Written recommendation and observation by current and/or previous instructional and support services staff.
- Level of mastery of basic competencies according to criterion- referenced tests.
- Grades or test results from current and/or previous years.
- Parent and student input

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.

Students must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

Students will be eligible to take an exit exam from a course in which he/she says they have taken previously. If students pass the exams, then credit will be given.

Students will also earn credit for courses completed in another country where the courses are 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 be used as a guideline.

The age of ELL students will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

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).

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.

Students must have documentation of completed courses in order to receive high school credit for those courses. Documentation can be created using the programmatic assessment form in the event the student/parents cannot provide documentation of prior educational experiences.

Students will be eligible to take an exit exam from a course in which he/she says they have taken previously. If students pass the exams, then credit will be given.

Students will also earn credit for courses completed in another country where the courses are 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 be used as a guideline.

The age of ELL students will be taken into consideration as well. Parent/Guardian and student interviews as well as ELL Committee meetings will also be conducted to help determine placement. Translators/interpreters will be provided to attend these meetings. The school principal or designee, guidance counselor, teacher, parents, ELL Resource Teacher and/or district administrator may be included to determine each student's prior educational experiences and level of academic skills.

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.

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

The district administrator uses Google/Word translator or procures the services of a translator/interpreter to evaluate foreign transcripts as needed. If the transcripts are in Spanish, a Spanish teacher or the Spanish translator evaluates the transcripts and the guidance counselor transfers the English equivalent course titles into the student records system.

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 time frame for re-entering the LEA has been longer than one-year, a WIDA Screener will be administered to all ELLs who have an affirmative response on the HLS at the time of re-entry/registration into a Bradford District School after withdrawal to another district, state, or country. All ELL procedures for identification and placement would be followed. All data would be updated in the student system with an ELL code of LY, but original data including DEUSS and entry classification dates remain the same. A student who re-enters a Bradford District School within one year would not need to be reassessed; however, an ELL Committee would be convened to identify, place, and re-classify the student based on all prior test data and documentation.

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.

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?

An ELL student plan is developed with input from the guidance counselor, classroom teacher(s), administrator (or 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 (including programs other than ELL), amount of instructional time, documentation of the use of appropriate ELL strategies, and a description of all provided services. The ELL plan includes specific accommodation procedures for state assessment programs as well as classroom assessments. Additional information such as WIDA Screener scores and state assessment data can be included on the ELL plan.

The plan will be updated annually at the beginning of the school year. The student plan date must reflect the most current ELL plan and services and must be updated in the student system. The ELL student plan will be maintained with the student's cumulative record folder. For secondary schools, a new plan does not need to be completed at the semester; however, the student's schedule must be attached to the ELL plan and teachers will be notified to review the ELL plan in the student's cumulative record folder.

ELL's also identified as ESE will have an IEP (Individual Education Plan). The ELL program will be identified on this plan and goals, objectives, strategies toward English language proficiency will be noted on the IEP.

Please include a link to the ELL Student Plan.
[BCSD 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.

Instructional models include, but are not limited to:

- Individualized instruction
- Use of a translator for ELA courses
- Cooperative learning
- Utilization of computers
- Integration of language and content
- A variety of audio-visuals, illustrations, tapes and videotapes.

A schedule will be maintained for all ELLs with instruction in the regular classroom setting and the push in or use of a translator.

ELL students in grades 9-12 shall receive credit towards graduation in Basic ELL (as English credit), mathematics, science, social studies, and computer literacy. This is documented in the Student Progression Plan and shall be communicated in the native language of the parent and students.

This will be documented through class schedules, maintained on the student record system and on teacher schedules. ELL students must not be failed if instructional strategies, materials and assessment have not been modified to meet their needs.

Students cannot be retained based solely on his/her language proficiency. This determination must be based (in part) on proficiency in reading, writing and math. Student academic achievement is to be determined on specific levels of mastery in these areas. The parents or guardians are to be informed of the student's academic progress no later than the end of the school year. Any student who does not meet the district's established levels of mastery must be provided remediation. Progress monitoring is ongoing. The principal and guidance counselor are responsible for monitoring.

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 school counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- Reviewing the student's grades in all subject areas.
- Monitoring of the student's level of performance in course areas, Reading, and Mathematics using state approved Progress Monitoring tools
- Monitoring of the student's performance on Statewide Assessments or norm-referenced tests.

All ELLs are provided access to an electronic translator for ELA courses/instruction and other areas when a need is identified.

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

The students' academic performance is measured using teacher observations, classroom assignments, classroom participation, grades, and statewide assessments.

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

ELL students have the same rights and equal access to all programs and facilities as their non-ELL peers. The district level instructional specialist for ESOL serves as an advocate for ELL students and their families to ensure equal access to all programs. The school-based administrator(s) and guidance counselor(s) are responsible for ensuring all ELL students have equal access to all programs and facilities. The district level instructional specialist for ESOL will be responsible for providing information and training to school-based personnel regarding equal access to all programs and facilities for all ELL students.

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 the principal a minimum of twice yearly.

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

The guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- Reviewing the student's grades in all subject areas.
- Monitoring of the student's level of performance in course areas, reading, and mathematics using state approved progress monitoring tools
- Monitoring of the student's performance on statewide assessments and/or norm referenced tests.

All ELLs are provided access to an electronic translator for ELA courses/instruction and other areas when a need is identified.

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.

Principals review teachers' lesson plans and conduct periodic walkthroughs, observations, and evaluations of the teachers' instructional strategies.

The guidance counselor will meet with the teacher(s) of ELL students to conduct reviews for the purpose of monitoring the appropriateness of the student's program. Such reviews may include the following:

- Reviewing the student's grades in all subject areas.
- Monitoring of the student's level of performance in course areas, reading, and mathematics using state approved progress monitoring tools
- Monitoring of the student's performance on statewide assessments and/or norm referenced tests.

All ELLs are provided access to an electronic translator for ELA courses/instruction and other areas when a need is identified.

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) _____
- Other (Specify) ACCESS for ELLs 2.0 _____

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 not, where can this information be found?

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

[BCSD Student Progression Plan](#)

- 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.

[As per the district's Student Progression Plan, the Superintendent may exempt students in grade 3 from mandatory retention for good cause if limited English proficient students have received less than 2 years of instruction in an ESOL program.](#)

[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, statewide assessment data, English Language progress, and parent/student interview. The committee makes a recommendation to the principal. The principal sends the final decision to the Superintendent.](#)

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:

Statewide content area assessments:
ACCESS for ELLs assessment programs:

The Bradford District Schools Assessment Coordinator is responsible for information and training for the statewide assessment (FAST / EOCs) as well as information and training for ACCESS FOR ELLs 2.0. This individual is responsible for receiving all testing documents and score reports and distributing those items to the individual schools.

Students in grades 3-12, including ELLs, will be evaluated with the statewide assessment for academic achievement, FAST as well as applicable EOCs, and with the statewide assessment for English language proficiency, ACCESS for ELLs 2.0. The classroom teacher or designated test administrator is responsible for administering the FAST / EOC assessment. The School Guidance Counselors or designees are responsible for administering the ACCESS for ELLs 2.0.

All active (LY) ELL students will be evaluated annually for progress in English language proficiency using the ACCESS for ELLs 2.0. ELLs (LF) that have been exited from the ELL program within the same academic year and are on two-year monitor will also be evaluated for English language proficiency using the ACCESS for ELLs 2.0.

Staff who administer the ACCESS for ELLs 2.0 must also complete the test training modules provided by WIDA. Certificates of Completion are downloaded by the District ESOL Administrator and kept on file in the district office.

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 District Assessment Coordinator and the School Counselors are responsible for ensuring and documenting that ELLs are provided appropriate testing accommodations.

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.

Parents are notified of all statewide assessments and testing accommodations in the parents' native language. The state provides letters each year to districts to communicate statewide assessment information that is translated into ELL students' native language.

[WIDA Parent Letter translations](#)

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.

ELLs are evaluated annually with the ACCESS for ELLs 2.0. Students in K-2 who score at the proficient level in the areas of listening, speaking, reading, and writing will be exited from the ELL program. ELLs who are in 3-12 and are scoring at the proficient level (Level 3 or higher) on the statewide academic assessment (FAST ELA), along with FDOE English language proficiency criteria requiring a student to achieve a Composite Overall English Language Proficiency Level of 4.0 or greater AND at least a Proficiency Level of 4.0 in the Reading test domain meet exit criteria from the ELL program.

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) **School Counselors**

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

ELLs are evaluated annually with the statewide ACCESS for ELLs 2.0. Students will need two measures (one academic and one English language proficiency) indicating proficiency to be referred to their ELL Committee for exit from the ELL program. English language proficiency criteria requires a student to achieve a Composite Overall Composite English Language Proficiency Level of 4.0 or greater AND at least a Proficiency Level of 4.0 in the Reading test domain. A student in grades 3- 12 must score proficient on the reading and writing on the ACCESS for ELLs 2.0 and on the FAST ELA (Level 3). ELLs who are scoring at the proficient level (Level 3 or higher) on the statewide academic assessment (FAST ELA) may be referred for exit from the ELL program.

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

ELLs can be referred for exit from the ESOL program at any time during the school year; however, since ACCESS for ELLs 2.0 AND FAST data may be used as the instruments by which to make exit decisions, this data is typically received during the summer. Exit decisions would be made after all assessment data has been analyzed and classroom academic status is reviewed.

The Student Progression Plan in School Board policy makes provisions for students (including ELLs) who are considered for mid-year promotion based on academic status and assessment data analysis.

BCSD Student Progression Plan Mid-Year Promotion

Section 1008.25(5)(b), F.S. provides mid-year promotions of retained third grade students should occur during the first semester of the academic year.

(1) To be eligible for mid-year promotion, a student must demonstrate that he or she:
(a) Is a successful and independent reader as demonstrated by reading at or above grade level; (b) Has progressed sufficiently to master appropriate fourth grade reading skills; and (c) Has met any additional requirements, such as satisfactory achievement in other curriculum areas, as determined by the policies of the district school board

(2) The criteria for students promoted before November 1 must provide a reasonable expectation that the student has met the requirements of this rule including the mastery of third grade reading skills as presented in the English Language Arts Florida Standards. Evidence is as follows: (a) Satisfactory performance on locally selected standardized assessment(s) measuring English Language Arts Standards as specified in subsection of this rule; or (b) Satisfactory performance on a state approved alternative assessment as delineated in State Board Rule 6A-1.094221; or (c) Successful completion of portfolio elements that meet state criteria in subsection (3) of this rule;

(3) To promote a student mid-year using a student portfolio, there must be evidence of the student's mastery of third grade English Language Arts Florida Standards. The student portfolio must meet the following requirements: (a) Be selected by the school district; (b) Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom; (c) Include evidence of mastery of the standards assessed by the grade three English Language Arts Florida Standards assessment as required by Rule 6A- 1.094221, F.A.C. Evidence can include

successful completion of multiple choice items and text-based responses, chapter or unit tests from the district or school adopted core reading curriculum, or the state provided third grade student portfolio. Portfolios should contain 50% literary and 50% informational texts. (d) Be signed by the teacher and the principal as an accurate assessment of the required reading skills. (4) The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements of this rule and that the student's progress is sufficient to master appropriate grade 4 level reading skills. These students must demonstrate proficiency levels in reading equivalent to the level necessary for the beginning of grade four. (5) The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to fourth grade must continue to be implemented for the entire academic year and if necessary for additional school years.

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? **School Counselors**
Updating the student ELL plan? **School Counselors**
Reclassification of ELL status in data reporting systems? **School Counselors**

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

- Report Cards
- Test Scores
- Classroom Performance
- Teacher Input
- Other (Specify) **PROGRESS MONITORING DATA**

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

When a student exits the ELL program and shows a pattern of being academically unsuccessful during the two years of post-monitoring, the student may re-enter the ELL program (reclassified). Any consistent pattern of underperformance on appropriate tests and/or grades shall result in the convening of an ELL Committee with parental participation. The ELL Committee Form is completed for documentation. The ELL Committee will assess the student's need for appropriate programming and will develop an ELL Student Plan to ensure academic success.

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.

Teacher training records are monitored for compliance with ESOL requirements by the district Human Resource Director, the district Professional Development Coordinator and the District ESOL Administrator.

Student ELL plans, Class schedules, and academic progress are monitored by the School Guidance Counselors, School Curriculum Resource Teachers and the District ESOL Administrator to ensure that ELLs are being provided the appropriate program.

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

Copies of the district ELL plan are distributed to the principals and guidance counselors of each school. Copies are also distributed to the parents of each ELL student. A link to the District ELL Plan is available on the district's website. Each school-based guidance counselor receives professional development on how to implement the contents of the plan. Each administrator and guidance counselor signs an agreement stating they have received training and will implement the plan at their respective schools.

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

The District ESOL Administrator responsible for implementation of the District ELL Plan communicates regularly with the principal and guidance counselor at each school to make certain that the District ELL Plan is implemented with fidelity.

Section 8: Parent, Guardian, Student Notification and Rights

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

1. the reasons for the identification of their child as an ELL and the need for the child's placement in a language instruction educational program;
2. the child's level of English proficiency, how such level was assessed, and the status of the child's academic achievement;

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

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

Written communications are translated into a parent's native language using Google or Word translator apps. Since the majority of the district's parent language is a version of Spanish, a Spanish translator is employed by the district to assist with communications between the schools and the parents. 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.

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 District ESOL Administrator collaborates with NEFEC and the Alachua County Schools Migrant Program for ELL/Migrant/Immigrant Parent services. In addition, the ELL parents are afforded representation on the School Advisory Councils at each

school. The District ESOL Administrator works in cooperation with other community agencies to provide additional services such as immunization and health service information provided by the Bradford County Health Department, immigration information provided by a local immigration attorney, preschool information provided by HeadStart and the Early Learning Coalition, and Bradford District Schools Voluntary Pre-K program.

Students attending Title I schools are also provided tutorial services onsite or through approved SES providers. Every Title I school also has a parent liaison that is responsible for providing information to parents, including parents of ELL students.

Parent training initiatives offered by the district and individual schools are available to all parents including parents of ELLs. Translation services are provided at these meetings by a translator employed by the district. ELL parents are encouraged to participate in the individual school committees and to be involved in their child's educational program.

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

The translator/interpreter is available to assist parents with understanding report cards and any other documents sent home with students if the documents are not able to be translated in the native language. School Counselors strive to provide translated documents sent home with ELL students in their native language when available.

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.

Currently the district has only thirty-nine (39) ELL students enrolled. Because of the very small numbers of ELL students in the district, it is not always possible to have a majority of parents of ELL students on the PLC; however, the LEA does ensure that there are at least two parents/guardians of ELL students who are on the PLC. As our numbers of ELL students are increasing, the district strives to increase the involvement of parents/guardians of ELL students and plans to meet this requirement in two years.

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

Parents of ELL students are selected and invited to serve on the district Parent Advisory Council, School Advisory Councils, and parent/teacher organizations.

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

A PLC meeting is held before the ELL Plan is completed to take input from the PLC members. Additionally, district staff and guidance counselors have discussions with PLC members and parents to solicit suggestions for the ELL Plan. Input is taken from stakeholders and consensus is reached on the contents of the plan.

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

If no, please provide an 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 the title of person(s) responsible for issuing the notifications and how the process is documented.

The LEA collaborates with the Northeast Florida Educational Consortium (NEFEC) and approved independent contractors to provide training and support opportunities to Category I teachers.

The District HR Director or designee is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators. The District Professional Development Coordinator and the District ESOL Coordinator work together to support the HR Director in knowing which teachers are affected by this requirement.

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

The LEA collaborates with the Northeast Florida Educational Consortium (NEFEC) and approved independent contractors to provide training and support opportunities to Category II (Content Area) teachers.

The District HR Director or designee is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators. The District Professional Development Coordinator and the District ESOL Coordinator work together to support the HR Director in knowing which teachers are affected by this requirement. Weighted FTE may be claimed for these teachers.

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

The LEA collaborates with the Northeast Florida Educational Consortium (NEFEC) and approved independent contractors to provide training and support opportunities to Category III (other subject areas) teachers.

The District HR Director or designee is the district contact who issues notifications to teachers and administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by teachers and administrators. The District Professional Development Coordinator and the District ESOL Coordinator work together to support the HR Director in knowing which teachers are affected by this requirement.

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

A report is generated through the Human Resource office in cooperation with the MIS department. The data report tracks teachers teaching out of field for ESOL by Reading/Language Arts course code number, active LY status of the ELL student, and program 130 weighted FTE funding. If a teacher is teaching an ELL student in a Reading and/or Language Arts course and is not ESOL endorsed/certified, then the teacher's name will be indicated on the report. This report is compiled and sent to the district School Board for approval to be reported as out of field for ESOL.

A letter notifying the parents of the out of field status of their child's teacher is sent home. A copy of this letter is sent to the school to be filed in the ESOL folder of the student's cumulative record. A copy is sent to the teacher as notification they must begin ESOL courses toward endorsement and a copy of the letter is sent to the school-based administrator since he/she is ultimately responsible to ensure all teachers are meeting the requirements to become ESOL endorsed/certified. The teacher must begin taking courses toward the endorsement and must take at least one course per year until he/she has met the 300 hour ESOL requirement.

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 collaborates with the Northeast Florida Educational Consortium (NEFEC) and approved independent contractors to provide training and support opportunities to Category IV (School based administrators) personnel.

The District HR Director or designee is the district contact who issues notifications to administrators that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by administrators. The District Professional Development Coordinator and the District ESOL Coordinator work together to support the HR Director in knowing which administrators are affected by this requirement.

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

The LEA collaborates with the Northeast Florida Educational Consortium (NEFEC) and approved independent contractors to provide training and support opportunities to Category IV (guidance counselors) educators.

The District HR Director or designee is the district contact who issues notifications to guidance counselors that they need professional development in ESOL. The personnel specialist keeps records of all training activities attended and completed by the guidance counselors. The District Professional Development Coordinator and the District ESOL Coordinator work together to support the HR Director in knowing which guidance counselors are affected by this requirement.

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

Staff are informed of English Language Development Standards training opportunities via email. Specifically, the modules available on the FDOE SALA website are shared. 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.

POSITION SUMMARY:

A site-based bilingual program paraprofessional, under supervision of the district ESOL Director and school administrator, provides assistance to an ELL/bilingual students, performing a variety of tasks relating to the physical and instructional needs of new language learning pupils in a classroom setting; assists in the implementation of classroom programs, including self-help and behavior management as well as instruction. A site-based bilingual program paraprofessional performs related duties as required or assigned.

QUALIFICATION - EXPERIENCE - KNOWLEDGE:

- Must be proficient in both spoken and written English and Spanish (or the specific language that creates the need)

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Primarily responsible for providing the following support to assigned ELL students and their families.
 - Provide support for registration, orientation, transportation set-up and transition to new school for the student and family.
 - Provide support to family members in setting up FOCUS parent portal and FLDOE Assessment Family Portal.
 - Provide language acquisition support with direct instruction and identified software programs such as Rosetta Stone and IXL.
 - Provide translation services for families at ELL/MLL Plan Meetings as well as any IEPs or 504s or parent-teacher/administrator conferences for that student.
 - Provide translation services and support at school Title 1 Family Engagement Events (may be day or night services)
 - Provides support to the School Assessment Coordinator for the statewide WIDA/Access for ELLs assessment to the ELL students at the school.
 - Provides support to the School Assessment Coordinator for language translation and assessment administration during the statewide assessments (FAST, Science, EOCs, FCLE).
 - Carries to completion in a timely manner, instructional and supportive activities as assigned.

SKILLS REQUIRED:

The requirements listed below are representative of the skills, abilities and demands required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Ability to perform several tasks concurrently under varying deadlines
- Ability to exercise tact, good judgment, and initiative in dealing with students, faculty, and the public
- Skill in operating computers and academic software
- Ability to communicate clearly and concisely, both orally and in writing including clear, polite telephone communication skills
- Demonstrate proficiency in the use of Microsoft Word
- Able to identify sensitive information and maintain confidentiality
- Willingness to assist ELL/bilingual and at risk students with academic needs
- Ability to work efficiently under minimum supervision

The individual(s) currently holding this position perform additional duties and additional duties may be assigned. There will be an annual performance evaluation for this position.

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

The bilingual paraprofessional uses training available on Florida's Student Achievement through Language Acquisition (SALA) site and the professional learning platform on the WIDA Secure Portal or the workshops provided by FDOE WIDA. The ESOL Director works with the bilingual paraprofessional to identify coursework needed. Certificates of completion are kept in the employee's file. The bilingual paraprofessional may use teacher planning and PD days to complete assigned or chosen modules. No more than one module may be assigned per semester; however, the paraprofessional may choose to complete other modules that he or she may find helpful. (Note: these guidelines for one required module per semester for professional learning does not apply to required training for delivering statewide assessments in ACCESS for ELLs or FAST, Science, EOC, FCLE. The statewide assessment trainings are not considered professional learning and would still be required.)

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

Although our ELL population does not currently require a bilingual paraprofessional, paraprofessionals, in general, need an AA/AS degree or to pass the ParaPro test. We would look for applicants that are fluent in English and appropriate native language as determined by interview, district screening and/or an oral and written exam.

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

See 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 ELL student who has been enrolled in an ESOL program for three years will be reevaluated annually to assess the student's progress towards English language proficiency. An ELL Committee will review the student's progress and document findings. Reevaluation must be scheduled 30 days prior to the third anniversary of the student's initial enrollment/entry date and by the anniversary date. The same process will be repeated annually (years 4, 5, and 6).

All ELL students being considered for extension of services must be assessed on the statewide English language proficiency assessment (ACCESS for ELLs 2.0) as well as the statewide comprehensive academic assessment (currently FAST ELA) when applicable. If the student's anniversary date falls within a given school year and prior to October 1 of the following school year, the ACCESS for ELLs 2.0 scores will suffice and a more recent assessment will not be required. If the anniversary date of the student falls after October 1, the WIDA Screener will be required for reevaluation.

If the majority of the ELL committee determines the ELL student is not proficient based on the ACCESS for ELLs and FAST data, then ESOL services will be extended. To exit from the ELL program, a score of 4.0 is required on both the ACCESS for ELLs Reading test and in the Overall Comprehensive score. If a majority of the ELL committee determines the ELL student is proficient based on the ACCESS for ELLs 2.0 and FAST data, the student will exit from the ESOL program. The parents' preference as to whether the student is determined to be proficient in the English language shall be considered in the final decision. The ELL Committee decision must be documented on an ELL Committee form and must be maintained in the ELL file of the student's cumulative record.

ELL students will receive weighted FTE funding for six years. Lack of weighted FTE funding beyond six years does not relieve the district of any obligations to continue to provide services to the ELL student. The district may not claim weighted FTE funding, but will still provide services to the student.

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.

- (1) ACCESS FOR ELLs 2.0
- (2) WIDA Screener
- (3) F.A.S.T. ELA

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.

- (1) ACCESS FOR ELLs 2.0
- (2) WIDA Screener
- (3) F.A.S.T. ELA



BRADFORD COUNTY SCHOOL DISTRICT

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SUPERINTENDENT OF SCHOOLS
Will Hartley

BOARD MEMBERS:
Sheila Cummings,
District 1 Gayle Nicola,
District 2 Julie
Johnson, District 3
Candace Osteen,
District 4 Lynn Melvin,
District 5

March 24, 2025

RE: Superintendent's Assurance of Compliance with ESOL Training Requirements
Bradford County School District - ELL Plan 2025-2028

To Whom It May Concern:

Bradford County School District works in cooperation with the Northeast Florida Educational Consortium (NEFEC) to provide ESOL training for teachers and paraprofessionals who are teaching at least one of our ELL students.

The HR Director tracks training requirements and needs and works with the ESOL Director and Professional Development Coordinator to coordinate and facilitate ESOL training. If you have any questions, please contact Karen Clarke, Deputy Assistant Superintendent of Schools at (904) 966-6032 or clarke.karen@mybradford.us.

Best Regards,

A handwritten signature in black ink, appearing to be "W. Hartley", written over a horizontal line.

Will C Hartley, Superintendent of Schools
Bradford County School District