English Learner Policy and Plan

● *QUEST ACADEMY*

2026 - 2027

QUEST
PREPARATORY ACADEMY

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1 About Quest Academy

Quest Academy is a public charter school in the northwest Las Vegas valley serving students in grades K-8. Quest is a Leader in Me school that supports students being a leader of themselves and leader of others.

1.1 School Mission Statement

Quest Academy is an academic institution that is dedicated to growth, perseverance, and academic achievement. We foster students' personal and intellectual growth so that they are prepared to be positively productive and engaged citizens of their communities. We pride ourselves on our familial environment, and caring and committed teaching, leadership, and support staff.

1.2 School Vision Statement

Quest Academy provides a uniquely designed, academically rigorous, caring and nurturing learning experience in a tuition-free, public school setting. We are a close-knit community of teachers, leaders, and families, committed to providing our diverse student population with the high-quality educational experience that they deserve.

1.3 School Website and School Performance Plan

For additional information about Quest Academy, please refer to the website at www.questlv.com. You may also wish to review the School Performance Plan:https://www.questlv.com/school-performance-plan.html

2 Introduction

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

2.1 Purpose

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

2.2 Philosophy

Quest Academy's philosophy of education is one that is dedicated to growth, perseverance, and academic achievement utilizing leadership principles for all students and stakeholders. Quest believes diversity is a strength and encourages collaboration and community. This is related to English Learners because it supports the following principles utilized for our EL population:

Inclusivity and Diversity: Quest Academy believes in creating an inclusive learning environment that celebrates diversity and values the cultural and linguistic backgrounds of all students, including ELs. The school recognizes the unique strengths and contributions that ELs bring to the educational community.

Language Development: Quest Academy prioritizes language development as a key component of education for ELs. The school recognizes that language acquisition is an ongoing process and provides comprehensive English language development programs and support services to help ELs build their language skills and achieve academic success.

Differentiated Instruction: Quest Academy embraces differentiated instruction to meet the individual needs of ELs. Teachers adapt their instructional strategies, materials, and assessments to support ELs at their respective English proficiency levels, ensuring they have equitable access to the curriculum.

Cultural Responsiveness: Quest Academy fosters cultural responsiveness by integrating diverse perspectives and cultural experiences into the curriculum. The school promotes understanding, respect, and appreciation for different cultures and backgrounds, creating an inclusive and supportive environment for ELs to thrive academically and socially.

Collaborative Partnerships: Quest Academy recognizes that supporting ELs requires collaboration among teachers, administrators, parents, and the broader community. The school actively engages families of ELs, seeks their input, and establishes partnerships to create a strong home-school connection that supports the linguistic and academic development of ELs.

Ongoing Assessment and Support: Quest Academy employs ongoing assessment to monitor the progress of ELs and provide targeted support. The school uses a variety of assessment tools, including English language proficiency tests, to gauge students' language development and academic growth, ensuring that appropriate interventions are in place to support their needs.

Gradual Release of Responsibility: Quest Academy follows a gradual release of responsibility model, allowing ELs to progress from explicit instruction and support to independent learning as they gain English proficiency. The school provides scaffolding and guidance to support ELs in acquiring language skills and developing autonomy in their academic journey.

By embracing these principles into the framework of the school's philosophy, Quest Academy can create an inclusive and supportive environment that promotes the academic and linguistic growth of English Learners. The school strives to empower ELs to reach their full potential and become successful, confident, and culturally aware individuals.

2.3 Legal Requirements

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

2.4 Board Approval

2.4.1 Board Approval

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

This manual was approved on: July 21st, 2026

2.4.2 Stakeholders

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

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

- Janelle Veith, Principal
- Nicole Godfrey, Special Education Facilitator
- Linda Williams, Student Success Administrator
- Tiffany Hunter, EL Teacher
- April Hornsby, Teacher

2.5 Description

This manual contains:

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

2.6 Desired outcomes

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

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

2.7 Definitions and Acronyms

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

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

- Model of Instruction (MOI): The LIEP is based on choosing an appropriate Model of Instruction (MOI) for each student. A list of models that may be used in the state of Nevada from the NDE is found 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.

3 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.

4 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.

4.1 Home Language Survey

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

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

A template HLS is available at: https://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 as part of registration. The Registrar 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 Registrar, until they have taken the screener.

4.2 Prior School Records

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

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

4.3 Screening Assessment

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

The screener will be administered at our school by the EL Teacher.

4.4 Placement and Opt Out

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

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

- If a student is eligible for services based on the screening assessment, the EL Teacher 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 EL Teacher 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 Student Services Director or their designee will update the EL status in Infinite Campus to reflect that the parent has chosen to opt the student out from services.

4.5 Screening, Placement, and Exit, Records

Accurate records of screening, placement, and exit, for EL students must be maintained in Infinite Campus. NDE hosted several data workshops in May 2021 regarding best practices for data entry. 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 Registrar and EL teacher ares 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.)

Registrar enters data for records 1-5 and the EL teacher enters the data for records 6-11.

5 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.

5.1 State Assessments

5.1.1 Placement/Screener Assessment

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

5.1.2 English Language Proficiency Assessment (ELPA)

5.1.2.1 About the ELPA

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

- Students in grades K-12 who have been identified as ELs take the WIDA ACCESS.
- Students with IEPs who take the WIDA ACCESS should be provided appropriate testing accommodations consistent with the accommodations listed in the IEP that have been determined by the IEP team. Information from WIDA regarding accommodations can be found in the following documents:
    - WIDA Accessibility and Accommodations Manual
    - ACCESS Online Accommodations Checklist
    - Kindergarten ACCESS Accommodations Checklist
    - Alternate ACCESS Accommodations Checklist
- The Alternate ACCESS for ELLs is designed to measure language proficiency of students with most significant cognitive disabilities per the students' Individual Education Plan (IEP). Students with Individualized Education Programs (IEPs) may take WIDA Alternate ACCESS per the decision of the student's IEP team. IEP teams should follow their state's specific alternate assessment participation criteria. For additional guidance, view the Alternate ACCESS for ELLs Participation Criteria Decision Tree.

5.1.2.2 Administration and Scoring of the ELPA

The administration of the ELPA 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 EL Teacher. Notifications regarding test results are sent annually to parents/guardians electronically and if no electronic delivery is available, US mail by the Student Support Director or designee. The date of the notification is recorded in Infinite Campus by the EL Teacher.

5.2 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 Growth: MAP Growth from NWEA® is a computer adaptive assessment—meaning that the difficulty of questions adjusts throughout the assessment based on the student's responses. MAP Growth assessments provide a scaled score referred to as the RIT score, which is a measurement that quantifies a student's academic performance. The RIT score allows educators to initially identify students' achievement in a given subject area. Since the RIT scale is grade-independent, educators can track a student's growth over time.Based on a student's RIT score, MAP Growth assessments provide suggested areas of strength and focus that address Nevada Academic Content Standards so that educators can personalize their instructional planning for students in their classrooms.
- Easy CBM is to evaluate EL students Academic Language Acquisition Progress. In designing the easyCBM system, a lot of best practices for EL students have been integrated.
- Informal assessments provided in My Perspectives, My View, CLKA, Into Math, and Discovery Education
- Dreambox growth
- Boost Reading and Achieve 3000

6 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.

6.1 Use of Data

6.1.1 Placement

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

6.1.2 Exit

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

When a student qualifies for exit, the score and exit date will be entered into Infinite Campus by the EL Teacher. 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 Student Support Director or designee. The notification letter will be sent to parents by the EL Teacher and the "Parent Notified" date in Infinite Campus will be updated to reflect the date that the parent was notified of exit at the beginning of the following school year.

6.1.3 Monitoring of Exited ELs

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

Quest utilizes a monitoring process to track ELs for 4 years after exiting. The process includes:

- Utilizing the Student Support Team composed of teachers, administrators and support staff as appropriate to monitor and track ELs for 4 years after exiting. The Student Support Team will conduct EL reviews after each MAP Growth Assessment (fall, winter, spring) and as needed. During the reviews assessment data, academic performance, and student well-being will be analyzed and compared to the baseline of when the student exited EL services.
- The EL Teacher will be responsible for tracking and monitoring exited ELs. The EL teacher will maintain a spreadsheet of all students being monitored that include present and past performance in assessments and grades. The year of monitoring will be notated in the document. The Student Support Team will maintain a log of all student concerns and referrals.
- If the Student Support Team receives a referral for an exited EL student, a needs assessment will be completed utilizing the SST referral form that includes current information from teachers on performance and growth. The SST will review all data and determine if a student should continue to receive services.
- The Student Support Director or designee will send the parent notification after the SST review.
- All exited ELs will continue to be administered MAP Growth Assessments in reading and math as well as Achieve 3000 for reading. This data provides information on current English proficiency, language acquisition, and academic growth.

This process covers the essential aspects of monitoring English learners for four years after they exit EL services, ensuring continued progress and support throughout their educational journey.

6.1.4 Additional School Level Data

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

- NWEA MAP Growth Assessments in Reading (K-8), Math (K-8), and Science (3-8)
- Easy CBM
- Achieve 3000
- Dreambox
- Classroom Assessment Data
- Behavior Referrals
- Attendance Data

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

- Quest will complete a comprehensive needs assessment at the completion of the school year with the school improvement team. Analyzing data regarding our EL program is crucial for assessing its effectiveness and making informed decisions. The program will be analyzed by looking at:

  Quantitative Data Analysis: This analysis includes 3 areas. First, Standardized Test Scores: Analyze English learners' performance on standardized tests, such as language proficiency assessments or academic subject tests, to measure their progress over time. Second, Academic Grades: Examine English learners' grades in various subjects to assess their academic achievement and identify areas of improvement. Third, Attendance and Dropout Rates: Analyze attendance and dropout rates among English learners to identify potential factors affecting their engagement and success.

  Qualitative Data Analysis: Throughout the year, the EL teacher will conduct a survey with students, parents, and teachers to gather qualitative data on their experiences, perceptions, and suggestions regarding the EL program. The Academic Facilitator will conduct observational walkthroughs in classrooms with EL students to assess instructional practices, student engagement, and the implementation of strategies for English language development.

  Longitudinal Data Analysis: Analyze individual student data over time to identify patterns and trends in English language acquisition, academic performance, and social integration. Additionally, Quest will continue to monitor EL students post-exit to monitor progress in subsequent years.

  Comparative Analysis: Compare the performance of English learners at Quest with state standards for benchmarking and to evaluate its effectiveness and identity areas where improvement is needed.

    - Data Review Meetings: In addition to the annual needs assessment, leadership will schedule regular meetings with the monitoring committee and other stakeholders to review and discuss the analyzed data, identify key findings, and make data-informed decisions for program improvement.

By utilizing these methods and procedures, Quest can conduct a comprehensive analysis of the EL program's data. This analysis will provide valuable insights to enhance the program's effectiveness, identify areas for improvement, and ultimately support the success of English learners.

6.2 Leadership and Staffing

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

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

- Principal: Oversee student support services team, lead annual needs assessment and data analysis.
- Student Support Director: Oversee implementation of the EL program to include progress monitoring oversight, EL teacher supervision, and legal requirements
- Academic Facilitator: Ensure fidelity of instructional program
- EL Teacher: implementation of EL instructional program, screening and assessing EL students, communication with families regarding student services and status
- Classroom Teachers: utilizing EL instructional best practices during instruction, working with the EL teacher to support EL students
- Registrar: translation service or acquiring the appropriate translation services, identifying EL students or students needing screening upon registration

6.3 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:

- My Perspectives/My View: ELA for grades 3-8. Tier I for all students
- Core Knowledge Language Arts: ELA for grades K-2. Tier I for all students
- Into Math: Math for grades K-8. Tier I for all students
- Discovery Education for grades K-8: Tier I for all students
- Achieve 3000: ELA supplement for grades 4-8 Tier II for all students
- Boost Reading: ELA supplement for grades K-3 Tier II for all students
- Dreambox: Math supplement for grades K-8 Tier II for all students
- Sound Partners for grades K-3: Tier III for EL students

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:

- Sound Partners: Sound Partners is a 1-1 English Learner tutoring program that uses paraprofessionals as tutors. Students receive tutoring 30 minutes a day, 4 days a week, for 18-20 weeks. The tutoring focuses on phonics, phonemic awareness, sight words, and oral reading practice using decodable texts.
    - ESSA EBI Level: 1-Strong
    - Citation: https://www.evidenceforessa.org/program/sound-partners-english-learners/

- Second Step Social Emotional Learning: Second Step Early Elementary is a universal, classroom-based program designed to increase students' school success by promoting social-emotional competence and self-regulation. Second Step Middle School works to increase the social, behavioral, and academic success of middle school students. It helps early adolescent students cope with challenges, create positive relationships, and succeed both socially and academically. A main goal is to equip students with the skills, knowledge, and mindsets they need to handle strong emotions, better understand and connect with their peers, and avoid or resolve serious peer conflicts. In addition, the program supports academic achievement by increasing social connectedness and growth mindset with the aim of creating a positive classroom and school climate overall.
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    - ESSA EBI Level: 1-Strong (Academic and Emotional Well-Being), 3-Promising (Problem Behaviors and Social Relationships)
    - Citation: https://www.evidenceforessa.org/program/second-step-social-emotional-learning/

6.4 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 sup- port 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 effective- ness 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 out- comes 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:

- Student Support Services: English Language Learners. This professional development training provides educators with a comprehensive understanding of the needs and instructional strategies for supporting English Language Learners. It combines theoretical knowledge with practical applications to empower educators to create inclusive and effective learning environments for ELLs.This training connects to the Nevada PD standard of "Learning Design" as it provides educators tools to be effective and see results for EL students that integrates research and theories. This training also addresses cultural competency so they can develop culturally-responsive strategies.
- EL Fundamentals. This professional development training supports staff understanding the requirements of schools for EL learners. The training connects to "Resources" as it informs educators to the requirements of the EL learned and it also addresses "Cultural Competency".
- Data Analysis and Response to Intervention. This professional development utilizes a variety of types of data to plan, assess, and ensure EL learners are achieving academic outcomes. This training connects to the Nevada PD standard of "Data" because it increases educator effectiveness for all students and subgroups.

6.5 Other Educational Programs for ELs

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

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 Sheltered English Instruction Program is used. Content teachers provide academic instruction in grade-level curricula in English comprehensible to EL students by planning lessons that incorporate instructional strategies specifically designed to meet ELs' linguistic needs. Instruction is focused on the teaching of academic content and the development of academic English to ensure equitable access for ELs. Teachers are often supported by "push-in" support from EL paraprofessionals and/or endorsed personnel. By receiving instruction in their grade-level curricula daily, Quest will ensure that EL students have access to grade level curriculum so that they can meet promotion and graduation requirements.

To ensure that all students have an equal opportunity to participate in programs such as those listed above, Quest encourages all EL students to sign up and participate in activities such as after school clubs and athletic programs. English language acquisition is not required to participate.

7 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.

Quest will ensure proper services are being provided to EL students with disabilities. This includes reviewing the EL student’s IEP annually and progress monitoring of student goals. The Student Support Team will review EL students and exited EL students after each benchmark assessment to identify and support students individual needs.

8 Parent Communication and Participation

8.1 Ensuring Meaningful Communication with Limited English Proficient Parents

Per USED as documented on the EL DCL Fact Sheet:

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

Ensuring effective communication with LEP parents is essential for promoting their involvement and engagement in their child’s education. Quest utilizes the procedures below to ensure 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.

- Language identification: Quest implements a language identification process to identify the primary language spoken by each parent or guardian through the Home Language Survey (HLS).
- HLS information is provided to the Student Support Team and EL Teacher. The EL teacher is responsible for coordinating language services for LEP parents.
- Translating Materials: The Registrar will translate important documents, such as enrollment forms, parent and student handbooks, parent-teacher conference notifications, progress reports, and school event notices, into the languages spoken by LEP parents. Google translate or similar software will be utilized for various languages. The Registrar will ensure that translated materials are accurate, culturally appropriate, and readily available to parents.
- Interpreters: The EL teacher will coordinate with the Registrar and Student Support Director to provide access to qualified interpreters for LEP parents during important meetings, conferences, or other interactions with school staff. This can include in-person interpreters, telephone interpreters, or video remote services.
- Bilingual Staff: Quest employs bilingual staff members when possible who can communicate effectively with LEP parents and provide language support when needed. This can include teachers, counselors, or administrative staff who are fluent in the languages spoken by the school’s diverse parent community.
- Website Resources: The IT team translates key sections of the school’s website into multiple languages when appropriate.
- Staff Training: Provide training to school staff on effective communication strategies with LEP parents, including cultural sensitivity, the use of interpreters, and the importance of providing translated materials. This will help create a supportive environment that values and respects linguistic diversity.

By implementing these procedures, Quest can ensure that LEP parents receive information about programs, services, and activities in a language they understand. This will promote meaningful communication, active engagement, and collaboration between the school and LEP parents, ultimately benefiting the educational experience and success of their children.

8.2 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)

8.3 Parent Participation

At our school, we have a well-established process for providing translation or interpretation services when needed for parent-teacher conferences, IEP meetings, and disciplinary proceedings. Upon identifying the language needs of parents or guardians, we maintain a roster of qualified interpreters fluent in the required languages, both in-person and through remote options. We strive to schedule interpreters well in advance to ensure their availability. Additionally, we work closely with professional translation services to translate important documents and notices into multiple languages, ensuring effective communication and equitable access to information for all families. Our commitment to linguistic diversity and inclusive practices ensures that language barriers do not hinder meaningful engagement between school staff and parents or guardians.

At our school, we prioritize building strong partnerships with parents, schools, and community organizations to provide relevant services to EL students and LEP parents. We actively seek out partnerships with local cultural and language-focused organizations, community centers, and nonprofits to offer additional support and resources for our EL students and their families. We host regular parent workshops through Leader in Me, information sessions such as at Coffee with the Principal, and cultural events throughout the school year that aim to engage and empower LEP parents, creating opportunities for learning, leadership, and community involvement. We ensure that interpreters are present at all meetings and pertinent school events, fostering an inclusive environment that facilitates active participation and meaningful engagement of LEP parents in their child's education.

9 References

The 2020 – 2021 El Plan and Policy from the Carson City School District which was provided by NDE, and Desktop Monitoring documents 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 within the text of this manual, and will be listed in “Appendix A: Links” of this manual.

10 Appendix A: Links

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

- SPCSA Strategic Plan
  - https://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/Families/Strategic%20Plan%202019_FINAL_ADA(1).pdf
- Nevada Revised Statute (NRS) 388.407
  - https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec407
- Equal Educational Opportunities Act of 1974, 20 U.S.C.§ 1703(f)
  - https://www.law.cornell.edu/uscode/text/20/1703
- Title VI of the 1964 Civil Rights Act 20 U.S.C § 2000d et seq
  - https://www.law.cornell.edu/uscode/text/42/2000d
- 34 C.F. R. part 100
  - https://www2.ed.gov/policy/rights/reg/ocr/edlite-34cfr100.html#S1
- NRS Chapter 385
  - https://www.leg.state.nv.us/nrs/nrs-385.html
- NRS Chapter 388
  - https://www.leg.state.nv.us/nrs/nrs-388.html
- Every Student Succeeds Act (ESSA) of 2015, Public Law 114-95
  - https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf
- Nevada Assembly Bill (AB) 195 from the 2021 legislative session
  - https://www.leg.state.nv.us/App/NELIS/REL/81st2021/Bill/7586/Text
- Language Instruction Educational Program (LIEP) Models in Nevada
  - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/English_Language_Learners(ELL)/Models_of_Instruction_NV.pdf
- 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_ELsToolkit_508C.pdf
- Chapter 6: Tools and Resources for Addressing English Learners with Disabilities
  - https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap6.pdf

11 Appendix B: Forms and Documents

- 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