

District English Language Learners (ELL) Plan

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Rule 6A-6.0905
Form ESOL 100

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

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(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		
<p>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.</p> <p>I, Dr. John Legg. Furthermore, all applicable statutes, rules, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability.</p> <p>Signed by:  4/11/2025 4/11/2025</p> <p>Signature of Superintendent or Authorized Agency Head Date Signed Date of Governing Board Approval</p>		
(7) Chairperson representing the District ELL Parent Leadership Council (PLC)		
<p>Name of Chairperson representing the District ELL PLC: Luisa Vera Ojeda</p> <p>Contact Information for District PLC Chairperson:</p> <p>Mailing address: 7227 Land O' Lakes Blvd. Land O' Lakes FL 34638</p> <p>E-mail Address: lojeda@pasco.k12.fl.us Phone Number: 813-794-2984</p> <p>Date final plan was discussed with PLC: 3/10/25</p> <p><u>Italia Millan</u> 3/11/25 Signature of the Chairperson of the District PLC Date Signed by PLC Chairperson</p>		

DISTRICT ENGLISH LANGUAGE LEARNERS PLAN ASSURANCES AND CERTIFICATION

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

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

By signature below, I, Dr. John Legg, 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.

Signed by:

Dr. John Legg

Superintendent's Signature

4/11/2025

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:

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

The parent completes the Home Language Survey (HLS) upon enrollment. Based on the answers of the HLS, the ELL Student Support Specialist (SSS) reviews and researches the students' educational history to ensure they have attended another FL school. If the student is new to FL and has completed the HLS with affirmative answers, the student is identified to be screened for language acquisition. The student is tested and based on the assessment results, they would be identified accordingly within 20 school days (Aural) and with an additional 10 school days if a Reading/Writing is required to decide eligibility. If a student has attended another FL school, then student records are reviewed to determine if the student has been found eligible for ELL services and active LY, then they are continued in Pasco.

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

Pasco County's registration process is online. There are computers in schools designated for parents to do online registration. For parents who need native language assistance, a staff member who speaks the native language, if available, will assist the parent in navigating the online registration process. In addition, staff may use translation devices to assist parents in online registration.

Into what languages are the HLS translated?

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

How do you identify immigrant students?

During the online registration process, there is a section that explains the definition of "immigrant children and youth" and asks the following questions to identify students who are classified as immigrants.

"Immigrant children and youth are individuals ages 3-21; were not born in any U.S. state; and have attended one or more US schools for less than 3 full academic years"

1. Was the student born outside of the United States? Yes ____ No ____ If yes, where?

Country _____

2. If born outside of the U.S., how many years of school has the student completed in the United States? ____0 years ____1 year ____2 years ____3 or more years.

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

The parent self-reports the DEUSS date on the home language survey at the time of registration. The ELL Student Support Specialist (ELL SSS) reviews the home language survey and student records.

If the parent does not complete the DEUSS date on the home language survey and the student is a transfer student, previous school records will be reviewed by the ELL Student Support Specialist to ascertain when the 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 in which the student started school in the U.S.

[Please include a link to your HLS.](#)

The HLS is an electronic format within our online registration system. The following items are included in the HLS.

Student's name, grade, student ID, date of birth, parent/guardian name, phone, and email address.

Disclaimer: If the answer to one or more of the following questions is yes, your child's English proficiency will be evaluated following Florida statutes to determine eligibility for ESOL language services. Please initial that you understand the above statement before proceeding. _____

1. Is a language other than English spoken in your home? If yes, what language?
Who speaks this language?
2. Does the student have a first language other than English?
If yes, what language?
3. Does the student most frequently speak a language other than English?
If yes, what language?
4. When did the student first enter a U.S. school (K-12th grade)?
5. In what language do you prefer to receive school information when possible?

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

1. English Language Proficiency (ELP) Assessment

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

- ☐ Registrar
☐ ESOL Coordinator/Administrator
☒ Other (Specify) ESOL Student Support Specialists under the supervision of the 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.

Currently Pasco County Schools use the IPT Listening and Speaking (Aural/Oral) assessment. The county will be transitioning to the WIDA screener Listening and Speaking assessment in the start of the 25-26 school year.

The ELL (SSS) Student Support Specialist is trained prior to the student's first day of school. The ELL SSS review the completed Home Language Survey to determine if a student requires the English Language Proficiency assessment or requires transfer records.

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

When students are enrolled and completed the Home Language Survey, the results transfer to an electronic list for the ELL SSS to review and print the home language surveys. Home Language Surveys that have 2 or more affirmative answers will be coded LP in order to identify students in the eligibility testing phase. If the Home Language Survey has an affirmative answer in question 1 only, the ELL SSS will contact the parent/guardian for additional information. If the outcome of that communication results in the decision to screen the student, the student's ELL designation will be changed to LP and the process for assessment will begin.

From the date of enrollment, the ELL SSS uses an online calendar to determine when the student's 20th day will be based on the date of enrollment and schedule the assessment prior to that date. This report is monitored by the District ELL Compliance Specialist and sends reminders, as necessary.

At the start of the year, a reminder email is sent to the ELL SSS regarding the 10-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 (NES/LES) on the L/S will be eligible for services and coded 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 who score proficient on the L/S will be further assessed using the R/W assessment, not to exceed 30 calendar days from the student's enrollment.

Reading and Writing Proficiency Assessment

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

Currently, Pasco County uses the IPT assessment but will transition to the WIDA Screener for the 25-26 school year.

If a student who has been assessed using the Listening/Speaking (L/S) scores as fluent, the student will be provided the reading and writing assessment within 10 school days from the date of the L/S assessment, not to exceed 30 school days from enrollment.

(The student's status will be designated as LP during this time)

If a student scores below proficient (32% or less) in either area, or both, the student will be eligible for ESOL services and coded LY.

If a student scores proficient (33% or higher) on both sections, the student will not be eligible for ESOL services and coded as ZZ.

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, to further discuss the need for ESOL services. Recommendations regarding entry (placement) decisions 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 Student Support Specialist. 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.

For elementary and middle school, students are placed at a grade level appropriate for their age or based on information contained in the student's prior school records. When there are no records available after working with the family to obtain them and, when possible, reaching out to the prior school yields no results, students are placed based on parental input. The ELL support staff at the school and/or district level are utilized to assist with parent communication and understanding of prior school access.

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 who have completed credits in countries outside of the United States, specifically addressing those students for whom there is no documentation.

Transcripts for high school students who have applied for enrollment at Pasco County Schools from outside of the country will have their transcripts evaluated by an outside company. This ensures that students are given appropriate recognition for courses and credits earned in their home country. When no prior records are available, students are placed in a grade level appropriate for their age to ensure that time to earn the required credits for graduation is available to the student.

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).

Students are awarded credit for English Language Arts courses based on the courses taken in their home country in their home language. When students take both the language arts courses in their home language along with courses in English, the credit for the English courses is counted as English, with their home language courses counted as World Language courses/credits, as determined by the transcript evaluation company.

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

AIRE – Education Equity & Advocacy Firm, which specializes in Latinx languages, is the organization with whom we contract for evaluation services. Araseli Martinez-Pena, Ed.S is the CEO, and Eveleen Suarez Garcia is the COO of the company. The district liaison keeps records (student name, country, and enrolling school) of when transcripts are sent to the company, when they are returned, and when the school is provided with the evaluation results.

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 student has been attending another Florida school district for any period of time, the registrar will try to secure records related to ESOL testing and/or services provided in the other FL district. The ELL SSS will review the 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 DEUSS remain the same.

If an ELL student 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 ELL SSS will 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 data reporting dates, including DEUSS remain 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 students’ current services.

Once eligibility has been determined, the ELL SSS enters the ELL reporting data and updates accordingly. The school data entry operator updates the student’s schedules. The ESOL SSS completes the student plan by reviewing the current services.

Annually, the student’s plan is reviewed by the ELL SSS and updated at the start of the school year and/or upon entering the ESOL program. Any ELL who changes school locations and/or a change to a core course/semester will be updated to reflect the 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?

The student plan is recorded in the electronic database and is accessible by pertinent school staff, including teachers. A hard copy of the plan is also kept in the student's ESOL cumulative file.

Teachers complete and submit electronically ESOL strategy sheet logs quarterly to document what strategies a student is utilizing in the classroom, and school administrators monitor the completion of such.

The following elements are included in the students' plan:

Student name, ELL designation code (i.e. LP, LY, LF, LA, LZ), Home Language Survey date, DEUSS date including number of DEUSS years to date, date of classification, entry/exit/reclassification date(s) with what was used as the basis of such, number of years the student has received ESOL services (number of ELL years to date based from the entry date), 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 services dates and if the student was determined eligible to continue, ELL plan date reviewed, WIDA assessment tier placement, current Alternate Access scores and state assessment data, LF monitoring dates, break in monitoring LF over 2 years if applicable, and ELL notes as deemed necessary.

In addition, the student's plan includes communication between home and school (Eligibility, Exit, Continuation, ELL Committee documentation), student schedules, and copies of annual state testing (WIDA). Please include a link to the ELL Student Plan: [ELL 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.

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 English Language Development to address early English language proficiency needs. School administrators monitor the fidelity of curriculum, standards, and inclusion of instructional models by conducting reviews of teacher lesson plans and classroom walk-throughs.

Describe the process to verify that the 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 accommodations and strategies for comprehensible instruction. School administrators monitor lesson plans documenting ELL accommodations and strategies.

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

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

How are ELLs assured equal alternate 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 available to non-ELL students. This is done via the instructional models 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 advocates for ELLs and their families to ensure equal access and will be responsible for providing information and training to school-based personnel, including bilingual instructional assistants and ESOL Resource Teachers, 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 by teachers in Pasco County's student database portal. Teachers should complete these at least once per quarter per core subject.

School administrators monitor the fidelity of curriculum, standards, and inclusion instructional models by conducting classroom walk-throughs. School administrators also have an electronic monitoring report to ensure all teachers are completing the instructional strategies appropriately and in a timely manner. The ELL SSS supports the

school administration through reminders, periodic checks, and report training, as necessary.

How do 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 with 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 with appropriate scaffolds and differentiated instruction by the classroom teacher based on English language proficiency levels measured by WIDA ACCESS 2.0. 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 provided with equal access to programs and receiving comprehensible instruction.

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) See below

- Native Language Assessment (Specify) ENIL (for Spanish speakers)
- LEA/school-wide assessments (Specify)- NWEA Assessments
- Other (Specify)- WIDA ACCESS 2.0 and FAST, Read 180 Lexile for ELD electives

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. [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, the student's teacher, the school counselor, and the 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's 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's statewide assessment programs. Include how responsible staff are trained to administer assessments and maintain documentation of the following:

Statewide content area assessments:

The District School Board of Pasco County requires that all English Language Learners (ELLs) participate in state assessments suitable for their grade or course enrollment. For each testing window, the School Assessment Coordinator generates testing rosters from our student information system, listing students required to take an assessment. These rosters include details such as ELL status. Based on these rosters and input from teachers and school administration, the School Assessment Coordinator develops a testing schedule for their building, addressing any necessary accommodations. This includes grouping arrangements for ELLs and planning for the appropriate, allowable test accommodations as per the Statewide Assessments Accommodations Guide.

For each state assessment window (Fall, Winter, Spring, Summer), the District Assessment Coordinator conducts virtual training sessions that all School Assessment Coordinators must attend. These sessions utilize PowerPoint presentations and materials provided by the Florida Department of Education's Bureau of K-12 Student Assessment, including information on testing accommodations for English Language Learners (ELLs). Attendance is recorded for these trainings. Following this, all School Assessment Coordinators are required to train all Test Administrators, with attendance also being recorded for these sessions.

ALTERNATE ACCESS assessment programs:

The District School Board of Pasco County requires that all English Language Learners (ELLs) classified as LY on the first day of the ALTERNATE ACCESS 2.0 testing window must participate in the ALTERNATE ACCESS 2.0 testing. The School Assessment Coordinator generates a testing roster from the student information system, listing all students required to take the assessment. These rosters include details such as ELL status and ELL tiers. Based on the roster and input from teachers and school administration, the School Assessment Coordinator develops a testing schedule for their building, addressing any necessary accommodations. This includes grouping arrangements for ELLs and planning for the appropriate, allowable test accommodations as per the ALTERNATE ACCESS Accessibility and Accommodations Manual.

Before the ALTERNATE ACCESS 2.0 assessment window, the District Assessment Coordinator conducts virtual training sessions for all School Assessment Coordinators. These sessions, which use PowerPoint presentations and materials from the Florida Department of Education's Bureau of K-12 Student Assessment, require mandatory attendance, which is recorded. Subsequently, School Assessment Coordinators must train all Test Administrators, with attendance also being recorded. Test Administrators are then required to complete the necessary online self-paced training through the WIDA Secure Portal.

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

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

Describe how parents of ELLs are notified of assessments and testing accommodations:

How does LEA ensure that parents understand Florida's statewide assessments policies, mandates, and student outcomes? Please provide links to communication in parents' languages.

School personnel complete and provide the parent or legal guardian of each ELL (English Language Learner) with a "Notification of State Assessment" form. This form indicates which assessments their child will be required to take during the year and the allowable accommodations as per the Statewide Assessments Accommodations Guide. The form is available in both English and Spanish. Schools may contact the District's Office for Communications and Marketing to request translations of the letter into other languages.

[Notification for Administration of State and District Assessments for ELL Students – English](#)

[Notification for Administration of State and District Assessments for ELL Students - Spanish](#)

Throughout the year, prior to each assessment window, the School Assessment

- [FAST PM1 3-10 Letter to Parents \(Computer-Based Testing\)](#) – English
- [FAST PM1 3-10 Letter to Parents \(Computer-Based Testing\)](#) - Spanish
- [FAST PM1 3-10 Letter to Parents \(Paper-Based Testing\)](#) - English
- [FAST PM1 3-10 Letter to Parents \(Paper-Based Testing\)](#) - Spanish

ELL Accommodations Parent Letters

- [ELL Parent Letter 1 - \(ELL LY Tier B, ELL LY Tier C, ELL LF\) - English](#)
- [ELL Parent Letter 1 - \(ELL LY Tier B, ELL LY Tier C, ELL LF\) - Spanish](#)

- [ELL Parent Letter 2 - \(ELL LY Tier A, ELL Tier D, ELL LY Tier Z\) - English](#)
- [ELL Parent Letter 2 - \(ELL LY Tier A, ELL Tier D, ELL LY Tier Z\) - Spanish](#)
- [ELL Parent Letter 3 - \(ELL LP\) - English](#)
- [ELL Parent Letter 3 - \(ELL LP\) - Spanish](#)

Coordinator sends letters to parents notifying them of their student's upcoming testing participation. The District Assessment Coordinator supplies the School Assessment Coordinator with a letter template provided by the Florida Department of Education's Office of K-12 Student Assessment. This template is available for both computer-based testers and paper-based testers in English and Spanish and can be entered into our student information system to be sent via email to parents in their preferred language.

[Sample of FAST PM2 3-10 Letter to Parents \(Computer-Based Testing\) – English](#)

[Sample of FAST PM2 3-10 Letter to Parents \(Paper-Based Testing\) - Spanish](#)

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 or higher, no less than 4 in Reading on the WIDA Access. The exit code is H.
- Grade 3-9: Overall Composite Score Level 4 or higher, no less than 4 in Reading on the WIDA Access and FAST PM3 score of 3 or higher. The exit code is I.
- Grades 10-12: Overall Composite Score Level 4 or higher, no less than 4 in Reading on the WIDA Access and FAST PM3 score of 3 or higher or passing concordant score on the SAT or ACT. The exit code is J.
- Students with significant cognitive disabilities will participate in the Alternate Access assessment, and the proficiency level shall be level 2 or greater on the composite score.
- Grades K-5: Composite score of 2 or higher on the Alternate Access assessment.
- Grades 6-8: Composite score of 3 or higher on the Alternate Access assessment.
- Grades 9-12: Composite score of 4 or higher (previously P1) on the Alternate Access assessment and FAA Alternate assessment score of 3 or higher. Grades 3-9 exit code is I, and Grades 10-12 exit code is J.

Once the student meets the exit criteria, the ELL SSS updates the student's plan by recording the ELL designation change from LY to LF, removing the fund source, and entering the new/exit information and then notifies the data entry operator of the exit data to update a student's schedule. The parents are notified of the exit through a letter in the

home language specified by the parent, unless clearly not feasible. Once the student exits, they are monitored for two years.

What is the title of the 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?

An ELL Committee meeting may be convened at any time to discuss reassessment of an ELL. The parent/legal guardian, school administrator, teacher, and/or school counselor, may request that the ELL Committee meet. If school staff request the meeting, the parent/guardian must be invited to participate either in person or by phone with at least 10 days (about 1 and a half weeks) notice. All attempts to include the parent/guardian should be documented in the minutes if they are not in attendance.

Parents can waive the 10-day notice, if they choose to do so, and the meeting can commence sooner.

Recommendations regarding exit from the ESOL program are made considering at least two of the criteria listed below, which must be documented in the ELL Committee Minutes.

- 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 documented in narrative form in the meeting minutes. The participants of the meeting sign the document once a determination has been made. A copy of the minutes is provided to the parent/legal guardian at the conclusion of the meeting or sent home after the meeting if the parent did not attend.

The meeting minutes are submitted to the ESOL SSS for review and update data accordingly. The document is then placed in the student's ESOL cumulative file.

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

A current English language proficiency assessment (to include L/S/R/W) must be administered to determine exit criteria as well as a cumulative review of grade reporting, assessments, and assignments. The ELL Committee with the ESOL administrator shall make recommendations for the students' programmatic needs. 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](#), as appropriate, language arts and core academic classes shall be maintained, though without ESOL modifications/accommodations. For students in grades 9-12, a focus will remain on earning 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?

- ESOL Student Support Specialists (ESOL SSS)

Updating the student ELL plan?

- ESOL Student Support Specialists (ESOL SSS)

Reclassification of ELL status in data reporting systems?

- ESOL Student Support Specialists (ESOL SSS)

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?

When an ELL student is not performing at grade level or for whom there is an academic concern, the parent/guardian, ESOL SSS, ELA Teacher, school counselor and/or administrator may request to convene the ELL Committee. The parent/guardian will be invited to attend in-person or by telephone by issuing a 10-day notice invitation. Parents/guardians can waive their 10-day notice to expedite the meeting.

The ESOL SSS will administer the English language proficiency assessment to assist the ELL Committee with decision making.

The ELL Committee shall consider recommendations for appropriate programming such as reclassification into ESOL or other needed programs. A copy of the ELL Committee Minutes will be provided by the ESOL administration to the ESOL SSS. The ESOL SSS will review the minutes for the final determination.

A student reclassified as ELL for re-entry into the ESOL program will receive an updated ELL plan. The ESOL SSS is responsible for initiating a new Student ELL Plan and will make necessary notations and update the electronic entries to the student data management system. The ESOL SSS will communicate to the school data entry operator that the student has been reclassified so that they can add any necessary information to the student's data management system, such as the student's schedule.

Inclusion language arts, reading and core academic classes with teacher-implemented ESOL strategies, modifications/accommodations shall be established to deliver 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 area of 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 staff, school-based and area ESOL Instructional Trainer Coaches and ESOL Resource Teachers to monitor student performance. The ESOL SSSs monitor compliance as it relates to the student plan, cumulative file, and eligibility assessment coordination.

Through data reviews, ESOL Instructional Trainer Coaches and ESOL Resource Teachers prioritize schools to provide coaching to school-based administration and/or teachers.

ESOL SSSs provide support to school-based administrators and/or teachers with compliance related topics (e.g., Student ELL Plan and teacher documentation of ESOL strategies).

School administrators monitor the fidelity of curriculum, standards, and inclusion/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 [ELL Plan](#) is published on the district's website.

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

When a student is record is flagged as ELL in the student information system, an entry is created by for the student to guide the instructional staff with strategies to support the students individual ELL Plan.

[Student Strategy Sheet](#)

Section 8: Parent, Guardian, Student Notification and Rights (Bunker)

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.

Link copy of the Letters: [Eligibility Letter](#), [Ineligibility Letter](#), [Continuation-Exit Letter](#)

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, when feasible. For day-to-day communication needs at school, administrators call upon the ESOL Bilingual Instructional Assistant, where available, to translate informal materials and interpretation. For formal school or district communication the district's Translator/Interpreter will coordinate translation or interpretation. For formal school meetings, schools utilize our Over the Phone interpretation services (Stratus).

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.):

Links to letters included in Section 5 and 6

- ☒ Results of language proficiency assessment
- On initial eligibility document, continuing students' continuation letter/copy of WIDA results

- ☒ Program placement

- Initial eligibility letter

- ☒ Program delivery model option(s)

- Initial eligibility letter and continuation/exit letter

- ☒ Extension of ESOL instruction

- Continuation/Exit Letter

- ☒ Exit from ESOL program:

- Continuation/Exit Letter

- ☒ Post-reclassification of former ELLs monitoring

- ELL Committee Meeting Minutes

- ☒ Reclassification of former ELLs

- Continuation/Exit Letter

State and/or LEA testing

- ☒ Accommodations for testing (flexible setting)

- The ELL Testing Accommodation Letter
- Annual testing for language development
- Growth in language proficiency (Listening, Speaking, Reading, Writing)-WIDA Student Report sent home to parent/guardians once received from the state
- Exemption from FAST in ELA for ELLs with DEUSS less than one year

☐

Retention/Remediation/Good Cause

- ☐ Transition to regular classes or course change

- ☒ Invitation to participate in an ELL Committee Meeting

- ☒ Invitation to participate in the Parent Leadership Council (PLC)

- ☐ Special programs such as Gifted, ESE, Advanced Placement, Dual Enrollment, Pre-K Career and Technical Education, charter schools, and student support activities

- ☐ Free/reduced price lunch

- ☐ Parental choice options, school improvement status, and teacher out-of-field notices

- ☐ Registration forms and requirements

- ☐ Disciplinary forms

- ☐ Information about the Florida Standards and the English Language Development (ELD) Standards

- ☒ Information about community services available to parents

- ☐ Information about opportunities for parental involvement (volunteering, PTA/PTO, SAC)

- ☐ Report Cards*
- ☐ Other (Specify) _____

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

Academic progress is shared through our student database (MyStudent) available for parents to monitor after creating a parent account. There is a feature to change the language to the parents' native language.

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

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

- ☒ LEA Level
- ☐ School Level

Please address the functions and composition of the PLC:

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

The PLC is organized by the District ESOL Parent and Community Instructional Trainer Coach held at least twice a year. The majority of the PLC is composed of parents/legal guardians of ELLs, community members, and some 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.

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? ☒ X Yes ☐ No

If not, 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 title of person(s) responsible for issuing the notifications and how the process is documented.

The ESOL Certification Specialist within the Human Resources Department is responsible for monitoring teachers' completion of ESOL training, endorsement, and certification requirements. Human Resources informs teachers of their certification obligations and associated timelines. Upon successful completion of any ESOL training course, the district awards credit through the staff development database system (myPGS). Additionally, the Certification Specialist maintains a database of teachers' training needs. The ESOL program is tasked with communicating ESOL endorsement course schedules to all teachers, prioritizing those identified as being on an ESOL compliance timeline.

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.

All content area teachers across the district are informed of ESOL training opportunities through the ESOL website, which is accessible via the LEA main website. These notifications are disseminated by the Office of Student Support Programs and Services. The training courses are available online.

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.

Instructional staff, including but not limited to special area teachers requiring the 18-hour ESOL training, are notified of training opportunities through the ESOL website, which is published on the LEA main website. These notifications are issued by the Office of Support Programs and Services. The training courses are provided online.

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 the 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 myStudent. 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.

District personnel, including school-based administrators, are notified of ESOL training opportunities via our ESOL website, published on the LEA main website. These notifications are submitted by the Office of Student Support Programs and Services. The training courses are offered online.

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

Counselors are notified of ESOL training opportunities via our ESOL website, published on the LEA main website. These notifications are submitted by the Office of Student Support Programs and Services. The training courses are offered online.

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 training courses are offered to teachers, coaches, administrators, ESOL Instructional assistants, and content area supervisors. Staff will be informed of this training 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 English.

Pasco County does not provide instruction in any language other than 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:

- Associate degree from an accredited institution in the field of Education, or a related field, or
- 60 semester hours of college/university-level coursework from an accredited institution, or
- Obtain a qualifying score to pass the ParaPro Assessment
- Bilingual or multilingual in English and the language represented by at least 15 students of the same language background, with written and oral fluency.

All employees must meet all mandated federal and state health requirements and must satisfactorily complete any required training.

The school board-approved job description may be viewed at the District School Board of Pasco County Employment Opportunities web page:

https://pasco.k12.fl.us/job_descriptions/page/instructional-assistant

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 and virtual training. Participation is documented through training recordings and ESOL Instructional Coaches' logs.

Training topics may include, but are not limited to the following:

- Understanding the scope of ESOL services
- English language proficiency assessments data review (e.g., IPT, WIDA)
- Strategies for supporting the classroom teacher in the use of appropriate ESOL strategies and accommodations
- Heritage language instructional support in the content classroom
- State assessments (e.g., FAST) and allowable heritage language support
- Interpreting for the parent/legal guardian
- Translation skills to support school-to-home communication

Describe the procedures to determine the bilingual paraprofessional's proficiency in English and 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.

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 is the date the student entered a United States school (DEUSS date). The ELL Committee must convene annually, starting at the end of the 3rd year of ESOL services for the ELL student, to determine the appropriateness of extending ESOL services beyond the 3rd year.

For students with an annual DEUSS date of August and September, the ALTERNATE ACCESS assessment results will be reviewed with specified grade-level state assessment results to determine the possible need to extend services beyond the 3rd year of services and for subsequent years.

For students with a DEUSS date after October 1 and/or for ELL students with August/September DEUSS dates who are missing the spring annual WIDA scores, the district will either use the IPT language assessment or the appropriate WIDA language assessment. In addition, the following will be used in the decision-making process: FAST ELA scores for grades 3-10, SAT and ACT concordant scores for 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.

Currently, the district is using the IPT language assessment and will transition to the WIDA online assessments for the 25-26 school year.

WIDA Access 2.0

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.

Currently, the district is using the IPT language assessment and will transition to the WIDA online assessments for the 25-26 school year.

WIDA Access 2.0



Pasco County Schools

Dr. John Legg, Superintendent of Schools
7227 Land O' Lakes Boulevard • Land O' Lakes, Florida 34638

August 27, 2025

Florida Department of Education
Bureau of Student Achievement/Language Acquisition
325 West Gaines Street, Suite 314
Tallahassee, FL 32399-0400

To Whom It May Concern:

In accordance with Section 10 of the 2025–2028 District English Language Learners (ELL) Plan, the Superintendent is required to provide an assurance letter confirming that the district complies with all ESOL training requirements.

This letter serves as confirmation that Pasco County Schools are in full compliance with all ESOL training requirements for employees.

Sincerely,

John Legg, Ed.D.
Superintendent of Schools