



**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 & Bilitery 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>

McKinney-Vento/Homeless Policy and Plan



RAINBOW DREAMS EARLY LEARNING ACADEMY

2025 - 2026

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2 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.

2.1 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.

2.2 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.

2.3 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>

3 INTRODUCTION

This manual serves as a reference for Rainbow Dreams Early Learning Academy regarding the topic of McKinney-Vento.

3.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. 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.

3.2 LEGAL REQUIREMENTS

[Subtitle VI-B of The McKinney-Vento Homeless Assistance Act](#) authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, [of Every Student Succeeds Act \(ESSA\)](#).

Programs must be in compliance with [Nevada Revised Statute \(NRS\) Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. Additionally, Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

3.3 BOARD APPROVAL

3.3.1 Board Approval

Each SPCSA school is required to have the McKinney-Vento/Homeless Policy and Plan approved by their school board.

This manual was approved on: 3/11/2025

3.3.2 Stakeholders

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

- Dr. Anthony Pollard, Board Chair
- Monica Ford, Superintendent
- Janice Henry, Executive Director and Principal
- Kristy Borg, Director of Compliance
- Irene Andrade, Title I H.O.P.E. Coordinator

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.
- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

3.5 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.

- Child find:
 - In general All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to

determine which children with disabilities are currently receiving needed special education and related services.

- 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.
- Homeless children and youths:
 - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:
 - The term "homeless children and youths"--
 - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
 - (B) includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
 - *Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- McKinney – Vento:
 - The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the 100th United States Congress and signed into law by President Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at <https://nche.ed.gov/legislation/mckinney-vento/>.
- National Center for Homeless Youth (NCHE):
 - NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
- 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.
- School of Origin:

- (i) IN GENERAL.-The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.
- (ii) RECEIVING SCHOOL.-When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term 'school of origin' shall include the designated receiving school at the next grade level for all feeder schools.
- 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.
- Unaccompanied Youth:
 - The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC § 11434a(6)]. Taking a closer look at the definition, two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
 - (A) 1. The child’s or youth’s living arrangement meets the Act’s definition of homeless, and
 - (B) 2. The child or youth is not in the physical custody of a parent or guardian.
 - To read more about unaccompanied youth, please view the materials from the National Center for Homeless Education at <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- 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.

4 RIGHTS OF HOMELESS CHILDREN AND YOUTH

According to the NCHE whitepaper titled [The Educational Rights of Children and Youth Experiencing Homelessness](#), in order to remove educational barriers for homeless children and youths, the McKinney-Vento Act mandates:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child’s or youth’s best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];
- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];
- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g) (6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];

- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and 2 U.S.C. § 11432(g)(6) (A)].

5 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

The McKinney-Vento/Homeless Policy and Plan should be posted to the Rainbow Dreams Early Learning Academy website for the school community to view. In addition, the school will have written materials in English and other languages spoken at the school that advise the school community of the rights of homeless youth. Written materials include but are not limited to:

- Posters and Flyers
 - Educational Rights Poster (Youth) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Educational Rights Poster (Parent) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Higher Education Poster from NCHE
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE:
 - [English](#)
- Brochures
 - NCHE Brochure:
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE:
 - [English](#)
 - [Spanish](#)
- Booklets
 - Parent booklet from NCHE:
 - [English](#)
 - [Spanish](#)
- Email communication to the school community
- Information posted on the school website
- Class Dojo

The school will retain copies of all distributed materials as evidence for monitoring conducted by SPCSA and NDE, including materials that are printed from other sources such as NCHE.

6 IDENTIFICATION

To determine a student's McKinney-Vento eligibility, schools must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In general, parents/guardians or unaccompanied youth should complete a Student Housing Questionnaire (SHQ) which may be electronic or a paper form.

6.1 SELF-IDENTIFICATION

6.1.1 Online Registration

Upon registration, students may be identified as homeless through the online registration process in Infinite Campus which asks a questionnaire regarding housing status. Once identified as homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.1.2 Other Identification Methods

Students may experience homelessness at any time throughout the school year. While a student may not necessarily be homeless at the time of online registration, they may become homeless at another point during the school year. Or, during registration the parent/guardian/unaccompanied youth may have not selected the option during online registration.

If a parent/guardian/student notifies the school at any time that the student is potentially experiencing homelessness, students should complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.2 STAFF IDENTIFICATION

School staff may also be particularly helpful in identifying homeless students. This can be via trusting relationships with a staff member, symptoms of homelessness noticed, by reviewing enrollment documents, and reviewing attendance records. If any school staff member has reason to believe that a student may be experiencing homelessness, they should reach out to the school McKinney-Vento Liaison so that the McKinney-Vento Liaison may reach out to the parent/guardian/unaccompanied youth to complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.3 RECORDING HOMELESS STATUS IN INFINITE CAMPUS

Homeless status will be recorded in Infinite Campus by the Registrar/Title I H.O.P.E. Coordinator.

Homeless students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of homeless students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify homeless students in Infinite Campus.

1. In the Campus Tools menu on the "Index" tab, choose "Student Information" then click "Program Participation", then choose "Homeless" from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed "Go" on the screen shown, press "New" to enter the information for the homeless student. You must enter:
 - "Primary Night Time Residence"
 - "Start Date"

- “End Date” should be entered as 07/31/YYYY where the year is the end of the current school year, as the status should continue through summer school, but end prior to the start of the new school year. If the student exits homeless status prior to the end of the school year, you may update the end date when notified.
 - If the student is an “Unaccompanied Youth” the option should be selected.
 - Be sure to save once you have entered the information.
4. Return to the “Index” tab and select “General”. It will display the student “Summary” tab. Click the “Flags” tab.
 5. On the “Flags” tab, press the “New” button to add the Homeless Flag for the student. You should enter a “Start School Selection

All public schools including charter schools must accept homeless students. Per page 17 of the [Homeless Tool Kit for School Staff](#) provided by NDE:

6.4 IMMEDIATE ENROLLMENT

A school must **immediately** enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the parent/guardian/unaccompanied youth obtain the necessary records and/or immunizations, and work with the parent/guardian/unaccompanied youth to determine appropriate placement in classes if records are not immediately available.

6.5 THE RIGHT TO CHOOSE WHAT SCHOOL TO ATTEND

Students have the right to continue attending their “school of origin”. The “school of origin” is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school district shall keep a student in the “school of origin” unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.

If the school district sends a student to a school other than the school of origin or a school requested by the parent, the district must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the NDE Homeless Liaison.

If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.

All placement decisions must be made based on what is in the best interest of the student.

7 TRANSPORTATION

The transportation process in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following transportation process should be followed by all charter schools:

The parent or guardian (or, in the case of an unaccompanied youth, the school homeless liaison) of a homeless student may request that transportation be provided to and from school.

If the student is still in the same district as the school of origin, the school district must provide transportation.

If the student is not living within the district of the school of origin, the district of origin and the district where the student is living must determine how to share transportation costs and responsibility.

If the districts cannot come to an agreement, then the responsibility and costs must be shared equally. In general, transportation time should be limited to one hour or less in each direction.

Please note, the transportation provisions of McKinney-Vento only apply to students who are currently homeless. If a student obtains permanent housing and continues to attend his/her school of origin until the end of the school year, the continued provision of transportation is at the discretion of the district of origin.

Remember: The school district must make decisions based on the best interests of the student.

8 DISPUTES

The dispute resolution process in Nevada is specified by NDE on page 19 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following dispute resolution process should be followed by charter schools:

If a charter school challenges the right of a homeless student to attend the school, the charter school must continue to provide transportation and other services to the student until the dispute is resolved.

The dispute resolution process begins when the charter school challenges the student's enrollment/continued enrollment in school. The same day the charter school challenges the enrollment of the student, the district must notify the Homeless Liaison and the parent/guardian or unaccompanied youth in writing. This notice must include the right of the parent/guardian or unaccompanied youth to appeal the decision. The charter school must also notify the NDE Homeless Liaison/Coordinator the same day and provide them with copies of all notices provided to the parent/guardian or unaccompanied youth.

The NDE Liaison must then provide the parent/youth with a clear, easy-to-understand, written explanation of dispute resolution process and include the contact information for the NDE Homeless Liaison.

The school district then has two working days to determine whether it will continue to challenge the right of the student to be enrolled in school. During this time, NDE may provide technical assistance to the school on the requirements of McKinney-Vento.

The final decision by the charter school must be made in writing by the Superintendent (or Executive Director, or equivalent at the charter school) and must state all factual reasons and the legal basis for the decision. If the final decision of the charter school is adverse to the student, the charter school must provide the NDE homeless liaison (NDE

then notifies the parent) with a copy of the Rights of Homeless Students under the McKinney-Vento Act the written decision that same day. The parent/youth then has the right to appeal the decision to NDE.

Once NDE has received the appeal, the NDE Homeless Liaison has two working days to make a decision. The decision made by NDE Homeless Liaison is final.

9 SERVICES

Homeless students have the same rights as all other students to participate in special education programs, after school programs, and any other programs available at the school.

9.1 HOMELESS EDUCATION LIAISON

Every school is required to have a Homeless Education Liaison (often referred to as the McKinney-Vento Liaison). It is the job of the Liaison to ensure that homeless students have the same opportunities as all other students, which includes ensuring that homeless students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of homeless students and providing appropriate referrals to service providers.

The homeless liaison at our school is:

Irene Andrade, Title I H.O.P.E. Coordinator

702-638-0222

Irene.Andrade@rdacharter.org

Kristy Borg, McKinney-Vento Liaison

702-813-1672

Kristy.Borg@rdacharter.org

9.2 SPECIAL EDUCATION

Homeless students who qualify for special education services must be provided appropriate services based on the information that is available to the school. A school may not delay providing such services based on the non-receipt of school records. Homeless children are also included under child find requirements in the Individuals with Disabilities Education Act 20 U.S.C. 1412(a)(3).

9.3 AFTER SCHOOL PROGRAMS

Rainbow Dreams Early Learning Academy (RDELA) provides a supportive before and after school program called Dream Care designed to meet the needs of all students free of charge including those facing housing instability. This program offers a safe, structured environment where students receive academic support, enrichment activities, access to essential resources, and snacks. By providing extended care, homework assistance, and nutritious snacks, we help ensure that students experiencing homelessness have stability, continuity in learning, and a secure space beyond school hours. Our goal is to reduce barriers to education and support the well-being of every child in our community.

10 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit](#)

[for School Staff](#). Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

In order to determine the eligibility for free or reduced price meals, school officials must accept documentation that the student is homeless from the local Homeless Education Liaison or the director of the homeless shelter where the student resides. If a student is temporarily residing with another household, the household size and income of the host family are not taken into consideration when determining the free meal eligibility for the homeless student. However, the host family may include the homeless family as household members if the host family is providing financial support to the family.

Additionally, according to page 3 of the NCHE whitepaper titled "[Access to Food for Students Experiencing Homelessness](#)" the following must occur after eligibility is determined:

Once the above documentation has been provided to the school nutrition program, the student must be directly certified. School meals personnel do not have discretion to decline directly certifying children who have been documented to be categorically eligible. If a school administrator knows that a child is homeless but is concerned that there may be a delay in obtaining documentation from the local liaison, the administrator may complete an application on behalf of the child so the child can begin receiving free meals immediately. The administrator must then follow up with the local liaison to obtain the needed documentation.

Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the duration of the current school year and for up to 30 days after the first operating day of the subsequent school year or until a new eligibility determination is made in the new school year, whichever comes first.

11 TRAINING

Training will be provided for the McKinney-Vento Liaison and for other school staff.

11.1 MCKINNEY-VENTO LIAISON

The McKinney-Vento Liaison and Title I H.O.P.E. Liaison have completed multiple trainings provided by the National Center for Homeless Education (NCHE) to better support students experiencing homelessness. These trainings include the following mandatory Webinars and :

1. **Title I Training Webinar** – This session covered how local educational agencies (LEAs) can determine the appropriate set-aside funding for children and youth experiencing homelessness under Title I, Part A. It also emphasized the importance of coordination between Title I and the Education for Homeless Children and Youth (EHCY) program to maximize support and resources ([Title I Training Webinar – National Center for Homeless Education](#)).
2. **Determining Eligibility Training** – This training reviewed the McKinney-Vento definition of homelessness and explored how to assess eligibility for services. It also covered the dispute resolution process for cases where eligibility is questioned, ensuring that students receive necessary support without unnecessary delays ([Updated Determining Eligibility Recorded Webinar – National Center for Homeless Education](#)).

These trainings have enhanced the ability of the liaisons to identify and support homeless students effectively, ensuring compliance with federal regulations while improving outreach and coordination between school services.

Trainings can be found at <https://nche.ed.gov/self-paced-online-training/>.

Upon completion of all training, records will be retained documenting that the McKinney-Vento liaison has attended training annually as NDE may request these records for desktop monitoring.

11.2 OTHER SCHOOL STAFF

All staff takes part in a mandatory professional development regarding how to support students experiencing housing instability including the homeless and foster populations.

Upon completion of all training, records will be retained documenting that school staff has attended training annually as NDE may request these records for desktop monitoring.

12 COORDINATION

12.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

Rainbow Dreams Early Learning Academy (RDELA) collaborates with local social service organizations, Clark County Commissioners' Office, and Nevada Partners to provide comprehensive support for students experiencing homelessness. These connections help address basic needs, education stability, and family well-being. Some key partnerships and services include:

1. Housing and Shelter Assistance

- **Nevada Partnership for Homeless Youth (NPHY)** – Emergency housing, rental assistance, and transitional housing for unaccompanied youth.
- **Clark County Social Services (CCSS)** – Emergency shelter placement and housing support for families.
- **HopeLink of Southern Nevada** – Rental and housing assistance programs to prevent evictions.

2. Food and Nutrition Support

- **Three Square Food Bank** – Provides access to food pantries, weekend meal programs, and assistance with SNAP applications.
- **RDELA Meal Program** – Ensures students receive **free breakfast, lunch, and snacks**, including additional meals for take-home when available.

3. Healthcare and Mental Health Services

- **Southern Nevada Health District (SNHD)** – Provides immunizations, health screenings, and referrals for medical care.
- **Nevada Health Centers – Mobile Clinic** – Offers free or low-cost healthcare services, including physicals and dental care.
- **The Harbor – Clark County Juvenile Assessment Center** – Offers behavioral health support, crisis intervention, and family counseling.

4. Educational and Family Support Services

- **Title I H.O.P.E. (Homeless Outreach Program for Education)** – Helps ensure educational stability, school supplies, and transportation services.
- **Boys & Girls Club of Southern Nevada** – Provides after-school programs, mentorship, and tutoring for students in unstable housing situations.
- **Nevada 2-1-1** – A centralized resource for connecting families with emergency services, housing aid, employment assistance, and legal aid.

12.2 RECORDS SHARING AND TRANSFER

Rainbow Dreams Early Learning Academy (RDELA) follows federal McKinney-Vento Act provisions to ensure the timely transfer of school records, transportation coordination, and social service referrals for homeless children and youth.

- 1. Transfer of School Records
 - Student records, including enrollment documents, Individualized Education Programs (IEPs), health records, and academic histories, are transferred immediately to receiving schools or Local Educational Agencies (LEAs) upon request.
 - Schools are prohibited from delaying enrollment due to missing documentation, ensuring that homeless students continue receiving uninterrupted education.
 - Records are transmitted electronically or securely mailed in compliance with FERPA (Family Educational Rights and Privacy Act), maintaining confidentiality.
- 2. Transportation Coordination
 - RDELA collaborates with LEAs and local transit providers to arrange school-of-origin transportation for homeless students, as required under McKinney-Vento.
- 3. Social Service Referrals and Confidentiality
 - Homeless students and families are connected to community resources, housing services, food assistance, and counseling through Title I H.O.P.E. Liaisons and McKinney-Vento coordinators and through our community partnership with Nevada Partners.
 - All referrals are made with parental/guardian consent (or the student's consent if they are unaccompanied youth).
 - Confidentiality is strictly maintained, and no information is disclosed without a legitimate educational interest or consent, following FERPA and McKinney-Vento guidelines.

These policies ensure seamless educational continuity, access to critical support services, and protection of student privacy, reducing barriers for homeless children and youth.

13 PRESCHOOL

According to page 4 of the NCHC whitepaper titled [Early Care and Education for Young Children Experiencing Homelessness](#):

The McKinney-Vento Act requires early care and education programs administered by SEAs and LEAs to enroll children immediately, even if they lack documents typically required for enrollment, including birth certificates, health records, and proof of residency. The Act, however, does not require these programs to exceed legal capacity limits or to enroll children once classes are full.

If a classroom is at capacity, the school will refer the homeless child to the closest preschool program with an available slot, as local liaisons must ensure that homeless children receive services for which they are eligible, including Head Start, early intervention (IDEA, Part C), and other preschool programs administered by the LEA (42 U.S.C. § 11432(g)(6)(A)(iii)).

14 FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

15 REFERENCES

Throughout this manual a variety of resources are referenced from [NCHE](#) and the [NDE Homeless Tool Kit for School Staff](#).

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.

16 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:

- Subtitle VI-B of The McKinney-Vento Homeless Assistance Act
 - <https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>
- Every Student Succeeds Act (ESSA)
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- 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>
- Nevada SB147 (2019)
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- NRS 388.205
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec205>
- NRS 388A.489
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec489>
- NRS 389.320
 - <https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec320>
- Definition of McKinney-Vento from NCHE
 - <https://nche.ed.gov/legislation/mckinney-vento/>
- Information regarding unaccompanied youth from NCHE
 - <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- NCHE Whitepaper: The Educational Rights of Children and Youth Experiencing Homelessness
 - https://nche.ed.gov/wp-content/uploads/2018/10/service_providers.pdf
- Educational Rights Poster (Youth) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf
- Educational Rights Poster (Parent) from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_eng_color.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf

- Higher Education Poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster_span.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_post.pdf
- NCHE Brochure:
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf>
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf>
- Student Housing Questionnaire
 - https://spsca.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf>
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf>
- NCHE
 - <https://nche.ed.gov/>

17 APPENDIX B: FORMS

- Student Housing Questionnaire (SHQ)
 - https://spsca.instructure.com/courses/42/files/2312?module_item_id=2142