

# English Learner Policy and Plan

THRIVEPOINT ACADEMY NEVADA

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2024 - 2025



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# 1 ABOUT THRIVEPOINT ACADEMY NEVADA

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ThrivePoint Academy Nevada (TPAN) gives students a choice in completing their high school education by providing a structured learning environment with personalized plans including computer-based courses and mastery-based instruction and awarding a diploma upon fulfilling graduation requirements. We serve as an alternative high school and provide a small, safe learning environment which includes credit recovery for students who are at-risk of not graduating high school.

## 1.1 SCHOOL MISSION STATEMENT

TPAN's mission is to offer a schooling experience, including credit recovery, to at-risk students; who have been suspended from another school, have habitual disciplinary issues, are academically disadvantaged, have been adjudicated, and/or have an Individualized Educational Plan; in underserved communities and prepare all ThrivePoint students for their Next Big Step in life, whether postsecondary education, the workforce, and/or military enlistment.

## 1.2 SCHOOL VISION STATEMENT

To prepare Nevadan students for their Next Big Step in life, supporting them through three pillars of success: Action, Engagement, and Achievement, and to be the preferred choice in personalized learning for at-risk high school students living in underserved communities.

## 1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about ThrivePoint Academy Nevada, please refer to the website at [thrivepointnevada.com](http://thrivepointnevada.com)

# 2 INTRODUCTION

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This manual serves as a reference for TPAN regarding the topic of English Language Learners.

## 2.1 PURPOSE

The purpose of the EL Policy and Plan is to define procedures and specify program elements that provide English language acquisition for all English Learners at a level that ensures equal participation in all education programs. An effective policy, plan, and program, ensures the mastery of English literacy skills to meet all requirements for high school graduation.

## 2.2 PHILOSOPHY

ThrivePoint's educational philosophy/ theory for transformational educational change aligns with our belief statement:

ThrivePoint believes mastery-based learning in online, remote, and in-person settings, that is

transformative and personalized, fosters meaningful connections by engaging hearts and minds intentionally helps students plan for their next big step, whether that be career or college readiness, is the most effective way to help all students succeed.

ThrivePoint’s educational theory is unique in the way it incorporates elements of scholarship and best practices including Duckworth’s work on Grit, Dweck’s Growth Mindset, and Shipp’s “One Caring Adult”.

ThrivePoint’s approach to education develops individuals’ abilities to rethink, often rewire, thus transform their beliefs, assumptions, and perspective on school success for at-risk students, students who have been disenfranchised or not succeeded in the traditional public education system. ThrivePoint constantly emphasizes that each of its students can succeed at schooling and graduate high school prepared for their Next Big Step, ready for post secondary education (“College”) and/or workforce (“Career”).

### Grit

Angela Duckworth defines “grit” as:

Grit is passion and perseverance for long-term goals.

One way to think about grit is to consider what grit isn’t.

Grit isn’t talent. Grit isn’t luck. Grit isn’t how intensely, for the moment, you want something. Instead, grit is about having what some researchers call an “ultimate concern”—a goal you care about so much that it organizes and gives meaning to almost everything you do. And grit is holding steadfast to that goal. Even when you fall down. Even when you screw up. Even when progress toward that goal is halting or slow.

Talent and luck matter to success. But talent and luck are no guarantee of grit. And in the very long run, I think grit may matter at least as much, if not more. ( <https://angeladuckworth.com/qa/> )

### Growth Mindset

ThrivePoint has a Growth Mindset for students and their families. A Growth Mindset’s foundational premise ((philosophy of education originating with John Dewey and furthered by T. Frank Saunders, 1960’s through the early 2000’s) is that intelligence and other abilities are not fixed, rather a process.

### A Team of Caring Adults

Research shows that students who have relationships with caring adults, as well as students who have adults to talk with about educational and career action plans, have strong social and emotional skills, tend to avoid risky behavior, and have better academic outcomes. . The ThrivePoint model provides students with a team of caring adults

TPAN align their English Learner (EL) programs within the framework of our approach to schooling to ensure academic achievement of EL students at the highest levels. Through data analysis, best practices, and a variety of programs, each TPAN is responsible for ensuring the success of its EL students.

## 2.3 LEGAL REQUIREMENTS

All schools are required to have an English Learner (EL) Policy and Plan per [Nevada Revised Statute \(NRS\) 388.407](#). SPCSA schools will comply with obligations under the [Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703\(f\)](#) as well as [Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq.](#), and its implementing regulations at [34 C.F. R. part 100](#). Programs must be in compliance with [NRS Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. These programs and procedures must also be in compliance with Title III of the [Every Student Succeeds Act \(ESSA\) of 2015, Public Law 114-95](#). Additionally, this document provides instructions regarding compliance with [Nevada Assembly Bill \(AB\) 195 from the 2021 legislative session](#) that is known as the English Learner Bill of Rights.

## 2.4 BOARD APPROVAL

### 2.4.1 Board Approval

Each SPCSA school is required to have the EL Policy and Plan approved by their school board.

The TPAN Board approved this manual on March 25, 2024.

### 2.4.2 Stakeholders

In addition to the board approval date, a list of names and roles of stakeholders who participated in the review process should be clearly noted in the EL Policy and Plan.

The following stakeholders participated in the review and approval process of this plan:

- Josh Molina, TPAN Board chair
- Johnny Dominguez, TPAN Board
- Zaenz Flowers, TPAN Board
- Hector Gonzalez, TPAN Board
- Carrie Hilton, TPAN Board
- Greg Mingo, TPAN Board
- Jason Guinasso, TPAN legal counsel
- Vince Medina, TPAN Founding Principal

## 2.5 DESCRIPTION

This manual contains:

- Information regarding the EL Bill of Rights.
- Information regarding the identification of EL students.
- Information regarding the Assessment of EL students.
- Information regarding eliminating achievement gaps and ensuring equitable access through:
  - Data.
  - Leadership and staffing.
  - Research-based curriculum.
  - Professional development/professional learning
  - Other educational programs for ELs
- Information regarding EL students with disabilities.
- Information regarding required parent communication and participation.
- Student participation in other educational programs.
- Links to all resources identified in this manual.
- Forms and documents used in conjunction with the EL program at the school.

## 2.6 DESIRED OUTCOMES

There are several desired outcomes that result from implementing a successful EL program within a school. It is desired that within our school:

- The EL Program is aligned with their goals and schoolwide plan to ensure equal access to the educational opportunities afforded to all students.
- All EL Students will attain proficiency and fluency in the English Language.
- All EL students will benefit from the educational programs available within their school.
- All EL students will achieve proficiency and mastery of content area curriculum.
- All EL students will graduate high school as college and career ready.
- All EL students will excel to high standards.
- The school will implement research-based, comprehensive, and aligned English language development curriculum for EL students.
- All teachers of EL students will utilize appropriate strategies for EL language instruction and participate in ongoing professional development to ensure quality instruction.
- The socio-emotional needs of EL students will be considered in schools in conjunction with language development and academic needs.
- The school will partner with parents and families through effective communication and a variety of opportunities for families to have input on topics relevant to their families.

## 2.7 DEFINITIONS AND ACRONYMS

Throughout this manual you will encounter a variety of terms that are relevant to this process. Additionally, some items may be referred to using acronyms. Please review the following items to familiarize yourself with the terminology and acronyms used throughout this manual.

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.

- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child’s home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.
- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program \(LIEP\) Models in Nevada](#). One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.



- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACs give teachers and principals the tools to help students meet today’s college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a “Statewide Plan for the Improvement of Pupils”. We often abbreviate this to “STIP”. The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board’s consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.

### 3 THE EL BILL OF RIGHTS

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[Assembly Bill \(AB\) 195 from the 2021 legislative session](#) requires information sharing by charter schools. This bill is also referred to as the “English Learner Bill of Rights”. The full text of this legal requirement may be viewed by clicking the link in section 2.2 Legal Requirements, or section 6 of this manual that provides a summary of all links. As a result of this bill, schools must:

1. Provide parents of English Learners with a copy of the “English Learner Pupil and Parent Rights” and post the document to the school website.
  - a. This information should be provided in English and in the parent’s primary language upon enrollment or identification as an English learner. For students who did not receive this documentation at the time of enrollment or identification as an English learner, provide this documentation as soon as possible. When posted to the website, it should be posted in as many languages as possible, and at minimum, all the

languages provided by NDE. These documents may be downloaded from <https://spsca.instructure.com/courses/42/modules/items/537> in multiple languages.

2. Post information to the school's website regarding the use of Title III funds.
  - a. Schools must post to the website (and update annually), Post to your school's website (and update annually), information related to the way the school has used funds received pursuant to Title III of the Every Student Succeeds Act (ESSA) of 2015. This information must be organized into categories of programs and services that the funds were used for, including the engagement of parents and families.
3. Include the following items in the school's EL Policy and Plan:
  - a. Provisions for the identification of the primary language of each pupil enrolled in the school district at the beginning of each school year to assist in the identification of pupils who are English learners
  - b. Provisions that ensure English learner students remain in a program for English learners until the pupil obtains language proficiency based on an appropriate assessment for pupils who are English learners, unless the parent or legal guardian of the pupil declines for the student to remain placed in a program for English learners.
4. A variety of data collection requirements are included as a part of the EL Bill of Rights. Schools must maintain accurate records in Infinite Campus at all times so that data is readily available when requested from SPCSA or NDE.

## 4 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

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All public schools are required to identify English Learner (EL) Students. Identification and Placement information can be found on the [Nevada WIDA site](#) in the "[Nevada English Language Learner Identification and Placement Guidance Document](#)" regarding identification and placement procedures.

### 4.1 HOME LANGUAGE SURVEY

Nevada requires a Home Language Survey (HLS) to be administered upon initial registration to all students [SBE3(a)(i), OCR & DOJ-Title VI 1964 and EEOA 1974, ESSA 3113(b)(2), NRS388.407(2)(a)].

The HLS may be issued online or by paper form. The results of the HLS should be recorded in Infinite Campus.

A template HLS is available at: <https://spsca.instructure.com/courses/42/modules/items/969>

The HLS must include three basic questions to determine:

1. The native or first language of the child.
2. The language(s) spoken at home.
3. The language(s) used when speaking with peers.

If a language other than English is indicated for any of the questions on the HLS, the child must be screened to determine EL status.

At our school, the HLS is issued both online and as a paper form. The School Counselor is responsible for entering the results of the HLS into the student records in Infinite Campus. All three languages should be entered for any student who has listed at least one language that is not English in any of the three fields. A student who requires screening should have "Pending" placed in Infinite Campus for their EL status by the school counselor, until they have taken the screener.

### 4.2 PRIOR SCHOOL RECORDS

One component of screening is prior school records. If a student has indicated a language other than English on the HLS and records from a student's previous school indicate an EL designation, the student should continue as EL if the student

did not exit EL status at their previous school. Students who are continuing as EL from a previous school should not take the screener, they should be designated as EL.

If a student has indicated a language other than English on the HLS but records indicate that the student has exited EL with proper test scores, the student should not take the screener. They should be designated as a former EL as it is required to monitor former EL students for four years after exiting EL status. Students who have been exited for more than 4 years do not need to be monitored.

### 4.3 SCREENING ASSESSMENT

Students who were identified as speaking a language other than English by the HLS, must take the K-12 WIDA Screener to determine if they should be designated as an EL student.

The screener will be administered at our school by the school counselor.

### 4.4 PLACEMENT AND OPT OUT

Upon completion of the screening assessment, students should be designated as EL students according to the "Identification/Placement Criteria" found on the Nevada WIDA website, in the document called "[Nevada English Language Learner Identification and Placement](#)". Placement criteria is determined by NDE.

Upon completion of the screening assessment, the EL status in Infinite Campus should be updated from "Pending" to reflect the status of the student.

- If a student is eligible for services based on the screening assessment, the school counselor will enter the student's EL Program status in Infinite Campus as EL and enter the "Identified Date".
- If a student is not eligible for services based on the screening assessment, the school counselor will enter the student's EL Program status in Infinite Campus as "Not EL" and enter the "Identified Date".

All EL students are entitled to services. However, parents may choose to opt their children out of a school district's EL program or out of particular EL services within an EL program. Per the [EL DCL Fact Sheet](#) from the United States Department of Education (USED):

- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child's rights, the range of EL services that their child could receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.
- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

At our school, if a parent chooses to opt out, the school counselor will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out from services.

### 4.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. The recordings and the data workshop files are available using the links below.

- [NDE EL Data Workshop Recordings](#)

- [NDE EL Data Workshop Zip Files](#)

EL student records in Infinite Campus will be reviewed and updated on an ongoing basis. At our school, the Enrollment Specialist is responsible for checking and entering/updating the following records for EL students in Infinite Campus:

1. Birth Country (should be entered for all students at the school regardless of EL status)
2. Date entered US (should be entered for all students regardless of EL status if the birth country is not the US)
3. Date entered US School (should be entered for all students regardless of EL status if the birth country is not the US)
4. First Language, Home Language, Language with Friends (should be entered for any student who identified a language other than English on the HLS in any field. All three items should be entered on the for these students even if some of the languages are specified as English)
5. EL Program Status (Pending, EL, Not EL, Exited EL-Reg, Exited EL-Alt)
6. Identified date (entered after the initial date that the student is deemed eligible by WIDA screener scores)
7. Exit date (entered after the student has received a proficient score on WIDA or is able to exit by Alternate criteria)
8. Parent Notified (should be updated annually when annual notifications are sent)
9. Parent declined (if the parent declines services check the box and enter the date)
10. EL Assessments (Most recent scores should be entered)
11. EL Services (A model of instruction should be selected for each student as this information is required by NDE and USED for the LIEP. Only one should be selected per student, and the start date should be the date of enrollment for the current school year. Refer to the [Language Instruction Educational Program \(LIEP\) Models in Nevada](#) document for the appropriate coding of the program(s) used at your school.)

## 5 ASSESSMENT

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Once students have been screened and they are designated as EL students, a variety of assessments should be used that provide for the periodic reassessment of English proficiency and applicable content assessments of each EL qualified student.

### 5.1 STATE ASSESSMENTS

#### 5.1.1 Placement/Screener Assessment

Nevada uses the WIDA Screener (for Grades K-12) to identify English language learners (ELLs).

#### 5.1.2 English Language Proficiency Assessment (ELPA)

##### 5.1.2.1 *About the ELPA*

The ELPA for the state of Nevada is the WIDA ACCESS for ELLs. This is the summative assessment. ACCESS for ELLs Online must be given to all EL students who are enrolled during the annual testing window, which typically lasts from early January through early March. The applicable assessment is administered annually to monitor students' progress in acquiring academic English. All ELs enrolled during the testing window must be assessed with the WIDA ACCESS 2.0., Kindergarten ACCESS, or Alternate ACCESS.

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:

- [WIDA Accessibility and Accommodations Manual](#)
- [ACCESS Online Accommodations Checklist](#)
- [Kindergarten ACCESS Accommodations Checklist](#)
- [Alternate ACCESS Accommodations Checklist](#)
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the [Alternate ACCESS for ELLs Participation Criteria Decision Tree](#).

### 5.1.2.2 Administration and Scoring of the ELPA

The administration of the ELPA is conducted per NDE Guidelines. The Testing Coordinator at each school is responsible for ensuring all procedures are followed per NDE adopted protocols. The ELPA is a high-stakes test requiring test security training and supervision by site administration, and it is required for irregularities to be reported per NDE guidelines. The WIDA [ACCESS for ELLs Checklist](#) that is located on the [Nevada WIDA site](#) provides the guidelines that should be followed including:

- Procedures regarding how the test should be administered.
- Guidelines for what personnel should conduct each step of administration.
- Training courses that demonstrate how to administer the Online ACCESS, Alternate ACCESS for ELLs, Kindergarten ACCESS for ELLs.

The Kindergarten ACCESS and the WIDA Alternate ACCESS assessments are scored by the test administrator at the school. The Alternate ACCESS for ELLs: Administration and Scoring training course that is found on the ACCESS for ELLs Checklist includes important information about administering the Alternate ACCESS Field Test. All Alternate ACCESS Test administrators must complete the Alternate ACCESS For ELLs Administration and Scoring training course and pass the certification quiz. The Online ACCESS for grades 1 – 12 is scored by the testing company, DRC.

Upon receipt of the scores the school must:

- Enter results for all students in Infinite Campus
- Communicate with the student's parents/family members regarding test results.

At our school, WIDA scores are entered into Infinite Campus by the School Counselor. Notifications regarding test results are sent annually to parents/guardians electronically and hard copy via USPS mail by the School Counselor. The date of the notification is recorded in Infinite Campus by the School Counselor.

## 5.2 LOCAL ASSESSMENTS

In addition to state assessments, TPAN conducts:

- Formal Interim assessments which are chosen at the school level which are relevant to the school's instructional programs.
- Informal assessments and evaluations which evaluate EL students Academic Language Acquisition Progress are chosen at the school level and are relevant to the school's instructional programs.
- Classroom assessments that are chosen at the school level and are relevant to the school's instructional programs.

Our school uses the following assessments:

- Formal Interim Assessments:
  - Renaissance Star - This is a vendor assessment of proficiency in ELA and Math. Ren Star syncs with Edmentum's Exact Path to generate an Individualized Learning Path. contained within Edmentum's Exact Path. Based on availability of Edmentum's benchmark system, TPAN may use Edmentum as it would contain benchmark, diagnostic, and the Individualized Learning Paths.
- Edmentum's Diagnostic evaluates EL students' Academic Language Acquisition Progress in their Individualized Learning Path contained within Edmentum's Exact Path.]
- Assessments contained within PLP's ELA curriculum provide performance data for your EL students]to instructional programs that your school has selected.]
- Edmentum's Diagnostics provide performance data for your EL students]

## 6 EQUITABLE ACCESS

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Schools should design programs that eliminate achievement gaps and ensure equitable access to educational programs. The use of data, leadership and staffing, research-based curriculum, and professional development all are components of designing a program that provides equitable access. Additionally, schools should work to reduce any barriers that would prevent any student from fully participating in the school.

### 6.1 USE OF DATA

#### 6.1.1 Placement

Data from the WIDA Screener is used for designating EL students as described in section 4.4 of this manual. Additionally, per the [EL DCL Fact Sheet](#) from the United States Department of Education (USED), School districts generally may not segregate students on the basis of national origin or EL status. Although certain EL programs may be designed to require that EL students receive separate instruction for a limited portion of the day or period of time, school districts and states are expected to carry out their chosen program in the least segregative manner consistent with achieving the program's stated educational goals.

#### 6.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2022 – 2023 school year. Beginning in 2022 – 2023, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada WIDA website, in the document called "[Nevada English Language Learner Identification and Placement](#)" in the section of the document titled "Identification and Placement." When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

When a student qualifies for exit, the score and exit date will be entered into Infinite Campus by the School Counselor. The status will be updated in Infinite Campus to "Exited EL – REG" or "Exited EL – ALT" dependent on whether the student exited by regular WIDA scores or by the alternate pathway by the School Counselor. The notification letter will be sent to parents by the School Counselor and the "Parent Notified" date in Infinite Campus will be updated to reflect the date that the parent was notified of exit at the beginning of the following school year.

### 6.1.3 Monitoring of Exited ELs

Exited ELs must be monitored per ESSA requirements and should be designated as Exited ELs in Infinite Campus. After 4 years monitoring is no longer required in Nevada. During the monitoring years, if the student is not making satisfactory academic progress on school level assessments including low scores on interim/benchmark assessments, D/F quarterly/semester grades, or other school assessments, then student needs should be assessed. If the results of the needs assessment show that the student is not making satisfactory progress because of a language barrier, the student should continue to receive EL services and a parent notification should be sent.

Students will be exited and monitored for four (4) years after initial release, per Federal Guidelines and requirements. Exited students will be notified by email and USPS of their release and monitoring status throughout the four (4) years.

TPAN's monitoring process includes:

- the evaluation of academic achievement data in reading, mathematics and science, results from the state-mandated assessments,
- course grades
- Classes passed with a 60% or higher
- School level assessments (formal and informal)
- Term updates of student progress and grades will be tracked.
- Students will remain on monitoring for four (4) years or until they graduate.
- The school counselor in FY 25, EL coordinator in subsequent year, will send a letter to the student's parents,/guardians - adult family member, and/or emancipated/over 18 student student regarding EL services via email and hard copy to address on file USPS

### 6.1.4 Additional School Level Data

Our school collects and analyzes a variety of data. At our school, the following data will be analyzed to assist with determining the needs of students in our EL Program:

- DATA TYPE:
  - Ren Star benchmark
  - Edmentum Diagnostic assessment,
  - Individualized Learning Path in Exact Path,
  - Behavior/Attendance data, and other relevant data you have at your school site.

Our school will analyze data regarding our EL program using the following methods and procedures:

EL students are monitored and tracked on a weekly basis by the School Counselor in order to provide interventions when necessary across the curriculum. The data collected within Exact Path and Schools PLP.

- Engagement/Re-engagement meeting: Student and Parent/Guardian - assign an accountability partner (person the student identifies that can provide support and can talk with about the student's commitment to completing school work)
- Review student's graduation goals using Student Success Plan
- Outline with the student specific plans to submit work and attend



- school
- Identify weekly check in day
- SSC and/or School Counselor to participate in re-engagement meeting to develop a plan of action outlining goals and needed accommodations for the student to be successful
- School Counselor will distribute the plan to appropriate staff members and monitor the student's academic progress and weekly attendance.

## 6.2 LEADERSHIP AND STAFFING

To eliminate achievement gaps and ensure equitable access to students, leadership and staffing are responsible for the implementation of an effective program.

At our school, each of the following positions perform duties essential to the EL Program. The name of the position and description of the duties relevant to the EL program are stated below:

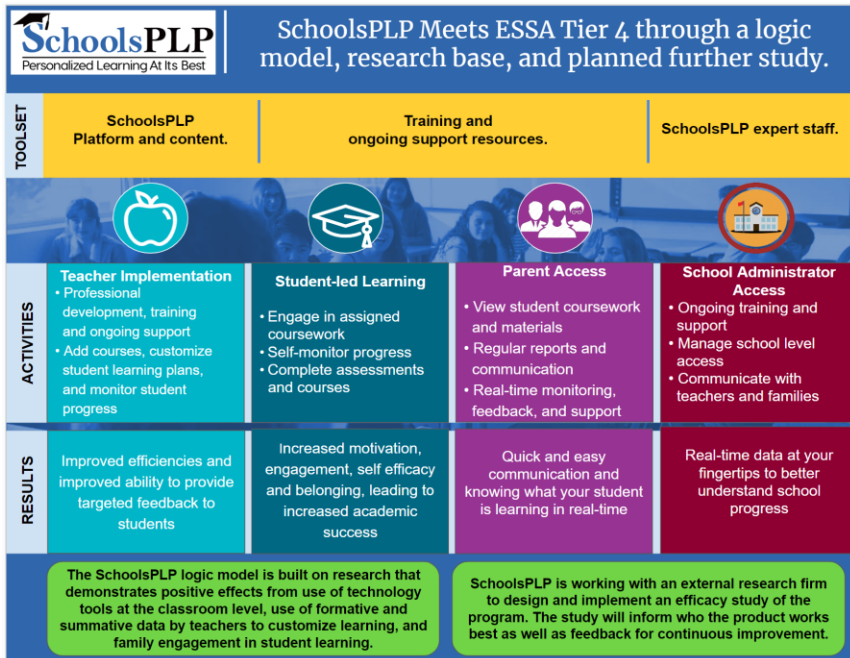
- School Principal: Evaluates the effectiveness and usefulness of program tools and resources
- School Counselor: Monitors EL students' academic progress; informs teaching staff of students identified as EL and their academic needs; stays up to date on educational laws regarding EL students; administers W-APT and WIDA ACCESS 2.0, maintains EL information in Infinite Campus
- Classroom Teachers: Creates lessons that provide EL students with equitable access to the curriculum
- SSCs: Work with students one-on-one or in small groups to support students

## 6.3 CURRICULUM

TPAN school has implemented the following Evidence Based Interventions in our EL program:

- Edmentum's Exact Path
  - ESSA EBI Levels: 2 & 3
  - Citation: <https://www.edmentum.com/impact/efficacy-research/>
- PLP electronic curriculum, with built in translation
  - ESSA EBI Level: 4
  - Citation: <https://schoolsplp.com/essa/>





## 6.4 PROFESSIONAL DEVELOPMENT

TPAN incorporates Nevada's nine [Standards for Professional Development](#) in the development, implementation, and evaluation of professional development trainings for educators employed by a school district or charter school. They should drive discussions and improvements focused on increasing educator effectiveness.

- **Learning Communities:** Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.
- **Outcomes:** Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.
- **Equity:** Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.

- **Cultural Competency:** Professional learning that increases educator effectiveness and results for all students facilitates educator’s self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally responsive strategies to enrich educational experiences for all students.

Our school will address a variety of topics through professional development this year. These topics include:

- **Understanding WIDA Scores and the Six (6) Levels of Proficiency.** This Professional Development will address the six levels of WIDA scores and how these scores help teaching staff understand the academic skill level of their multilingual students. It will also address the often asked question, “Why is this student EL and they speak English just fine?” It will also address why a student primarily speaks a language other than English but does not qualify for EL services. This Professional Development will satisfy the Nevada Standard for Data and Outcomes.
- **Research Based Best Practices for EL Students.** This Professional Development will focus on providing teaching staff with proven strategies to help ensure EL students have equitable access to the curriculum and a greater chance for academic success. This Professional Development will satisfy the Nevada Standard for Learning Designs, Outcomes and Equity.
- **Using Translation Tools to Support EL Students:** This Professional Development will demonstrate for teaching staff how to utilize translation tools offered in Canvas and Google Docs. This addresses the Resources Standard for Nevada’s Standards for Professional Development.

## 6.5 OTHER EDUCATIONAL PROGRAMS FOR ELS

According to the [EL DCL Fact Sheet](#) from the US Department of Education (USED), English learner (EL) students constitute nine percent of all public school students and are enrolled in nearly three out of every four public schools. Under Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA), public schools must ensure that EL students can participate meaningfully and equally in educational programs.

TPAN ensures that EL students are educated in the least segregative manner (as defined by the U.S. Department of Education Office of Civil Rights) and have equitable access to all programs including, but not limited to: gifted and talented, career and technical education, arts, honor societies, as well as grade level curriculum and they can meet promotion and graduation requirements.

TPAN does this through

- Bilingual Staff whenever possible
- Translations
- EL Differentiation Strategies
- Small Class Sizes
- Grouping Options
- One-On-One Support

## 7 ENGLISH LEARNERS WITH DISABILITIES

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TPAN is committed to ensuring that all EL students, with IEPs, receive a quality education despite a student’s identified disability. Using the guidelines from the U.S. Department of Education Office of Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/ellresources.html>), TPAN strives to:

- Provide both language assistance and disability-related services to which they are entitled under Federal law.

- Locate, identify and evaluate for special education and disability-related services in a timely manner under the Individuals with Disabilities Education (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- Avoid inappropriately identifying EL students with disabilities because of their limited English proficiency, students are evaluated in an appropriate language based on the student’s needs and language skills.
- Collaborate with a designated team of participants who are knowledgeable about the student’s language needs. This ensures that an individualized plan is created for providing special education or disability-related services that addresses the language-related needs of an EL student with a disability. Once eligibility has been established, or a student is suspected of having a disability, the School Counselor will work with the Special Education Coordinator and the Special Education team to use the following tools as defined in the U.S. Department of Education English Learner Toolkit ([https://ncela.ed.gov/sites/default/files/legacy/files/english\\_learner\\_toolkit/OELA\\_2017\\_ElToolkit\\_508C.pdf](https://ncela.ed.gov/sites/default/files/legacy/files/english_learner_toolkit/OELA_2017_ElToolkit_508C.pdf)):
- Special education staff and/or the School Counselor will review students’ previous records from the previous schools (if applicable) to identify if students received Special Education Services under IDEA and/or Section 504.
- Once a need has been established, the School Counselor and Special Education team will review previous state and local assessments, interview current teachers regarding students’ academic skills as well as students’ parents and/or guardians.
- The School Counselor and the Special Education team will utilize the: A Checklist For IEP Teams: Considering Limited English Proficiency-Developing the IEP (Tool #3) from the Tools and Resources for Addressing English Learners with Disabilities.
- The School Counselor will attend students’ annual IEP meetings to discuss language acquisition strategies and comprehension.
  - During IEP meetings, the team will consider the Influence of Language Differences and Disability on Learning Behaviors, as explained in Tools and Resources for Addressing English Learners with Disabilities (Tool #2).
  - When addressing accommodations, during the IEP, the Literacy Facilitator will refer to Tool #5 - “Dos and Don’t” When Selecting Accommodations, and use it as a guide for help with identifying accommodations.
- The School Counselor will also attend Special Education collaborative work sessions to offer insight on EL strategies that may help with students’ academic success.
- Teaching staff will receive training on Best Practices for teaching EL students. Students will receive one-on-one or small group instruction to meet their language needs.
- EL students will be placed on a spreadsheet that identifies their language needs using the matrix from the Tools and Resources for Addressing English Learners with Disabilities (Tool #2); language needs will be determined based on WIDA scores as well as other assessments and teacher input. The spreadsheet will also include disability (as defined by IDEA and/or Section 504).The spreadsheet will be provided to the appropriate teaching staff who interact with the students.
- Using PLP and Edmentum dashboards, the School Counselor will monitor, weekly, EL students’ academic progress and attendance.
- The Literacy Facilitator will maintain weekly communication with teaching staff regarding students whose data and progress indicate that they are struggling.

According to the [EL DCL Fact Sheet](#) from USED there are also provisions for evaluating EL students for special education and providing dual services.

- EL students with disabilities must be provided both the language assistance and disability-related services to which they are entitled under Federal law.
- EL students who may have a disability, like all other students who may have a disability and may require services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973, must be located, identified, and evaluated for special education and disability-related services in a timely manner.
- To avoid inappropriately identifying EL students as students with disabilities because of their limited English proficiency, EL students must be evaluated in an appropriate language based on the student’s needs and language skills.
- To ensure that an individualized plan for providing special education or disability related services addresses the language-related needs of an EL student with a disability, it is important that the team designing the plan include participants knowledgeable about that student’s language needs.

All schools are responsible for providing adequate supports to EL students with disabilities regarding language instruction and also provide any disability related accommodation.

USED has developed an [English Learner Toolkit](#). Specifically, [Chapter 6: Tools and Resources for Addressing English Learners with Disabilities](#) provides a variety of resources for EL students with disabilities. From Chapter 6, the following set of tools is intended to help schools, LEAs, and SEAs in appropriately identifying and serving ELs with disabilities. The tools give examples of how schools can refer, assess, and identify ELs who may have a disability; how to write an IEP and select accommodations for ELs with disabilities; and how to compare data about EL students with disabilities from LEA to LEA.

- Tool #1, Referral, Identification, Assessment, and Service Delivery to ELs with Disabilities, includes recommendations about ELs with disabilities from states with large or rapidly growing EL student populations.
- Tool #2, Considering the Influence of Language Differences and Disability on Learning Behaviors, offers a matrix of learning behaviors organized by skill area (e.g., listening, speaking, reading, etc.) and the varying roles that language difference or disability can play in those behaviors.
- Tool #3, Developing an IEP for an English Learner with a Disability, is a list of questions to consider for ELs during the IEP-writing process.
- Tool #4, How to Use Data from the Office for Civil Rights’ Civil Rights Data Collection (CRDC), provides instructions about how to access EL data at the LEA level, including data about ELs with disabilities.
- Tool #5, Selecting Appropriate Accommodations for Students with Disabilities, offers a list of “dos” and “don’ts” related to choosing accommodations for students with disabilities.

## 8 PARENT COMMUNICATION AND PARTICIPATION

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### 8.1 ENSURING MEANINGFUL COMMUNICATION WITH LIMITED ENGLISH PROFICIENT PARENTS

Per USED as documented on the [EL DCL Fact Sheet](#):

- LEP parents are entitled to meaningful communication in a language they can understand, such as through translated materials or a language interpreter, and to adequate notice of information about any program, service, or activity that is called to the attention of non-LEP parents.

ThrivePoint Academy has access to staff that have the ability to translate for communication and documentation for the majority of the EL students. For other languages TPAN has access to a translation service where school employees may call and have a third party translate for a meeting for a small fee or via AI software. Documentation can also be translated in order to communicate with the parents of our EL students.

## 8.2 PARENT NOTIFICATIONS

Parents of EL students enrolled at TPAN are provided the following parent notifications as applicable:

- WIDAScreener Notification (Welcome Letter)- Informs parents of newly enrolled students that their child will be screened for EL services.
- Notification of Initial Placement in EL Program-Informs parents that their student was screened for English language proficiency, and it indicates that their child qualified for EL services.
- Notification of Not Qualifying for EL Program-Informs parents that their student was screened for English language proficiency, and it indicates that their student did not qualify for EL services.
- Notification of Annual WIDA Access 2.0 Testing- Informs parents that the annual English Language Proficiency Assessment will be administered to their student.
- Notification of EL Program Continuation-Informs parents of their student's language proficiency level based on the annual WIDA Access 2.0 test, and the method of language instruction to be utilized with the student.
- Notification of EL Program Exit-Notifies parents that their student has qualified to exit the EL program.
- AB195 (2021) Notification of English Learner Pupil and Parental Rights: Notifies the student and the parent of their rights and educational access.

## 8.3 PARENT PARTICIPATION

ThrivePoint Academy of Nevada will be a State Public Charter Alternative Education School. To ensure that the school is meeting minimum requirements to operate as an alternative education program, the majority of anticipated enrollment will be students who are credit deficient including 5th and 6th year seniors. It is also anticipated that a large percentage of the student population will be 18 years of age or up to 21 years old and acting as their own guardian. Family members whose students are under the age of 18 will be notified of meetings by telephone and/or the information will be posted on our school website and sent out electronically to keep stakeholders apprised of school events and activities. In addition, the school website will display a school event calendar for families to see what is happening at school at a glance. School notices and communication will be distributed in an understandable and uniform format and to the extent practicable, in a language parents can understand. ThrivePoint Academy of Nevada will involve parents in an organized, ongoing and timely manner in the planning, review and improvement of Title I Programs, School Performance Plan and Parent Involvement Policy.

- Offer parent advisory participation in the school including:
  - Annual events to get involved in school engagement.
  - Regular communication with the Student Success Coaches as needed.
  - Opportunities to voice opinions in school decision making.
  - Ongoing school communication efforts will be done in a format and to the extent practicable in a language parents can understand.
  - Provide 24/7 access to their student's online courses and offer training multiple times per year.
- Partnerships:
  - ThrivePoint Academy will facilitate information nights that will connect students and parents to various post secondary opportunities. ThrivePoint Academy will ensure that bilingual staff will be available to support these events. ThrivePoint Academy anticipates having information nights with each of the following partners throughout the school year.

- Solutions of Change
  - CSN Apprenticeship
  - Nevada Women In Trades
  - Las Vegas Culinary Academy
  - UNLV
  - Southern Nevada Health District
  - Vegas PBS
- To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their student.

## 9 REFERENCES

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The 2020 – 2021 EI Plan and Policy from the Carson City School District which was provided by NDE, and Desktop Monitoring documents that from NDE which listed the desktop monitoring requirements were used as reference materials for determining the minimum compliance requirements that have been identified in this manual.

Additional reference materials have all been linked in within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

## 10 APPENDIX A: LINKS

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A variety of links have been provided throughout this manual and are listed below:

- SPCSA Strategic Plan
  - [https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019\\_FINAL\\_ADA\(1\).pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf)
- Nevada Revised Statute (NRS) 388.407
  - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - <https://www.law.cornell.edu/uscode/text/20/1703>
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - <https://www.law.cornell.edu/uscode/text/42/2000d>
- 34 C.F. R. part 100
  - <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1>
- NRS Chapter 385
  - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
  - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
  - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
  - <https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text>

- Language Instruction Educational Program (LIEP) Models in Nevada
  - [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English\\_Language\\_Learners\(ELL\)/Models\\_of\\_Instruction\\_NV.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf)
- EL Bill of Rights Documents
  - [https://spsca.instructure.com/courses/42/files/525?module\\_item\\_id=537](https://spsca.instructure.com/courses/42/files/525?module_item_id=537)
- Nevada WIDA site
  - <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
  - <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
  - [https://spsca.instructure.com/courses/42/files/1077?module\\_item\\_id=969](https://spsca.instructure.com/courses/42/files/1077?module_item_id=969)
- EL DCL Fact Sheet
  - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
  - [https://spsca.instructure.com/courses/42/pages/recordings?module\\_item\\_id=552](https://spsca.instructure.com/courses/42/pages/recordings?module_item_id=552)
- NDE EL Data Workshop Zip File
  - [https://spsca.instructure.com/courses/42/files/533?module\\_item\\_id=553](https://spsca.instructure.com/courses/42/files/533?module_item_id=553)
- WIDA Accessibility and Accommodations Manual
  - <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
  - <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
  - <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
  - <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
  - <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>
- ACCESS for ELLs Checklist
  - <https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf>
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
  - <https://doe.nv.gov/STIP/Nevada/>
- Standards for Professional Development
  - [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Licensure/NVStandardsforPD.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf)
- English Learner Toolkit
  - [https://ncela.ed.gov/files/english\\_learner\\_toolkit/OELA\\_2017\\_ELsToolkit\\_508C.pdf](https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ELsToolkit_508C.pdf)
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
  - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>



# 11 APPENDIX B: FORMS AND DOCUMENTS

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- EL Bill of Rights Documents
  - <https://spsca.instructure.com/courses/42/modules/items/537>
- Home Language Survey (HLS)
  - <https://spsca.instructure.com/courses/42/modules/items/969>
- Initial Notification of Placement
  - <https://spsca.instructure.com/courses/42/modules/items/990>
- Annual Notification of Continued Placement
  - <https://spsca.instructure.com/courses/42/modules/items/988>
- Exit Letter
  - <https://spsca.instructure.com/courses/42/modules/items/989>
- Opt Out Form (for parents who choose to opt out of services)
  - <https://spsca.instructure.com/courses/42/modules/items/991>
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)
  - <https://spsca.instructure.com/courses/42/modules/items/992>