

English Learner Policy and Plan

INNOVATIONS INTERNATIONAL CHARTER SCHOOL OF NEVADA

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1 ABOUT INNOVATIONS INTERNATIONAL CHARTER SCHOOL OF NEVADA

Innovations opened its doors as a public K-12 charter school in August 2006 with 400 students across grade levels, in a highly diverse section of Las Vegas. The co-founders and committee to form envisioned a school that was family and community oriented, with a commitment to the students, illustrated by our motto of *Educating for Life*. Innovations has been in operation for twenty years and now services students from across the valley encompassing 52 unique zip codes.

1.1 SCHOOL MISSION STATEMENT

Innovations International Charter School of Nevada provides a safe learning community, empowering responsible citizens for life.

1.2 SCHOOL VISION STATEMENT

All children are capable individuals who deserve access to...

- Caring educators
- Community members and organizations
- Multiple languages
- Global connections
- Knowledge
- Leadership training
- Literacy development
- Resources
- Skills
- Technology

... to become successful in our ever-changing world.

1.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about Innovations International Charter School of Nevada, please refer to the website at www.iicsn.org.

You may also wish to review the School Performance Plan:

[https://resources.finalsite.net/images/v1743191343/iicsnorg/t7azcgb6pwu5urhplnom/Innovations International Charter School of Nevada Elementary School - Innovations International Charter School of Nevada Elementary School Plan.pdf](https://resources.finalsite.net/images/v1743191343/iicsnorg/t7azcgb6pwu5urhplnom/Innovations%20International%20Charter%20School%20of%20Nevada%20Elementary%20School%20-%20Innovations%20International%20Charter%20School%20of%20Nevada%20Elementary%20School%20Plan.pdf)

[https://resources.finalsite.net/images/v1743191398/iicsnorg/jkkh5nfmaj2rwwlmjild/Innovations International Charter School of Nevada Middle School - Innovations International Charter School of Nevada Middle School Plan.pdf](https://resources.finalsite.net/images/v1743191398/iicsnorg/jkkh5nfmaj2rwwlmjild/Innovations%20International%20Charter%20School%20of%20Nevada%20Middle%20School%20-%20Innovations%20International%20Charter%20School%20of%20Nevada%20Middle%20School%20Plan.pdf)

[https://resources.finalsite.net/images/v1743191446/iicsnorg/smjoomkhrwcqngkxzb/Innovations International Charter School of Nevada High School - Innovations International Charter School of Nevada High School Plan.pdf](https://resources.finalsite.net/images/v1743191446/iicsnorg/smjoomkhrwcqngkxzb/Innovations%20International%20Charter%20School%20of%20Nevada%20High%20School%20-%20Innovations%20International%20Charter%20School%20of%20Nevada%20High%20School%20Plan.pdf)

Introduction

This manual serves as a reference for Innovations International Charter School of Nevada regarding the topic of English Language Learners.

1.4 PURPOSE

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

1.5 PHILOSOPHY

The IICSN English Language Learner Program strives to provide English Language Learner (ELL) students with language skills that will help them understand, speak, read, and write English fluently. The objective of Innovations' English Language Learner Program is to help students make positive and meaningful academic connections that lead to improvements in student achievement, so they can succeed academically and socially in both the school setting and the community. Research shows that the most effective ELL instruction occurs when the teacher integrates instructional objectives seamlessly in teaching the components of literacy, using both language and meaning-based approaches.

The U.S. Department of Education, Nevada Department of Education, and WIDA Consortium provides policies, procedures, assessment options, test administrator training requirements, and criteria for ELL identification and student placement. Innovations International Charter School of Nevada follows the aforementioned policies provided by the U.S. Department of Education, Nevada Department of Education, and WIDA Consortium.

1.6 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.

1.7 BOARD APPROVAL

1.7.1 Board Approval

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

This manual was approved on: March 10, 2025

1.7.2 Stakeholders

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

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

- Connie Malin – Superintendent
- Nick Didier – Principal

- James Varga – System ELL Coordinator
- Patricia Krajcech – Elementary Counselor
- Kristin Rich – Secondary Counselor

1.8 DESCRIPTION

This manual contains:

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

1.9 DESIRED OUTCOMES

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

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

1.10 DEFINITIONS AND ACRONYMS

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

- English Language Acquisition and Development (ELAD) Endorsement: Teachers with the ELAD endorsement on their teacher license have extended knowledge of the theories of second language acquisition, contemporary issues related to the education of English language learners and emergent bilinguals, assessment of language learning, and methods for supporting the academic language development of linguistically diverse students. This endorsement is formerly known as the Teach English as a Second Language (TESL) endorsement.
- English Learner (EL) student: Refers to a student who has been determined to be an English Language Learner or Limited English Proficient (LEP) and is therefore entitled to receive services to overcome language barriers that impede his/her equal and meaningful participation in the school's instructional programs. English learner student-Speakers of other languages who are learning English; refers to learners who are identified as still in the process of acquiring English as an additional language. English Learner students may also be referred to as English Language Learners (ELLs) as this is the acronym used by WIDA for their assessment suite.
- English Language Proficiency: The level of competence at which an individual can use language for both basic communicative tasks and academic purposes.
- English Language Proficiency Assessment (ELPA): English Language Proficiency Assessment- umbrella term used by the Nevada Title III Office to identify the annual English language proficiency assessment given to English language learners. Currently the ELPA assessment in Nevada is the WIDA ACCESS.
- Every Student Succeeds Act (ESSA): is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called "No Child Left Behind." It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Evidence Based Interventions (EBI): Evidence-based interventions (EBI) are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented.
- Exited ELL: Refers to a student who was formerly an ELL but subsequently met the criteria for exiting the ELL Program based on a valid and reliable assessment of the student's English proficiency in each of the four (4) domains of speaking, listening, reading, and writing. An exited ELL is entitled to receive monitoring of his/her academic progress to determine whether the student has and maintains a sufficient level of English proficiency to succeed in mainstream classes without language acquisition services.
- Home Language: Language spoken in the home by caregivers and siblings who reside in the child's home; sometimes used as a synonym for primary language or native language.
- Home Language Survey (HLS): A screening tool used by schools upon student registration that determines languages that are spoken by the students.
- Individualized Education Program (IEP): A legal document under United States law that is developed for each public school child in the U.S. who needs special education. It is created through a team of the child's parent and district personnel who are knowledgeable about the child's needs.
- Individuals with Disabilities Education Act (IDEA): The Individuals with Disabilities Education Act (IDEA) is a law that makes available a free appropriate public education to eligible children with disabilities throughout the nation and ensures special education and related services to those children.
- Infinite Campus (IC): Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- Limited English Proficient (LEP): A federal term for English language learners who receive services and are tested from Title III funds. This term is being replaced with the term English Learner (EL).
- Language Instruction Educational Program (LIEP): a legal requirement for districts with students who are in the process of learning English as an additional language. A LIEP must be identified for each student.

- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found on the document titled [Language Instruction Educational Program \(LIEP\) Models in Nevada](#). One model of instruction should be selected for each student and when entered in Infinite Campus, the appropriate code should be entered from the list.
- Multi-Tiered System of Support (MTSS): MTSS stands for multi-tiered system of supports. It's a framework many schools use to give targeted support to struggling students.
- Native language: Primary or first language spoken by an individual.
- Nevada Department of Education (NDE): The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS): The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- Section 504 of the Rehabilitation Act of 1973: Section 504 forbids organizations and employers from excluding or denying individuals with disabilities an equal opportunity to receive program benefits and services. It defines the rights of individuals with disabilities to participate in, and have access to, program benefits and services.
- Section 504 Plan: 504 plans are formal plans that schools develop to give kids with disabilities the support they need. That covers any condition that limits daily activities in a major way.
- Smarter Balanced Assessment Consortium (SBAC) Assessment: Adopted by the Nevada Department of Education, to measure K-8 students achievement of the Nevada Academic Core Standards (NVACS). The assessment system includes a rigorous computer adaptive summative test for grades 3-8 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the NVACs give teachers and principals the tools to help students meet today's college- and career-ready standards.
- State Public Charter School Authority (SPCSA): The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Statewide Plan for the Improvement of Pupils (STIP): Nevada law requires the State Board of Education to develop a 5-year strategic plan to improve the achievement of students enrolled in public schools across Nevada, officially referred to as a "Statewide Plan for the Improvement of Pupils". We often abbreviate this to "STIP". The Board must submit this plan, or a revised plan, on or before March 31 of each year. The STIP is prepared for the State Board's consideration by the Nevada Department of Education (NDE) and reflects feedback and input gathered from school districts, education partners, and stakeholders across the State. (These requirements are outlined in Nevada Revised Statutes (NRS) 385.111-113).
- Title III: Language Instruction of Limited English Proficient Students and Immigrants (2002). Title III under ESSA consolidates 13 bilingual, immigrant, and Native American education programs formerly known as Title VII (1994). The focus of the title is on assisting school districts in teaching English to EL students and helping EL students meet state academic standards.
- US Department of Education (USED): The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.
- WIDA: Consortium joined by Nevada Department of Education that provides the state ELPA test, known as ACCESS, and provides extensive professional development on the comprehensive ELP standards that address the need for students to become fully proficient in both social and academic English.

2 THE EL BILL OF RIGHTS

[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.

3 IDENTIFICATION OF ENGLISH LEARNER (EL) STUDENTS

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

3.1 HOME LANGUAGE SURVEY

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

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

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

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

3.2 PRIOR SCHOOL RECORDS

One component of screening is prior school records. If a student has indicated a language other than English on the HLS and records from a student’s previous school indicate an EL designation, the student should continue as EL if the student did not exit EL status at their previous school. Students who are continuing as EL from a previous school should not take the screener, they should be designated as EL.

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

3.3 SCREENING ASSESSMENT

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

The screener will be administered at our school by the WIDA certified campus coordinator who oversees the ELL program and/or the WIDA certified campus ELL Specialist.

3.4 PLACEMENT AND OPT OUT

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

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

- If a student is eligible for services based on the screening assessment, the System ELL Coordinator will enter the student’s EL Program status in Infinite Campus as EL and enter the “Identified Date”.
- If a student is not eligible for services based on the screening assessment, the System ELL Coordinator will enter the student’s EL Program status in Infinite Campus as “Not EL” and enter the “Identified Date”.

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

- School districts may not recommend that parents opt out for any reason. Parents are entitled to guidance in a language that they can understand about their child’s rights, the range of EL services that their child could

receive, and the benefits of such services. School districts should appropriately document that the parent made a voluntary, informed decision to opt their child out.

- A school district must still take steps to provide opted-out EL students with access to its educational programs, monitor their progress, and offer EL services again if a student is struggling.

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

3.5 SCREENING, PLACEMENT, AND EXIT, RECORDS

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. It is highly recommended that schools view the recordings so that data is entered correctly, as these data workshops demonstrate how to enter all data that is required by NDE. A link to the recordings and the data workshop files are available using the links below.

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

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

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

4 ASSESSMENT

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.

4.1 STATE ASSESSMENTS

4.1.1 Placement/Screener Assessment

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

4.1.2 English Language Proficiency Assessment (ELPA)

4.1.2.1 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](#).

4.1.2.2 Administration and Scoring of the ELPA

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

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

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

Upon receipt of the scores the school must:

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

At our school, WIDA scores are entered into Infinite Campus by the administration. Notifications regarding test results are sent annually to parents/guardians by US mail by the administrator who oversees the ELL program. The date of the notification is recorded in Infinite Campus by the System ELL Coordinator.

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

Our school uses the following assessments:

Formal Interim Assessments:

- NWEA MAP Reading (K – 8) will be used as baseline assessments and then will be administered in the winter and spring for a total of three diagnostic assessments
 - NWEA MAP Reading Assessment (K – 8) – an online assessment that assesses a student's reading ability and growth

Informal Assessments:

- Diagnostic tools and formative assessment practices are employed to measure student growth and achievement.

5 EQUITABLE ACCESS

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

5.1 USE OF DATA

5.1.1 Placement

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

5.1.2 Exit

The criteria for a student to exit from an EL program is specified by NDE and has been updated for the 2024 – 2025 school year. Beginning in 2024 – 2025, students may qualify for exit by receiving a qualifying score on WIDA or through an alternate pathway. Students should be exited as EL students according to the "Exit Criteria" found on the Nevada

WIDA website, in the document called “[Nevada English Language Learner Identification and Placement](#)” in the section of the document titled “Identification and Placement.” When a student has met the criteria for exit, the exit date recorded in Infinite Campus should be the last day of student attendance for the school year in which the student received a qualifying score to exit. A notification letter should be sent to parents at the beginning of the following school year, that the student has been exited.

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

5.1.3 Monitoring of Exited ELs

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

Monitoring of students will ensure that (1) they have not been prematurely exited; (2) any academic deficits incurred as a result of participating in the ELL program have been remedied; and (3) they are meaningfully participating in the standard program of instruction comparable to their never-ELL peers. Student data will be tracked by the campus administrator who oversees the ELL program utilizing the “Innovations International Charts School of Nevada Monitoring Plan for Exited ELL Students.” This monitoring plan collects various data based on the students’ grade levels:

- Grades K-8: NWEA MAP Reading – Fall, Winter, and Spring
- Grades 3-8: SBAC Reading and Math
- Grades 5, 8, 9 (HS): Science CRT
- Grades 9-12: Grade Point Average
- Grade 11: ACT Assessment

Exited ELL students, that are not demonstrating appropriate academic growth, will be placed on the Response to Intervention (RTI) process. The RTI (team) includes the student’s parent(s), teacher(s), RTI Case Manager, and RTI Chair. The student and family will be provided with a specific plan that includes identified area(s) of deficit, specific goal(s), intervention, and progress monitoring. After being provided interventions, the team will make recommendations to parents, which may include continuing the intervention, changing the intervention, referral for special education testing, and/or the return to receive services in the ELL program. Former English Learners may be referred to return to ELL services if the team determines the student needs language support and/or are not performing academically due to English proficiency. Former English Learners, who are receiving ELL services, will not be administered the WIDA ACCESS assessment.

5.1.4 Additional School Level Data

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

- Grades on classwork and assessments
- NWEA MAP assessments (K-8)

- Behavior and Attendance Data
- WIDA ACCESS assessment results
- NDE EL Growth File
- Standardized summative assessments: SBAC Reading and Math, Science CRT, ACT

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

- Grades on classwork and assessments – Grades will be analyzed to determine which standards an ELL student has mastered or may need remediation
- Diagnostic Assessments: NWEA MAP Reading – Diagnostic assessments administered during fall (baseline), winter, and spring (endline) will be analyzed to indicate the change in student ability, performance, and growth. Data analyzed will allow the classroom teacher to adjust lesson pacing, assess student mastery of concepts, and determine which standards need to be retaught and/or be accelerated. ELL student data will be analyzed to determine increases or decreases since baseline.
- Standardized Summative Assessments: SBAC Reading and Math, Science CRT, ACT – Standardized assessments are administered at the end of each prescribed school year and will be analyzed to determine the proficiency and growth of students. Data will allow teachers and administrators to decide ELL student class placement and to determine if the student met their growth goal target(s). This data will also determine the effectiveness of classroom instruction and the implementation of ELL strategies into lessons.
- Behavior and Attendance Data – Behavior and attendance data will be analyzed to determine where barriers to student learning may occur.
- WIDA ACCESS Assessment Results – WIDA ACCESS assessment data will be analyzed to determine the student's proficiency with the English language. WIDA ACCESS results will also determine which students qualify for exiting from EL services. Speaking, writing, reading, and listening data will be analyzed to determine areas in which the continuing ELL students' need additional intervention.
- NDE EL Growth File – The NDE EL Growth file will be analyzed to determine which ELL students met their growth goal and which students may need additional intensive EL services.

5.2 LEADERSHIP AND STAFFING

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

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

- System ELL Coordinator: Completes WIDA trainings and certifications each school year. Analyzes HLS to determine if a student needs to be screened for EL services. Imports EL records and EL assessments from Infinite Campus. Updates Infinite Campus with student screener score and EL status. Provides guidance to campus administrator who oversees the EL program.
- Curriculum and Instruction Coordinator: Organizes and provides professional development trainings, resources, and coaching to Innovations administrators and teachers
- Campus ELL Administrator: Administrator designated to oversee the English Language Learner program at each IICSN campus. Completes WIDA trainings and certifications each school year. Administers the WIDA Screener and WIDA ACCESS assessments. Works with campus staff to write goals for active EL students, implement effective EL strategies into classroom instruction, and tracks the progress of both active and exited EL students
- EL Strategist: Complete WIDA trainings and certifications each school year. Assists the campus ELL administrator with administering the WIDA Screener and WIDA ACCESS assessments. Works with campus staff to write goals

for active EL students, implement effective EL strategies into classroom instruction, and tracks the progress of both active and exited EL students

- Classroom Teacher: Words with campus ELL administrator and/or EL Strategist to write goals and track progress of active EL students. Provides individualized, differentiated instruction that incorporates the English Language Development (ELD) Standards into classroom instruction

5.3 CURRICULUM

Schools within SPCSA have the autonomy to select their own curriculum. Schools should select a research-based selection of curricula that considers the language development needs of ELs for both Tier I instruction and for supplementary materials.

At our school, we have selected the following curriculum for our EL students:

- Savvas MyView Literacy and Savvas MyPerspectives
- Riggs
- Everyday Mathematics
- EdCite
- Rosetta Stone
- Khan Academy
- WIDA Test Prep Practice

Schools should select 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. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

- Tier/Level 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.
- Tier/Level 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.
- Tier/Level 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies (with statistical controls for selection bias).
- Tier/Level 4 – Demonstrates a Rationale: practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

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

- **Word Learning Strategies:** The school is using a word learning strategies approach to integrate vocabulary development tied to word learning strategies to build reading comprehension in literary and informational text. This approach is integrated in the literacy series employed by the school to utilize phonemic and morphemic analysis, contextual analysis, and the comprehension of text using new vocabulary words within the content area to reinforce learning and understanding.
 - ESSA EBL Level: Level 2
 - Li, L., Ringstaff, C., Tripathy, R., Flynn, K., & Thomas, L. (2020). *Improving elementary school students' vocabulary skills and reading comprehension through a word learning strategies program* (REL 2020–019). U.S. Department of Education, Institute of Education Sciences. <https://eric.ed.gov/?id=ED604594>

- **Science of Reading:** The school is using a Science of Reading literacy series to integrate reading, writing, listening, and speaking approach to build vocabulary, reading comprehension, and reading fluency within the elementary classrooms.
 - ESSA EBL Level: Level 2
 - JEM & R. (2025). *Evidence explained*. Savvas Learning Company. https://savvas-sc-content-hub-cdn.azureedge.net/api/public/content/ResFly581L1632_myViewESSA_Level2-07-25v4-MedF.pdf?v=fa66e400
- **Peer Assisted Strategies:** The school is utilizing a peer assisted strategies program to improve student proficiency in content area classes. During these sessions, students take turns assisting each other, coaching each other on known skills, and correcting each other's areas of weakness to develop higher proficiency levels using content area curriculum.
 - ESSA EBL Level: Level 2
 - McMaster, K. L., Fuchs, D., Fuchs, L. S., & Compton, D. L. (2005). Responding to nonresponders: An experimental field trial of identification and intervention methods. *Exceptional Children*, 71(4), 445–463.

5.4 PROFESSIONAL DEVELOPMENT

Goal 2 from the [Nevada Statewide Plan for the Improvement of Pupils \(STIP\)](#) is that “All students have effective educators.” To meet Goal 2, NDE has identified the following strategies:

- Equity: Ensure effective educators in low-performing schools.
- Access to Quality: Provide quality professional learning.
- Success: Decrease licensed educational personnel vacancies.
- Inclusivity: Serve students in the Least Restrictive Environment.
- Community: Increase candidates in the educator pipeline.
- Transparency: Engage in effective communication.

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

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

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

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

- ELL for ALL
 - Description: This training will provide an overview of English Language Learner rights and the Innovations International Charter School of Nevada ELL Program. Participants will gain a greater understanding of levels of language proficiency, WIDA ACCESS levels, and ELD standards. Teachers will also leave with various strategies and resources that can be immediately implemented into every classroom
 - PD Standards: Equity, Cultural Competency, and Resources: The objective of this training is to increase educator effectiveness and results in instruction for all students through examination of research-based practices, student culture, and resources that positively affect educator and student learning outcomes
- Writing with Purpose and POP!
 - Description: This course will provide an in-depth understanding of the English Language Development Standards and Innovations writing expectations, while also providing an overview of the purposeful, imitation, and kernel writing strategies
 - PD Standards: Resources & Cultural Competency – This training provides professional learning that increases educator effectiveness in writing instruction for all students. Also requires self-examination of research-based practices related to writing instruction, student culture, and the prioritizing, monitoring, and coordinating of resources for educator and student learning outcomes

5.5 OTHER EDUCATIONAL PROGRAMS FOR ELS

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

EL students must be provided meaningful access to all curricular and extracurricular programs. Per the fact sheet:

- EL students must have access to their grade-level curricula so that they can meet promotion and graduation requirements.
- EL students are entitled to an equal opportunity to participate in all programs, including pre-kindergarten, magnet, gifted and talented, career and technical education, arts, and athletics programs; Advanced Placement (AP) and International Baccalaureate (IB) courses; clubs; and honor societies.

At our school, the ELL program creates multiple, scaffolded opportunities for ELL students to develop understandings of core concepts, engage in analytical practices, and develop the language needed to be successful. This approach to ELL instruction is grounded in the Six Principles of Effective ELL Instruction as presented in *Understanding Language* (2013). These six principles are:

1. Instruction focuses on providing ELL students with opportunities to engage in discipline-specific practices that are designed to build conceptual understanding and language competence.
2. Instruction leverages ELL students' home language(s), cultural assets, and prior knowledge to make content meaningful and comprehensible.
3. Instruction for ELL students is standards-aligned, rigorous, grade-level appropriate, and provides deliberate and appropriate scaffolding.

4. Instruction is designed to move ELL students forward by taking into account their English proficiency level and prior schooling experience.
5. Instruction equips ELL students with strategies necessary to comprehend and use language in a variety of academic settings.
6. Diagnostic tools and formative assessment practices are employed to measure students' content knowledge, academic language competence, and participation in disciplinary practices while also allowing teachers to monitor student learning and adjust instruction accordingly.

Innovations International Charter School of Nevada elementary classroom currently structure English Language Arts (ELA) instruction in blocks. One-third of instructional time is spent learning grade-level standards and objectives in the general education classroom. During this time, ELL students receive immersive instruction and are introduced to literacy objectives through the designated classroom curriculum. Through the designated curriculum, students are provided with grade-level academic language and explicit vocabulary instruction. The remaining two-thirds of instructional time is dedicated to differentiated and small-group instruction. The small-group instruction provides an opportunity for identified ELL students to receive specific instruction that can fill foundational gaps while challenging students to grow.

Innovations International Charter School of Nevada middle and high schools provide English Language Arts instruction during scheduled periods. During ELA class periods, students are taught grade-level standards and objectives in the general education classroom and ELL students receive immersive instruction. ELL students in middle and high school are introduced to literacy objectives through the designated curriculum. Additionally, middle and high school ELL students, who have been identified as struggling academically, are provided an intervention period. This class period provides an opportunity for identified ELL students to receive specific instruction in order to fill foundational gaps. The classroom teacher and/or ELL Specialist will support ELL students through small-group and/or individualized instruction.

Teacher and/or the ELL Specialist will strategically support ELL students in all subject areas, and at all grade levels and stages of language acquisition, through integrating the following strategies into instruction:

English Language Development (ELD) Standards The ELD standards cannot stand alone but are designed to work in conjunction with the Nevada Academic Content Standards (NVACS). This means ALL teachers are expected to provide support for English Language Development to help students grow and improve their ability to read, write, speak, and listen to academic English across the curriculum.	Audio-Visual Connections Teacher uses audio-visual to introduce and reinforce concepts. Students use audio-visual to make connections to previous knowledge and/or present understanding of concepts. Ask students to identify vocabulary by symbols that show the student's level of understanding.
Assessment Create assessments that give students an opportunity to present in English using pictorial representations, audio-visual aids, and integration across subject areas. For math and science, provide students with native language translation options for classwork/assessment (Spanish, Tagalog, Cantonese) for selected construct-irrelevant terms.	Challenge Offer challenge activities to expand the student's vocabulary knowledge.
Cooperative Learning Teacher implements cooperative learning strategies that allow for the sharing of ideas between students.	Graphic Connections Use graphic organizers and thinking maps and train students on how to recreate/draw organizers. Demonstrate effective notetaking and provide a template.
Integration Apply skills learned to other subjects.	Kinesthetic Connections Teacher uses visuals and has students point to pictures and/or act out vocabulary and make connections with the student's background knowledge.

Listening Comprehension Emphasize and practice comprehension skills by using read-alouds and music.	Model Concepts & Language Teacher models concepts through direct, explicit instruction with elaboration and demonstration of skills. Teacher models language by saying the words while showing the meaning. Re-phrase incorrect student statements in English.
Oral Reading & Speaking Teacher creates opportunities for students to practice oral reading fluency with a peer mentor. Have students retell stories or experiences.	Peer Teaching Student teaches/talks to classmates about skills learned.
Practice & Review Small groups practice skills and share knowledge. Teacher provides practice and spiral review for understanding and retention.	Scaffolding Teacher starts instruction from the student's prior knowledge and builds to the new skill.
Think Aloud Teacher "thinks aloud" and demonstrates the strategies used to comprehend, write, and solve.	Tools Train students on the use of a thesaurus and dictionary.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, the campus administrator who oversees the ELL program and/or ELL Specialist will work collaboratively with each grade level team or department to review lesson plans and ensure the learning needs of ELL students are being addressed. Additionally, the classroom teachers and/or ELL Specialist will work closely with the Special Education teacher and 504 Liaison to ensure ELL students with Individualized Education Plans (IEPs) and Section 504 plans are receiving instruction that aligns with their goals and supports/accommodations. The school will also provide materials and resources that parents of ELL program participants can use to assist at home.

The ELL team will identify specific areas of need amongst ELL participants and establish realistic, yet rigorous, goals for the participants. Goals will be documented on the "Innovations International Charter School of Nevada English Language Learner Educational Plan." These goals will be revisited after analyzing the results of each NWEA MAP Reading (K-12) benchmark assessment. Goals will be revisited throughout the school year. The end of year NWEA MAP Reading assessment (K-12) and the current year's WIDA ACCESS assessment results will be used to determine student growth and progress toward their goals.

6 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.

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

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

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

At Innovations International Charter School of Nevada, ELL students that are not demonstrating appropriate academic growth, will be placed in the Response to Intervention (RTI) process. The RTI (team) includes the student's parent(s)/guardian(s), teacher(s), ELL Specialist, RTI Case Manager, and RTI Chair. The student and family will be provided with an intensive plan that includes identified area(s) of deficit, specific goal(s), intervention(s), progress monitoring, and a timeline of intervention services. After being provided interventions, the team will make recommendations to parents which may include continuing the intervention, changing the intervention, or referral for a Section 504 plan or special education testing. If a parent has limited English proficiency, translation services will be provided unless the parent signs a translation waiver form. All documents will be translated into the parent(s)/guardian(s) native language.

When being evaluated for special education services, the student's English language skills will be considered. The evaluator will ascertain whether the student's academic deficits stem from a lack of English Language Proficiency (ELP) and/or a student's disability-related educational needs. The Section 504 Liaison or IEP team will consider the following questions (adapted from Chapter 6: Tools and Resources for Addressing English Learner with Disabilities – Tool #3 of the USED English Learner Toolkit):

- Has the dominant language in the home been considered?
- Has the child's primary language of communication been considered?
- Have the cultural values and beliefs of the parent(s)/guardian(s) been considered in planning for the child's education?
- Is the evaluation process that will be used carefully defined in the native language and in English?

If there are indications that a student may use a language other than English, the Multi-Disciplinary Team (MDT) must determine whether a bilingual evaluation is necessary, on a case-by-case basis. For the purpose of making such a determination, the MDT must include qualified personnel with knowledge of second language acquisition theory or document consultation with such a professional.

When a bilingual evaluation is required, the MDT must consult with a Speech Language Pathologist or a bilingual School Psychologist, as needed, in determining which evaluation components must be conducted by qualified bilingual personnel, and which components may be conducted by site-based staff. During the evaluation process, the student's proficiency in their native language must be determined, if feasible, and must be documented in the evaluation report.

Once a student qualifies for a Section 504 or Individualized Educational Plan (IEP), supports and/or accommodations will be carefully selected by the team which includes the student (when appropriate), parent(s)/guardian(s), administration, 504 Liaison or special education staff, ELL Specialist, and classroom teacher(s). The following list, adapted from the *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodation for the Instruction and Assessment of Students with Disabilities*, produced by the Council of Chief State School Officers (CCSSO) State Collaborative on Assessment and Student Standards Assessing Special Education Students, will be used to determine which supports/accommodations will be chosen to include in the Section 504 or IEP plan:

- Supports and/or accommodations decisions will be based on the individualized need(s) of the student in each content area.
- Supports and/or accommodations selected will reduce the effect of the student's disability to access instruction and demonstrate learning.
- Innovations International Charter School of Nevada staff will be familiar with the types of supports and/or accommodations available during instruction and on assessments.
- Input from Innovations staff, parents, and the student (when appropriate) will be considered during the IEP or Section 504 planning meetings.
- All supports and/or accommodations will be documented within the Section 504 or IEP plan.
- Innovations staff will refer to the state policies when choosing supports and/or accommodations.
- Supports and/or accommodations will be written so Innovations staff understand where, when who, and how of providing the supports and/or accommodations.
- Selected supports and/or accommodations should be routinely used during classroom instruction and assessments.
- The supports and/or accommodations will be revisited in order to evaluate use by the student and their effectiveness in reducing the effects of the student's disability to access instruction.

7 PARENT COMMUNICATION AND PARTICIPATION

7.1 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.

At Innovations International Charter School of Nevada, all parents and guardians are encouraged to be involved members of the school community. Parents of English Language Learners are invited to participate in "Parents as Learning Partners" meetings, school events, and committees. They are also encouraged to volunteer in classrooms and during school events. In order to ensure proper communication with the school, documents are provided in the parent's

native language (insofar as plausible) and limited English parents are offered a translator to facilitate communication with school officials.

7.2 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)

7.3 PARENT PARTICIPATION

At Innovations International Charter School of Nevada, in order to ensure proper communication with the school, documents are provided in the parent(s)/guardian(s) native language, insofar as plausible. Parent(s)/Guardian(s) with limited English are offered a translator to facilitate communication with school officials.

All Innovations International Charter School of Nevada parent(s)/guardian(s) are encouraged to be involved members of the school community. Listed below are examples of learning and leadership opportunities afforded to LEP parent(s)/guardian(s):

- Parent Open House Events
- Family Engagement Nights
- STEM and Literacy Nights
- Parents as Learning Partners Events
- Classroom and Campus Volunteering opportunities
- School Community Events such as concerts, sporting events, cultural nights, Trunk or Treat, etc.
- Awards Ceremonies, Promotions, and Graduation Events

8 REFERENCES

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

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

9 APPENDIX A: LINKS

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

Innovations International Charter School of Nevada
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- SPCSA Strategic Plan
 - [https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA\(1\).pdf](https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf)
- Nevada Revised Statute (NRS) 388.407
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407>
- Equal Educational Opportunities Act of 1974, 20 U.S.C. § 1703(f)
 - <https://www.law.cornell.edu/uscode/text/20/1703>
- Title VI of the 1964 Civil Rights Act 20 U.S.C. § 2000d et seq
 - <https://www.law.cornell.edu/uscode/text/42/2000d>
- 34 C.F.R. part 100
 - <https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
 - <https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text>
- Language Instruction Educational Program (LIEP) Models in Nevada
 - [https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners\(ELL\)/Models_of_Language_Instruction_NV.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Language_Instruction_NV.pdf)
- EL Bill of Rights Documents
 - https://spcsa.instructure.com/courses/42/files/525?module_item_id=537
- Nevada WIDA site
 - <https://wida.wisc.edu/memberships/consortium/nv>
- Nevada English Language Learner Identification and Placement
 - <https://wida.wisc.edu/sites/default/files/id-placement/NV-ID-Placement-Guidance.pdf>
- Template HLS
 - https://spcsa.instructure.com/courses/42/files/1077?module_item_id=969
- EL DCL Fact Sheet
 - <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-factsheet-el-students-201501.pdf>
- NDE EL Data Workshop Recordings
 - https://spcsa.instructure.com/courses/42/pages/recordings?module_item_id=552
- NDE EL Data Workshop Zip File
 - https://spcsa.instructure.com/courses/42/files/533?module_item_id=553
- WIDA Accessibility and Accommodations Manual
 - <https://wida.wisc.edu/resources/accessibility-and-accommodations-manual>
- ACCESS Online Accommodations Checklist
 - <https://wida.wisc.edu/resources/access-online-accommodations-checklist>
- Kindergarten ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/kindergarten-access-accommodations-checklist>
- Alternate ACCESS Accommodations Checklist
 - <https://wida.wisc.edu/resources/alternate-access-accommodations-checklist>
- Alternate ACCESS for ELLs Participation Criteria Decision Tree
 - <https://wida.wisc.edu/sites/default/files/resource/Alt-Access-Participation-Criteria-Diagram.pdf>
- ACCESS for ELLs Checklist

- <https://wida.wisc.edu/sites/default/files/checklists/NV-online-checklist.pdf>
- Nevada Statewide Plan for the Improvement of Pupils (STIP)
 - <https://doe.nv.gov/STIP/Nevada/>
- Standards for Professional Development
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Licensure/NVStandardsforPD.pdf
- English Learner Toolkit
 - https://ncela.ed.gov/files/english_learner_toolkit/OELA_2017_ElToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
 - <https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf>

10 APPENDIX B: FORMS AND DOCUMENTS

- EL Bill of Rights Documents
 - <https://spcsa.instructure.com/courses/42/modules/items/537>
- Home Language Survey (HLS)
 - <https://spcsa.instructure.com/courses/42/modules/items/969>
- Initial Notification of Placement
 - <https://spcsa.instructure.com/courses/42/modules/items/990>
- Annual Notification of Continued Placement
 - <https://spcsa.instructure.com/courses/42/modules/items/988>
- Exit Letter
 - <https://spcsa.instructure.com/courses/42/modules/items/989>
- Opt Out Form (for parents who choose to opt out of services)
 - <https://spcsa.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://spcsa.instructure.com/courses/42/modules/items/992>