



**Nevada State Public
Charter School
Authority**

English Learner Policy and Plan

RAINBOW DREAMS EARLY LEARNING ACADEMY

2025 – 2026

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1. ABOUT RAINBOW DREAMS EARLY LEARNING ACADEMY

Rainbow Dreams Early Learning Academy (RDELA) is a high-quality early childhood education program in Las Vegas, dedicated to serving at-risk and underserved children and promoting educational equity. We provide a nurturing and inclusive learning environment that fosters academic excellence, diversity, and social responsibility. With small class sizes, highly qualified staff, and a strong focus on early literacy and STEAM education, RDELA empowers students with the skills and confidence to succeed in school and beyond. Through collaborative partnerships with families and the community, we support holistic child development and lifelong learning.

1.1 SCHOOL MISSION STATEMENT

Rainbow Dreams Early Learning Academy is dedicated to providing a strong educational foundation for at-risk and underserved children in Las Vegas. Through a diverse, equitable, and inclusive learning environment, we nurture each child's unique strengths and abilities, empowering them to succeed academically and socially.

1.2 SCHOOL VISION STATEMENT

We envision a collaborative community where students, families, and educators work together to foster lifelong learning, integrity, and social responsibility. By offering small class sizes, highly qualified staff, and a rigorous curriculum focused on early literacy and STEAM, we prepare students to thrive and make meaningful contributions to society. We believe that educational equity is a human right and champion parity for all students by removing economic barriers to a quality early childhood education.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the Rainbow Dreams Early Academy please refer to the website at <https://rainbowdreamsacademy.org/>.

You may also wish to review the School Performance Plan: <https://rainbowdreamsacademy.org/parent-resources-and-forms/>

2 INTRODUCTION

This manual serves as a reference for Rainbow Dreams Early Learning Academy regarding the topic of Foster Care.

2.1 PURPOSE

The purpose of the EL Policy and Plan and Plan is to define procedures and specify program elements ensure equal participation in all education programs English Language Learners. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

2.2 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.

2.3 BOARD APPROVAL

2.3.1 Board Approval

This manual was approved on: 2/14/2025

2.3.2 Stakeholders

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

- Dr. Anthony Pollard, Board Chair
- Monica Ford, Chancellor
- Janice Henry, Executive Director and Principal
- Kristy Borg, Director of Compliance
- Irene Andrade, Registrar

2.4 DESCRIPTION

This manual contains information regarding:

- EL Bill of Rights.
- Identification of EL students.
- Reassessment of EL students.
- Eliminating achievement gaps and ensuring equitable access through:
 - Data.
 - Leadership and staffing.
 - Research-based curriculum.
 - Professional development/professional learning
- Parent participation
- Parent communication
- Student participation in other educational programs.
- English learners with disabilities.
- Forms.

2.5 DESIRED OUTCOMES

- **Language Proficiency:** Students achieve fluency in listening, speaking, reading, and writing in English.
- **Academic Success:** EL students meet or exceed grade-level academic standards in all subject areas.
- **Cultural Inclusion:** Students feel valued, respected, and included within the school community.
- **Confidence & Communication:** EL students develop confidence in expressing themselves in both academic and social settings.
- **College & Career Readiness:** Graduates of the EL program are prepared for higher education and workforce opportunities.
- **Parental & Community Engagement:** Families of EL students are informed, involved, and supported in their child's education.

- **Progress Monitoring & Support:** Regular assessments ensure students receive appropriate interventions and resources.
- **Equitable Access:** EL students receive equal opportunities to participate in all school programs and extracurricular activities.
- **Bilingual & Biliteracy Benefits:** Students are encouraged to maintain and value their native language while acquiring English.
- **Legal & Compliance Standards:** The program meets all federal, state, and local regulations for EL education.

3 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 in 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.

4 EL BILL OF RIGHTS

In 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://spcsa.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.

5 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

5.1 HOME LANGUAGE SURVEY

At Rainbow Dreams Early Learning Academy (RDELA), the identification of EL students during enrollment follows a structured process to ensure compliance with state and federal regulations while providing necessary support for the student.

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 result of the HLS is recorded in Infinite Campus.

A template HLS is available at: <https://spcsa.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.

5.2 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.

5.3 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.

5.4 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.

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.

5.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

Accurate records of screening, placement, and exit, for EL students are maintained in Infinite Campus.

6 ASSESSMENTS

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

6.1.2 English Language Proficiency Assessment (ELPA)

6.1.2.1 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.

6.1.2.2 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 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. In addition to ESSA and Fostering Connections, NRS Chapters 388 and 388E provides guidance on addressing school transportation in the rural school districts. The SPCSA, each Participating School and the local family service agency will regularly monitor compliance with ESSA, the Fostering Connections Act, state law and this Memorandum of Understanding.

6.2 LOCAL ASSESSMENTS In addition to state assessments, SPCSA schools conduct:

- Formal Interim assessments, which are chosen at the school level which are relevant to the school's instructional programs.
- Informal assessments and evaluations that 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:

- NWEA Measures of Academic Progress
- Brigance

Informal assessments:

- observation and anecdotal notes
- Teaching Strategies Gold
- Student interaction

Classroom Assessments are integrated throughout the curriculum. McGraw Hill Wonders, Creative Curriculum, and Savvas myPerspectives curriculum includes both formative assessments used by teachers.

7 INSTRUCTIONAL TOOLS AND EQUITABLE ACCESS

To support the success of English Learners (ELs) at Rainbow Dreams Early Learning Academy (RDELA), the following instructional tools and strategies are used:

Language Development & Literacy

- Visual Aids & Graphic Organizers – Helps ELs understand concepts through images, charts, and diagrams.
- Sentence Frames & Word Banks – Supports academic language development in writing and speaking.
- Bilingual Books & Picture Dictionaries – Reinforces vocabulary and comprehension in both English and students’ home languages.
- Structured Oral Language Practice – Think-Pair-Share, partner talk, and academic discussions to build speaking skills.
- Digital Language Support – Software like Imagine Learning, Raz-Kids, and Epic! for personalized reading and vocabulary practice.

Reading & Writing Support

- Guided Reading & Small Group Instruction – Targeted support based on language proficiency levels.
- Interactive Read-Alouds with Comprehension Strategies – Focus on questioning, summarizing, and predicting.
- Phonics & Phonemic Awareness Programs – Heggerty Phonemic Awareness and Foundations to strengthen foundational literacy skills.
- Sentence Unpacking & Writing Scaffolds – Step-by-step modeling of complex sentences to improve writing.

Math Instruction for ELs

- Hands-On Math Manipulatives – Counters, base-ten blocks, and number lines to support conceptual understanding.

- Real-Life Math Applications – Word problems with visuals and context relevant to students’ experiences.
- Bilingual & Visual Math Glossaries – Helps ELs connect math terms to their home language.

Technology Integration

- Google Translate & Language Apps – Assists with communication and vocabulary building.
- Seesaw & Flipgrid – Interactive platforms for ELs to record and share verbal responses.
- IXL & Khan Academy in Spanish/English – Personalized learning pathways in multiple languages.

Culturally Responsive Teaching

- Incorporating Students’ Backgrounds & Home Languages – Using multicultural texts and student experiences in lessons.
- Family Engagement Tools – Talking Points and bilingual newsletters to involve parents in learning.
- Sheltered Instruction Observation Protocol (SIOP) Model – Ensures content is comprehensible while developing language skills.

7.1 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.

- School Principal/School Administrator
- EL Coordinator/Testing Coordinator
- Learning Specialist/Department Chair
- Instructional Aide/Instructional Assistant
- Regular Classroom Teacher
- Registrar
- Translator

7.2 PROFESSIONAL DEVELOPMENT

Goal 2 from the Nevada Statewide Plan for the Improvement of Pupils (STIP) states that “All students have effective educators.” To support this goal, the Nevada Department of Education (NDE) has identified the following strategies:

- Equity: Ensure effective educators are available in all schools, particularly those identified as low-performing.
- Access to Quality: Provide high-quality professional learning opportunities for educators.
- Success: Decrease vacancies among licensed educational personnel.
- Inclusivity: Serve students in the Least Restrictive Environment (LRE).
- Community: Increase the number of qualified candidates in the educator pipeline.
- Transparency: Engage stakeholders through effective communication.

In alignment with these strategies, Rainbow Dreams Early Learning Academy integrates Nevada’s Nine Standards for Professional Development in the design, delivery, and evaluation of professional learning experiences. These standards guide our efforts to improve educator practice and student outcomes through:

1. Learning Communities: Promoting collaboration and continuous improvement among staff.

2. Leadership: Developing leaders who build capacity and advocate for effective professional learning.
 3. Resources: Prioritizing and monitoring resources dedicated to educator growth.
 4. Data: Using multiple data sources to plan, assess, and evaluate professional learning.
 5. Learning Designs: Integrating evidence-based theories and models of adult learning.
 6. Implementation: Sustaining long-term support for effective change and classroom practice.
 7. Outcomes: Aligning professional learning goals with educator performance and student standards.
 8. Equity: Ensuring equitable access and outcomes for all student groups.
 9. Cultural Competency: Promoting culturally responsive teaching practices and reflection.
- Professional Development Focus Areas

To ensure effective implementation of our English Learner (EL) program and support all educators in meeting the needs of multilingual learners, RDELA will offer targeted professional development throughout the year.

Topics for the 25-26 academic year include:

- Formative Assessment for Language Development—monitoring and supporting growth in listening, speaking, reading, and writing.
- Culturally Responsive and Sustaining Pedagogy to promote inclusion and belonging.
- Integrating Academic Vocabulary Instruction across content areas.

7.3 USING DATA TO ELIMINATE ACHIEVEMENT GAPS

Rainbow Dreams Early Learning Academy uses multiple sources of data to identify and close achievement gaps for English Learner (EL) students. Assessment data, including WIDA ACCESS results, formative and summative classroom assessments, and progress monitoring tools, are reviewed regularly to track language acquisition and academic growth. Teachers and instructional teams use this data to plan differentiated lessons, implement targeted interventions, and provide individualized supports that meet students' language and learning needs. School leadership analyzes disaggregated data by subgroup to ensure equitable access to quality instruction, materials, and opportunities. The findings guide professional development, instructional planning, and family engagement initiatives—ensuring that every English Learner at Rainbow Dreams Early Learning Academy is supported in reaching their full academic potential.

7.4 LANGUAGE INSTRUCTION EDUCATIONAL PROGRAMS (LIEP)

At Rainbow Dreams Early Learning Academy, English Learner (EL) students receive instruction through a structured **Language Instruction Educational Program (LIEP)** designed to develop both English language proficiency and academic skills. LIEP services are tailored to meet the individual language levels of students, incorporating research-based strategies such as sheltered instruction, small-group language support, and differentiated learning activities across all content areas. Classroom teachers collaborate with EL specialists to provide targeted language development within inclusive, engaging learning environments. The program emphasizes both oral and written language growth while ensuring that students have full access to the general education curriculum.

LIEP Program Models Offered:

- **Pull-Out ESL Support:** Small-group or individual sessions focusing on language development outside the general education classroom.

- **Push-In ESL Support:** EL specialists work alongside classroom teachers to support language development within the general education setting.
- **Sheltered Instruction Observation Protocol (SIOP):** Integrated academic and language instruction across content areas using research-based strategies.
- **Dual Language/Transitional Support:** Programs that provide instruction in both the student’s home language and English to support gradual transition to full English proficiency.

8 ENGLISH LEARNERS WITH DISABILITIES

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.

RDELA is 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.

9 PARENT COMMUNICATION AND PARTICIPATION

9.1 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.

Each school is responsible for developing its own procedures to be sure that parents are informed of programs, services and activities in a language they understand, and that all documents are provided to LEP parents in a language that they understand.

9.2 PARENT NOTIFICATIONS

All required notifications are listed below. Document templates for each item are provided within “Appendix B: Forms and Documents” at the end of this manual.

- EL Bill of Rights Documents
- Home Language Survey
- Note: The home language survey is provided during student registration and all families must complete this item.
- Initial Notification of Placement
- Annual Notification of Continued Placement
- Exit Letter
- Opt Out Form (for parents who choose to opt out of services)
- Reinstatement Form (for parents who have previously chosen to opt out of services but now would like them reinstated)

9.3 PARENT PARTICIPATION

RDELA strives for an active partnership between caregivers and educators. ELL families are legally entitled to information about their child's schooling (including enrollment, parent-conference meetings, and any services the school provides, such as ESL or special education) in a language they understand. RDELA prioritizes clear and accessible communication in multiple languages and incorporates a culturally responsive curriculum. Staff members are available to translate into a variety of languages. If a translator is unavailable on staff, RDELA will reach out to community partners for translator services.

9.4 PARENT ASSISTANCE

Rainbow Dreams Early Learning Academy provides guidance and resources to support parents and legal guardians of English Learners (ELs) in enrolling their children in both educational programs and extracurricular activities. School staff communicate enrollment procedures, program requirements, and available opportunities in a language and format that is accessible to families, including translated materials and interpreter support when needed. EL coordinators and

teachers assist families in understanding program options, deadlines, and necessary documentation, and connect them with community resources to ensure full participation. These supports help families make informed decisions and ensure that EL students have equitable access to academic enrichment, social-emotional development programs, and extracurricular opportunities that enhance their overall educational experience.

10 REFERENCES

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.

11 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- SPCSA Strategic Plan
 - o [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
 - o <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>
- Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703(f)
 - o <https://www.law.cornell.edu/uscode/text/20/1703>
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
 - o <https://www.law.cornell.edu/uscode/text/42/2000d>
- 34 C.F. R. part 100
 - o <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1>
- NRS Chapter 385
 - o <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - o <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
 - o <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
 - o <https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text>
- EL Bill of Rights Documents
 - o https://spsca.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
 - o <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
 - o <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
 - o https://spsca.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
 - o <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
 - o https://spsca.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File

- o https://spsca.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
 - o <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
 - o <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
 - o <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
 - o <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
 - o <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>

12 APPENDIX B: FORMS AND DOCUMENTS

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>