Part I

(A) Site specific implementation plans will be created following the State Public Charter School Authority (SPCSA) policy and will include relevant research and consultation with teachers, school administrators and English Learner (EL) parents. SPSCA draft EL policy was developed on January 15, 2016 utilizing federal and state resources, with input from stakeholders including SPSCA and Nevada Department of Education (NDE) EL staff, administrators, teachers, and parents].

Part II

(A) The mission of the SPCSA is to provide English Learners (EL) equitable access to curricular and extracurricular programs through language acquisition support services which will promote progress towards mastery of standards and college and career readiness.

(B) Through direct and indirect instruction of academic English, EL students will acquire proficiency as determined by the Nevada language proficiency criteria and standards. Site specific approaches will be determined based upon philosophies, school mission, resources, and needs.

(C) The terms and associated acronyms throughout the document are as follows: State Public Charter School Authority – SPCSA; English Learner – EL; Nevada Department of Education – NDE; School Performance Plans – SPP; Home Language Survey – HLS; and, English Language Proficiency Assessment – ELPA.

(D) Site based School Performance Plans (SPP), individual school’s EL policies, and SPCSA EL policies.

Part III

(A-1) Upon enrollment of new students into our schools, families will complete the Home Language Survey (HLS) and submit it with other required school registration documents. Newly enrolled students already pre-identified will be enrolled with the status determined by their previous academic program.

(A-2) Records will be requested from students’ previous schools.

(A-3) Schools will administer the Nevada approved language screener assessment by a trained staff member proficient in oral and written English to new students who are identified through the screening process within federal timeline requirements.

(A-4) Exit/reclassification from EL status will be aligned with State exit/reclassification requirements.

(B-1) Schools will use the State approved English Language Proficiency Assessment (ELPA) that meets all general administration and special education requirements of 1% of students with significant cognitive disabilities. Schools will implement all appropriate accommodations and approved universal supports for EL students with disabilities and test all identified students annually within the State assigned test window. Parents may opt out of available services, but may not opt out of assessments designed to identify language acquisition needs.

(B-2) Schools will analyze results of aggregated and disaggregated trend data from State required assessments. The interpretation of this data will be used to measure results over time to show language growth and provide designated supports as needed.

(B-3) Informal interim proficiency assessments will be site specific and will evaluate EL students’ academic language acquisition progress in comparison to their English proficient peers.

(B-4) Schools will identify and use EL specific best practices and accommodations to differentiate instruction while maintaining grade-level content expectations. Schools will use State and informal student data and parent consent to implement EL specific practices and accommodations to provide services.

(CI-1) Schools will utilize targeted academic language acquisition instructional models based on student English language proficiency levels to support student grade-level achievement. Schools will evaluate resource allocation based on enrollment numbers, student need and data results. Resources may include personnel, facilities, curricular materials, and professional development.

(CI-2) Schools will use Federal qualifications for special education and site protocols to determine Gifted and Talented students. Schools will define and implement criteria, ensuring students equitable access to Special Education, Gifted and Talented and all other school related activities and programs. School EL personnel will work in collaboration with the special education personnel to protect against over and under identification into special education to ensure both program services are met as needed.

(CII-1) Schools will provide highly qualified licensed personnel and/or EL endorsed/trained staff to implement EL programs/services.

(CII-2) Personnel roles will be defined by the need for EL services. Roles may include administrators, test coordinators, EL certified staff, EL classified staff, content teachers, and others (i.e., counselors, reading specialists, etc.).

(CII-3) EL staff will be included in the collaboration for the development of school-wide programs and initiatives.

(CIII-1/2)Teachers will utilize high quality standards based instructional materials for English language development and grade-level content instruction aligned with the Nevada English Language Development Standards and Nevada Academic Content Standards.

(CIII-3)Schools will utilize curriculum that integrates cultural and linguistic awareness, builds background knowledge, and promotes students to acquire academic language.

(CIV-1)An academic team of instructional leaders, EL and content staff will analyze both program and assessment results to determine the professional development priorities designed to meet student learning needs.

(CIV-2)Upon receiving Title III funds, the SPCSA will determine the use and distribution to include professional development.

(CV-1)Schools will utilize EL instructional models applicable to their programs of service to meet English proficiency and mastery of content knowledge within a reasonable length of time.

(CV-2) Schools will identify the criteria for assigning EL students to receive services in a particular model as identified by the state based on student needs and site programs.

(DI-I) Schools will provide parental notification of EL status consistent with state and federal law.

(DI-2) Schools will provide an opportunity and mechanism for parents to comprehend essential communications.

(DI-3)Schools will encourage parents to be involved in their children’s education by providing opportunities to engage in school activities and in regular advisory meetings.

(DI-4)Schools will promote parental, family and community engagement for participation in school programs.

(E) Schools will provide supplemental information regarding EL programs designated to improve language acquisition, academic achievement, and English proficiency that is independent of the school program yet facilitated by the school. The school will assist parents in accessing these programs. These programs may include, but are not limited to, online programs, printed materials, courses offered, etc.

EL Plan/ Policy Meeting on January 15, 2016 at Somerset Academy

The following people from SPCSA schools were in attendance:

Sol Avalos

Olivia Carbajal

Ashley Ortega

Emeri Rodriguez

Elizabeth Dixon

Pamela Newburn

Katie Kelly

Nichole Shaffer

Nicole Gums

Clara Miranda

Wendi Hawk

John Barlow

Bethany Mickey

Danielle Tracy

Candy Farthing

Iris Ajuziem

Clark Price

Jennifer Burgess

Janelle Veith

Joe Kovach

Christine Garvin

Erica Reid

Vianeey Adame