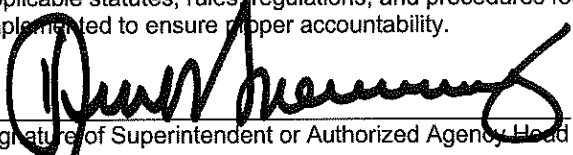
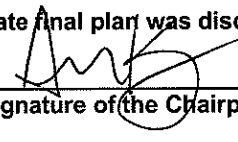



Date Received by FDOE

Original signatures on Signature Pages are to be submitted to:

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

FDOE INTERNAL USE ONLY


(1) NAME OF THE DISTRICT:	(2) CONTACT NAME/TITLE:	(3) CONTACT PHONE NO (EXT.): EMAIL ADDRESS:
Pasco	Alicia Montijo	813-794-2544 amontijo@pasco.k12.fl.us
(4) MAILING ADDRESS: 7227 Land O' Lakes Blvd. Land O' Lakes, FL 34638		(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, Kurt Browning, 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. <div style="display: flex; justify-content: space-between;"> <div data-bbox="82 945 690 1098">  Signature of Superintendent or Authorized Agency Head </div> <div data-bbox="690 945 885 1098"> 3/1/22 Date Signed </div> <div data-bbox="885 945 1498 1098"> 3/1/22 Date of Governing Board Approval </div> </div>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC) Name of Chairperson representing the District ELL PLC: Alicia Montijo Contact Information for District PLC Chairperson: Mailing address: 7227 Land O' Lakes Blvd. Land O' Lakes FL 34638 E-mail Address: amontijo@pasco.k12.fl.us Phone Number: 813-794-2544 Date final plan was discussed with PLC: 2/8/2022 <div style="display: flex; justify-content: space-between;"> <div data-bbox="82 1323 641 1463">  Signature of the Chairperson of the District PLC </div> <div data-bbox="641 1323 1498 1463">  Date Signed by PLC Chairperson </div> </div>		

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, Kurt S. Browning, 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

3/1/22

Date Signed



Pasco County Schools

Kurt S. Browning, Superintendent of Schools

7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

March 1, 2022

Dear Bureau of Student Achievement through Language Acquisition,

This letter is to provide assurance that Pasco County School is in compliance with all the ESOL training requirement as noted in the 2022-2025 District English Language Learners Plan.

Please see attached documents for details.

Sincerely,

Kurt S. Browning

Superintendent of Schools

District English Language Learners (ELL) Plan

Contact Person: Alicia Montijo
LEA: Pasco County Schools
Email: amontijo@pasco.k12.fl.us
Phone: 813-794-2544

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:

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

Upon student registration, the parent or guardian completes the Home Language Survey (HLS):

- (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 1 or more of the questions in the HLS are answered yes, the student will need to be screened for ESOL eligibility.
 - Compliance Resource Teachers need to check the records for any student who is transferring from another Florida county school to verify ELL status in the previous county.

Any new student who has 1 or more Yes answers on the HLS will need to be screened with the IPT online Oral assessment within 20 school days of enrollment. IPT online provides options of Oral screener, a reading test, and writing test.

- Students in grades K-2 will be screened using the Oral assessment of the IPT online.
 - If the oral score is fluent the student is found ineligible.
 - If the oral score is limited or beginning, the student is eligible for ESOL services.
- Students in grades 3-12 will be screened using the Oral, Reading and Writing Assessments of the IPT online.
 - If the Oral score is limited or beginning, the student is eligible for ESOL services.
 - If the Oral score is fluent English Speaking, then the student needs to take the Reading and Writing assessments within 20 school days of the date the Oral was administered. Do not use the test designation on the score report to place students.
 - If the student scores above 32% on the Reading and Writing the student is ineligible for ESOL services
 - If the student scores below 32% on the Reading and/or Writing the student is eligible for ESOL services.

Into what languages are the HLS translated?

Spanish. Additional languages are available as needed and as feasible.

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

The school secretary contacts the interpreter on site or at a local school. If that option is not available, the school designee will bring the parent to an office and contact our telephone translation system, Stratus to translate in the native language.

How do you identify immigrant students?

Immigrant students are identified through the same process noted above. This information is captured during the registration process. Within the HLS the following questions are asked to identify immigrant students.

- Was the student born outside of the United States? If yes, where?
- If born outside of the U.S., how many years of school has the student completed in the United States?

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.

This information is captured during the registration process. The Date Entered a United States School (DEUSS) is also captured and the student's immigrant code is Y, per the data elements Immigrant Student (131785) and Date Entered United States School (197237).

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

The parent self-reports the DUESS date on the home language survey at time of registration. The DEUSS date pertains to when a student enters in grades K-12 and contains 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). The compliance staff review the home language survey and student records.

In the event that the parent does not complete the DEUSS date on the HLS and student is a transfer student, previous school records will be reviewed by the CRT to ascertain when student started school in the U.S. If records are not available, a call home to the parent will be made to obtain the date the student started school in the U.S.

Please include a link to your HLS.

http://www.pasco.k12.fl.us/library/is/forms/mis_580.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- Compliance Resource Teachers under the supervision of Kathy Zielinski, Supervisor of Compliance

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.

Pasco County Schools uses the IPT Listening and Speaking (Aural/Oral) assessment.

The CRT is trained prior to the student's first day of school. The registrar and compliance staff meet to discuss the process once the Home Language Survey is complete. The CRT review the completed survey and follow the enrollment process above. At the 10-day point, a reminder email is sent to compliance staff regarding the 20-school day requirement and support is offered if staff need assistance with meeting the deadline.

All new FL students (K-12) who score less than proficient scores on the L/S (NES/LES) will be eligible for services and coded as LY.

Students who score proficient on the L/S in K-2 are coded ZZ and no ESOL services are needed.

Students in grades 3-12 that score proficient on the L/S will be further assessed using the R/W assessment within 20 additional school days from the date of the L/S assessment date.

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

For an ELL whose exit determination is made in the middle of a student grading-period, the ESOL administrator and/or the ELL Committee shall make recommendations for the programmatic needs of the student. A current L/S/R/W assessment must be given to determine exit criteria. As appropriate, language arts and core-academic classes shall be monitored, recommendations for referral to other instructional programs (or a combination thereof) shall be made. Attention will be paid to the Student Progression

Plan. For students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.

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

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 may be convened upon request of a student's parent/legal guardian, student's teacher, school counselor, and/or administrator, in order to further discuss the need for ESOL services. Recommendations regarding entry (placement) decisions are made in light of at least two of the following criteria:

- Prior educational and social experiences
- Written recommendations and observations by current and previous instructional and support service staff
- Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests
- Grades from current or previous years
- Other test results

The rationale for the recommendation is recorded in narrative form in the minutes. A copy of the minutes is provided to the parent/legal guardian at the conclusion of the meeting. The meeting minutes are placed in the ELL student folder by the CRT. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

The ELL Committee may determine a student to be an English Language Learner or not to be an English Language Learner according to consideration of at least two (2) of the following criteria in addition to the entry 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 the 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.

ELLs who have limited or no prior schooling experience are placed in an age-appropriate manner to ensure equal access to academic and social models within their peer group. Parent/legal guardian and student interviews are conducted to clarify the prior formal educational history of those students with limited classroom exposure. The School Counselor, registrar and/or administrator, and any other staff as appropriate confer to complete a "Programmatic Assessment" on behalf of ELLs. This is conducted in accordance with the District School Board of Pasco County "Student Progression Plan".

Students with incomplete records or without records shall be placed in an age-appropriate manner to ensure equal access to academic and social models with their peer group. For students who enter without records or with incomplete records, the school registrar will contact by fax, phone and/or email the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan".

Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed. The School Counselor, registrar and/or administrator, and any other staff as appropriate confer to complete a "Programmatic Assessment" on behalf of ELLs. This is conducted in accordance with the District School Board of Pasco County "Student Progression Plan".

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.

Assessment for English language proficiency (ELP) of students with at least one affirmative response on the Home Language Survey is conducted, and once determined to be an English Language Learner (ELL), students are placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. A document review is conducted at the school for students presenting record of academic

history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is carried out using the "Guide to the Placement of Student Presenting Foreign Transcripts". For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan".

The School Counselor, Compliance Resource Teacher, registrar, and/or administrator confer to complete a Programmatic Assessment on behalf of ELLs.

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).

Assessment for English Language Proficiency (ELP) of students with at least one affirmative response on the Home Language Survey is conducted, and once determined to be an English Language Learner (ELL), students are placed in an age-appropriate manner to ensure equal access to academic and social models within their peer group. A document review is conducted at the school for students presenting record of academic history. If presenting foreign transcripts, correlation of the sending country's educational system with the U.S. education system is carried out using the "Guide to the Placement of Student Presenting Foreign Transcripts". For those students presenting transcripts or report cards, the documents are evaluated and credits recorded in accordance with the District School Board of Pasco County "Student Progression Plan" and the guideline to place the student with attention to the grade articulation that the student would have received and the student remained in the previous school setting.

For those students who enter with no or incomplete records, the school registrar will contact by fax, phone and/or email the last reported school of attendance for the student in order to request official records. Incomplete records shall be evaluated to the extent possible and credits shall be recorded in accordance with the District School Board of Pasco County "Student Progression Plan". Students with incomplete records or without records shall be placed in an age-appropriate manner to assure equal access to academic and social models with their peer group. Parent/legal guardian and student interviews shall be conducted to describe and document the scope of educational history of students whose records are incomplete or unobtainable. Where available, students shall be offered the opportunity to sit for equivalent end-of-course exams to demonstrate proficiency with the standards and benchmarks of the courses being claimed.

For grades 9-12, students' heritage language and literature courses from their home country are credited as English Language Arts, and their studies of English or language other than their heritage language are credited as World Languages.

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

The school counselor, registrar, and principal are responsible for evaluating foreign transcripts. The School Counseling Program Coordinator trains on this with new counselors each year, and provides the option for a breakout session on this topic during the HS level meetings throughout the year. Sign-in sheets to trainings are kept for each training provided.

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 an ELL has been away in another Florida school district for more than one school year (or equivalent semesters), all efforts shall be made by the registrar to secure records related to ELL testing and services provided in the other district. The Compliance Resource Teacher shall review these records to determine appropriate services, and, if necessary, schedule additional assessments as detailed in Sections 1 and 2 of this "District Plan for Services to English Language Learners" The original data reporting dates, including the DEUSS remain the same.

If an ELL has been away in another state for more than one school year (or equivalent semesters) or out of country for more than one semester, the CRT shall conduct new aural/oral and reading/writing assessments as detailed in Sections 1 and 2 of this "District Plan for Services to English Language Learners". The original HLS, entry, classification and DEUSS date remains the same.

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.

Once eligibility has been determined, the CRT/data entry operators enter and update the ELL data reporting elements. The CRT completes the student plan by reviewing the current services. Annually the student's plan is reviewed and updated at the beginning of the year and/or upon entering the ESOL program. Any ELL that changes school locations and/or change core courses/semester will be updated to reflect 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 development of the plan?

The student's plan is recorded in the electronic database and is accessible by pertinent school staff. A hardcopy of the student's plan is also kept in the student's ESOL cumulative files. The following elements are included in the student's plan:

Name of the student, date of the original Home Language Survey, date of classification, DEUSS date with number of DEUSS years, what was used as a basis of entry/exit/reclassification, date(s) of entry/exit/reclassification, number of years student has received ESOL services, whether a student has had any breaks in services over 6 years or not applicable to receive funds if student is over 6 years, ELL program participation type, instructional strategies, ELL funding source, reevaluation date, extension of instruction date and if was eligible to continue, ELL plan date reviewed, WIDA assessment tier placement, current ACCESS for ELL scores and state assessment data, LF monitoring dates. In addition, the student's plan includes communication between home and school (Eligibility, Exit, Continuation, ELL Committee documentation), student schedules, and copies of annual testing.

Please include a link to the ELL Student Plan.

<http://www.pasco.k12.fl.us/esol/parents/>

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.

ELLs in grades K-12 are served in the grade level inclusion classes for English Language Arts, Reading, and core-content. These courses are offered to ELLs and Non-ELLs alike. All students – ELL and non-ELL – study together in these classes, which are developed using Florida's State Standards. NES and LES ELLs in grades 6-12 may be offered

courses in Developmental Language Arts through ESOL or English Language Development. School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

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

The District School Board of Pasco County Student Progression Plan mandates that the instruction provided to ELLs attending district schools be equal in amount, sequence, quality, and scope to that provided to non-ELLs, and that the required program of study reflect state and local requirements for elementary and secondary education grounded in the Florida State Standards. Through the inclusion instructional model, ELL and non-ELL students together learn the identical curriculum with ELLs being afforded appropriate modifications and accommodations for comprehensible instruction. School administrators monitor lesson plans documenting ELL modifications and accommodations.

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

The District School Board of Pasco County Student Progression Plan mandates that the instruction provided to ELLs attending district schools be equal in amount, sequence, quality, and scope to that provided to non-ELLs, and that the required program of study reflect state and local requirements for elementary and secondary education grounded in the Florida State Standards. Through the inclusion instructional model, ELL and non-ELL students together learn the identical curriculum with ELLs being afforded appropriate modifications and accommodations for comprehensible instruction. School administrators monitor lesson plans documenting ELL modifications and accommodations.

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

There is continuous progress monitoring through report cards, district assessments, FSA, classroom performance, progress reports, attendance and WIDA ACCESS 2.0.

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

All ELL students are assured equal access to all programs and facilities that are available to non-ELL students. This is done via the instructional models that are adopted for use by our district and monitored by school and district administrators. The district ELL Curriculum Specialists, ESOL Instructional Trainer Coaches, and ESOL Family and Community Engagement Coach, serve as an advocate for ELLs and their families to ensure equal access and will be responsible for providing information and

training to school-based personnel, including bilingual instructional assistants 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.

ESOL instructional strategies are documented electronically in the Pasco County's student database portal. School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting classroom walk-throughs.

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

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.

Teachers must document intentional planning for their language learners in their lesson plans. ELLs will be provided appropriate scaffolds and differentiated instruction by the classroom teacher based on English language proficiency levels. The use of ESOL instructional strategies to deliver comprehensible instruction to ELLs is verified by the designated ESOL school administrator.

All content area teachers receive training aligned to the ESOL Teacher Standards based on their category. Each school site has a designated ESOL administrator contact to ensure that all ELLs are being provided equal access to programs and receiving comprehensible instruction.

School	LEA personnel responsible
Achieve Center of Pasco - 2102 (XX)	
Anclote Elementary School - 0901 (EL)	
Anclote High School - 0113 (HS)	
Bayonet Point Middle School - 0342 (MD)	
Bexley Elementary School - 0125 (EL)	
Calusa Elementary School - 0932 (EL)	
Centennial Elementary School - 0401 (EL)	
Centennial Middle School - 0074 (MD)	
Charles S Rushe Middle School - 0100 (MD)	
Chasco Elementary School - 0070 (EL)	
Chasco Middle School - 0069 (MD)	

Chester W Taylor Elementary - 0060 (EL)	All content area teachers are responsible for ensuring comprehensible instruction.
Connerton Elementary School - 0201 (EL)	
Cotee River Elementary School - 0311 (EL)	
Crews Lake Middle School - 0103 (MD)	
Cypress Creek Middle High School - 0123 (MH)	
Cypress Elementary School - 0701 (EL)	
Deer Park Elementary School - 0421 (EL)	
Denham Oaks Elementary School - 0059 (EL)	
Double Branch Elementary School - 0084 (EL)	
Dr John Long Middle School - 0086 (MD)	
Dr Mary Giella Elementary School - 0451 (EL)	All content area teachers are responsible for ensuring comprehensible instruction.
Fivay High School - 0114 (HS)	
Florida Autism Center Of Excellence - 4324	
Florida High School - 0152	
Fox Hollow Elementary School - 0351 (EL)	
Gulf Highlands Elementary School - 0083 (EL)	
Gulf High School - 0331 (HS)	
Gulf Middle School - 0261 (MD)	
Gulfside Elementary School - 0911 (EL)	
Gulf Trace Elementary School - 0093 (EL)	
Harry Schwettman Ed. Center - 0242 (XX)	
Hudson Elementary School - 0301 (EL)	
Hudson High School - 0521 (HS)	
Hudson Middle School - 0951 (MD)	
James Irvin Education Center - 7071 (XX)	
James M Marlowe Elementary School - 0065 (EL)	
James W Mitchell High School - 0073 (HS)	
Lacoochee Elementary School - 0321 (EL)	
Lake Myrtle Elementary School - 0961 (EL)	
Land O' Lakes High School - 0801 (HS)	
Longleaf Elementary School - 2081 (EL)	
Mitty P Locke Elementary School - 0211 (EL)	
Moon Lake Elementary School - 0941 (EL)	
Moore-Mickens Education Center - 0081	
New River Elementary School - 0092 (EL)	
Northwest Elementary School - 0501 (EL)	
Oakstead Elementary School - 0082 (EL)	
Odessa Elementary School - 0117 (EL)	
Pasco Elementary School - 0061 (EL)	

Pasco High School - 0031 (HS)	All content area teachers are responsible for ensuring comprehensible instruction.
Pasco Middle School - 0071 (MD)	
Paul R Smith Middle School - 0089 (MD)	
Pine View Elementary School - 0902 (EL)	
Pine View Middle School - 0921 (MD)	
Quail Hollow Elementary School - 0120 (EL)	
Raymond B Stewart Middle School - 0102 (MD)	
Richey Elementary School - 0271 (EL)	
Ridgewood High School - 0931	
River Ridge High School - 0471 (HS)	
River Ridge Middle School - 0472 (MD)	
Rodney B Cox Elementary School - 0021 (EL)	
San Antonio Elementary School - 0251 (EL)	
Sanders Memorial Elementary School - 0119 (EL)	
Sand Pine Elementary School - 2061 (EL)	
Schrader Elementary School - 0341 (EL)	
Seven Oaks Elementary School - 2091 (EL)	
Seven Springs Elementary School - 0411 (EL)	
Seven Springs Middle School - 0057 (MD)	
Shady Hills Elementary - 0601	
Shady Hills Elementary School - 0121 (EL)	
Sunlake High School - 0101 (HS)	
Sunray Elementary School - 0072 (EL)	
Sunshine Youth - 4181	
Thomas E. Weightman Middle School - 0461 (MD)	
Trinity Elementary School - 0032 (EL)	
Trinity Oaks Elementary School - 0085 (EL)	
Veterans Elementary School - 0110 (EL)	
Watergrass Elementary School - 0112 (EL)	
Wendell Krinn Technical High School - 0128 (HS)	
Wesley Chapel Elementary School - 2071 (EL)	
Wesley Chapel High School - 0063 (HS)	
West Zephyrhills Elementary School - 0091 (EL)	
Wiregrass Elementary School - 0122 (EL)	
Wiregrass Ranch High School - 0090 (HS)	
Woodland Elementary School - 0132 (EL)	
Zephyrhills High School - 0131 (HS)	

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)- NWEA Assessments
- ☒ Other (Specify)- WIDA ACCESS 2.0 and FSA

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.
Pasco 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.

Limited English proficient students (ELLs) who have had less than two years of instruction in U.S. Schools based on their Date Entered U.S. Schools (DEUSS) are exempt from mandatory retention. Written notification is provided to parents or guardians of good cause decisions.

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

The school administrator, student's teacher, school counselor, and parent or guardian, meet to look at the student's data. Recommendations regarding retention or promotion are made considering, at least two of the following criteria:

- Prior educational and social experiences
- Written recommendations and observations by current and previous instructional and support service staff
- Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests

- Grades from current or previous years
- Other test results

The rationale for the recommendation is recorded in narrative form in the minutes. A copy of the minutes is provided to the parent/legal guardian at the conclusion of the meeting. The meeting minutes are placed in the ELL student folder by the Compliance Resource Teacher. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

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:

The District School Board of Pasco County requires that all ELLs participate in FSA assessments appropriate to the grade of student enrollment. Each school's Testing Coordinator generates rosters of ELLs.

The Testing Coordinator schedules assessments for the building. District Assessment Coordinator provides training to administrators and Test Coordinators. They then return to the schools to provide training to test facilitators who will administer assessment to ELLs.

Testing Coordinator consults with teachers and school administrators to determine best grouping arrangements for ELLs and to plan for the appropriate, allowable test accommodations. Parents are notified of the different testing accommodations in a letter sent by the LEA. Parents may choose if flexible setting is the best testing option for their child. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

ACCESS for ELLs assessment programs:

All students classified as ELLs (LY) on the first day of the ACCESS for ELL test administration are required to take the ACCESS for ELL 2.0.

Each school's Testing Coordinator generates rosters of ELLs. The Testing Coordinator schedules assessments for the building.

District Assessment Coordinator provides training to administrators and Test Coordinator. They then return to the schools to provide training to ACCESS for ELLs test facilitators. Accommodations for ELLs in the administration of FSA, EOC and ACCESS for ELLs must follow the guidelines as specified in the respective assessment manuals.

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)?

Testing Coordinator, school-based administrator, and teachers administering the assessment.

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

The school-based administrator at each school completes and provides to the parent/legal guardian of each ELL a "Notification of State Assessment" form that indicates the recommended, allowable test accommodations to be employed. These forms are used to determine the grouping of ELLs into flexible settings wherein additional appropriate, allowable test accommodations are provided (e.g., flexible time, heritage language support with instructions, access to a word-to-word English heritage language dictionary). On each student's test materials, the test administrator/proctor fills in the oval indicating that test accommodations were provided. On the WIDA, use of a dictionary is not an allowable accommodation. For ELLs with an Individual Education Plan (IEP), Transitional Individual Education Plan (T/IEP), or 504, appropriate and allowable accommodations are made if addressed within those documents (e.g., Braille or large-print materials).

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.

The District School Board of Pasco County will use the following criteria as its standards for student exit from ESOL services:

Grades K-2 Overall Composite Score Level 4, no less than 4 in Reading on the WIDA ACCESS for ELLs. The exit code is H.

Grades 3-10 Overall Composite Score Level 4, no less than 4 in Reading on the WIDA ACCESS for ELLs and FSA ELA score of 3 or higher. The exit code is I.

Grades 10-12 Overall Composite Score Level 4, no less than 4 in Reading on the WIDA ACCESS for ELLs and FSA ELA score of 3 or higher or 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 for ELLs assessment, the proficiency level shall be a P1 composite score or greater and will be exited by an ELL/IEP committee.

Once the student meets exit criteria, the CRT notifies the data entry operator of exit data and the student code is changed from LY to LF, and is monitored for two years. Parents are notified of 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) School based Administrator designated as ESOL Administrator

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

The ELL Committee meeting may be convened to discuss the reassessment of an ELL. The parent/legal guardian, school administrator, teacher, or school counselor, may request that the ELL Committee meet. Recommendations regarding exit from ESOL services are made in light of at least two of the criteria listed below, which must be documented in the ELL Committee Minutes.

- Prior educational and social experiences
- Written recommendations and observations by current and previous instructional and support service staff
- Level of mastery of basic competencies or skills in English and home language according to appropriate local, state, and national tests
- Grades from current or previous years
- Other test results

The parent/legal guardian is invited to the meeting by phone or in writing. A copy of the minutes is provided to the parent/legal guardian. The rationale for the recommendation is recorded in narrative form in the minutes. The meeting minutes are submitted to the CRT for review. The document is then placed in the ELL student folder by the CRT. The ELL Committee shall not be required to convene for routine assessment, placement, and reclassification determinations.

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

For an ELL whose exit determination is made in the middle of a student grading-period, the ESOL administrator and/or the ELL Committee shall make recommendations for the programmatic needs of the student. A current L/S/R/W assessment must be given to determine exit criteria as well as a review of report card grades, quarterly tests and classroom work. As appropriate, language arts and core-academic classes shall be maintained, though without additional ESOL modifications/accommodations. If necessary, recommendations for referral to other instructional programs (or a combination thereof) shall be made. Attention will be paid to the Student Progression Plan. For students in grades 9-12, a focus will remain upon the ability to earn credits toward fulfilling graduation requirements.

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?
Compliance Resource Teacher

Updating the student ELL plan?
Compliance Resource Teacher

Reclassification of ELL status in data reporting systems?
Compliance Resource Teacher

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 Reports

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

For a former ELL whose performance is not on grade level or for whom there is an academic concern, the parent/legal guardian, CRT, ELA teacher, school counselor, or administrator may request to convene the ELL Committee.

The CRT re-administers the IPT to gather data to assist the ELL Committee with decision making. With parent participation by telephone or in person, the ELL Committee shall consider recommendations for appropriate programming such as ESOL or other needed programs.

The school's CRT is responsible for initiating a new Student ELL Plan for those former ELLs reclassified as ELL for re-entry to the receipt of ESOL services. The CRT, in conjunction with the school's data entry operator, makes notations on the Student ELL Plan with corresponding electronic entries to the student data management system.

Inclusion language arts, reading, and core academic classes with teacher-implemented ESOL strategies and accommodations shall be established in order to provide the delivery of comprehensible instruction. A focus on English language proficiency development will be instituted – where appropriate – through inclusion or sheltered instruction. Interventions targeting the student's identified needs (e.g., reading skills development) will be implemented for differentiated learner support.

Compliance of ELL Plan and Student Performance

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

There is ongoing data review performed by ESOL district and school-based Instructional Coaches and Resource Teachers. Through the data reviews, ESOL Instructional Coaches and Resource teachers prioritize schools to provide coaching to school-based administration and/or teachers.

School administrators monitor fidelity of curriculum, standards, and inclusion or sheltered instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

Certification Specialists monitor teacher training records for compliance with ESOL requirements

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

The approved District ELL plan is can be found on the ESOL website

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

The district ensures that schools are implementing the District ELL Plan through both formal and informal assessments of the program throughout the year. Classroom walk-throughs, observations and documentation of compliance items are also reviewed to ensure that schools are implementing the district plan.

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.

Throughout the school year, parent/legal guardian notification and communication is conducted in English and in a language understood in the home, where feasible. For day-to-day communication needs at school, administrators call upon the ESOL Bilingual Instructional Assistant, where available, to translate materials and interpretation. For meetings or other events, ESOL staff members provide heritage language support, where feasible. The district-level ESOL supervisor or designee arranges for heritage language interpretation services, unless otherwise not feasible. The District provides a phone interpreter and document translation service via an outside vendor to assist communication in languages not spoken by school staff. This service may be used for home-school communications.

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 hosts an ESOL Parent Leadership Council meeting at least twice annually. Parents are informed about relevant educational issues and how they can support their children's achievement academically and linguistically. The ESOL web page is continually being updated to provide parents resources to support their children's success. The district Parent and Community Instructional Coach, sends important information to parents and family members through a monthly newsletter and through social media platforms such as Twitter and Facebook. Additionally, schools host family events throughout the year. ESOL parents are encouraged to participate by the ESOL instructional assistants who are available to provide language support at the events.

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.):

- ☒ Delay in language proficiency testing
- ☒ 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 FSA 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.

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 organized by the District ESOL Parent and Community Instructional Trainer Coach held at least twice a year. The PLC is composed of school-based personnel, the parents/legal guardians of ELLs enrolled at the school, community members, and district personnel.

The functions of the PLC may include the following.

- Inform parents/legal guardians of their students' educational rights under state and federal law;
- Provide information on school and district initiatives, meetings, and workshops relevant to the development of educational programs for ELLs and non-ELLs;
- Guide parents/legal guardians to support services, courses, and Title III programs that are of benefit to their students and families;
- Provide a link between district, school, administration, teachers, and the home;
- Address parent/legal guardian concerns regarding ELL education; and
- Offer guidance on advocacy needs on behalf of ELLs.

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.

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

Families of ELLs are encouraged to participate in a variety of committees. The District

and schools provide information on parent involvement activities through newsletters, announcements, social media platforms, flyers, web site postings, and telephone communication. Communications are produced in English and in a language understood by families, where feasible

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

Input from parents is solicited at the district level advisory council. Parents are given the opportunity to review the ELL Plan before submission for DOE approval to provide feedback and recommendations.

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

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

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

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

ESOL certification specialist in the Human Resources Department tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. Human Resources notifies teachers of their certification requirements as well as their timelines. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs. The ESOL program will be responsible for sending communication to all teachers informing them of ESOL endorsement course schedules.

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 Human Resource Department ESOL certification specialist tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs.

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.

The Human Resource Department ESOL certification specialist tracks teachers' completion of the ESOL training, endorsement and/or certification requirements. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course. The certification specialist additionally keeps a database of teachers' training needs.

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

Category I teachers are considered out of field until the ESOL endorsement or certification requirements are met. Teachers receive a letter from the Human Resources Department informing them of their out-of-field status and the need to complete ESOL endorsement courses. Teachers who are out of field in Pasco County are reported publicly via the school newsletter. The teacher is coded as the student's ESOL English teacher in myStudent. 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 existing teaching certificate. Teachers following these guidelines are considered in compliance, and weighted FTE 130 can be claimed. Teachers who are out of field in Pasco County are reported publicly via the school newsletter. The teacher is coded as the student's ESOL English teacher in TERMS. The student receives a code of 130 for ESOL weighted funding. ESOL strategies must be documented by all teachers to ensure comprehensible instruction.

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.

Human Resources maintains a database of administrators and their date of hire and timeline of completion of the required 60-hour training. The district provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through an online course based on need as determined by the Certification Specialist in Human Resources.

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

Human Resources maintains a database of guidance counselors and their date of hire and timeline of completion of the required 60-hour training. The district provides the 60-hour ESOL training requirements for school administrators by providing the appropriate training opportunities through an online course based on need as determined by the Certification Specialist in Human Resources.

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

Supplemental ESOL trainings are offered to teachers, coaches, administrators, ESOL Instructional assistants and content area supervisors. Staff will be informed of these trainings through district wide communications through the staff development database system (myPGS). Although these courses cannot be used towards the required ESOL training mandates, teachers can receive in-service points when coursework is completed. The district awards credit in a staff development database system (myPGS) upon successful completion of any ESOL training course.

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.

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.

An ESOL bilingual instructional assistant must have the following qualifications:

1. High School Diploma or equivalent;
2. Instructional Assistants (ESOL/Bilingual) must be bilingual and biliterate in English and the language represented by at least 15 students of the same language background; and
3. Associate's Degree; or
4. 60 hours of college/university level course work; or
5. Demonstrated proficiency on district assessment.

The school board approved job description may be viewed at the District School Board of Pasco County Employment Opportunities web page
http://www.pasco.k12.fl.us/library/hr/job_descriptions/srp/para_esol.pdf

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

Bilingual Instructional Assistants receive ongoing professional development in the form of face-to-face or virtual trainings and small group area meetings. Sign-In sheets document training participation.

- Understanding the scope of ESOL services
- English language proficiency assessments (e.g., IPT, WIDA)
- Strategies for supporting the classroom teacher in the use of appropriate ESOL modifications and accommodations
- Heritage language instructional support in the content classroom

- State assessments (e.g., FSA) and allowable heritage language support
- Interpreting for the parent/legal guardian
- Translation skills to support school-to-home communications

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

During the interview process, the paraprofessional will speak in the target language as well as take a written assessment that demonstrates the bilingual reading and writing communication skills required for the position. The District Translator/Interpreter will evaluate the reading, writing and speaking of the paraprofessional and will make a recommendation to the principal regarding the candidates' target language proficiency.

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

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.

The anniversary date of the student is the date the student first entered a US school (DEUSS date). The ELL Committee must convene annually starting at the end of the 3rd year for ESOL students to determine the appropriateness of extending ESOL services beyond the 3rd year. For students with a DEUSS date after October 1st or those before October 1st who are missing WIDA scores, the district will use the IPT language assessment. If available, the following will be used in the decision-making process: FSA grades 3-9, SAT, ACT grades 10-12.

Listening and Speaking Proficiency Assessment

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

WIDA ACCESS Listening and Speaking domain score of no less than 4

Students in grades K-2 will be screened using the Oral assessment of the IPT online.

- If the oral score is fluent, the student is recommended for exit.
- If the oral score is limited or beginning, the student is eligible for ESOL services.

Reading and Writing Proficiency Assessment

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

WIDA ACCESS Reading and Writing domain score of no less than 4.

- If the student scores above 32% on the Reading and Writing, the student is recommended for ESOL services.
- If the student scores below 32% on the Reading and/or Writing, the student is recommended for continuation.