



2024-2025 PARENT | STUDENT

Handbook

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Student/Parent Handbook
2024– 2025 SCHOOL YEAR

The Rainbow Dreams Early Learning Academy

WHY

“To challenge the status quo that failure is an option for our children. Failure is NOT an option.”

Rainbow Dreams Early Learning Academy believes that education should not be limited by a child's economic circumstances but should embrace the boundless potential of each child's imagination. Our curriculum is designed to stimulate curiosity, encourage exploration, celebrate diversity, and ensure that every student's individuality is respected and nurtured. The heart of our philosophy lies in the belief that learning should be an exciting adventure. Our dedicated and passionate team of educators work tirelessly to create an inclusive and safe environment for students to thrive. By blending academic excellence, historical and cultural appreciation, discipline and integrity with creative expression, we aim to empower young minds to reach beyond the stars and make their dreams a reality.

The program will encourage all students in an academically demanding and challenging curriculum in the four core content areas: Social Studies, Language Arts, Mathematics, with special attention to social

emotional wellness. Students will be provided with distinguished instruction in which the core curriculum is extended while including the depth, intricacy, innovation, and expectations for each student individual needs. This is in part achieved through an extended school day and school year.

Cooperative based learning is a successful teaching strategy in which small teams, each with students of different ability levels, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible; not only for learning what is taught, but also for helping his or her teammates learn—thus creating an atmosphere of achievement. Play-based learning enables your child to apply newly acquired concepts and ideas to real-life situations. RDELA affords your child the opportunity to combine subject matter knowledge with necessary application skills. This approach assists with the development of higher-level critical thinking skills and more complex and abstract reasoning. Our methodology encourages your child to ask questions and formulate his or her own tentative answers, to deduce principles from practical examples or experiences, and to hone their problem-solving skills. Our instructors will present a problem. Our approach prioritizes literacy and STEM curriculum while focusing on learn-by-doing strategies. Through this process, the students can “discover” the solution. Your child will actively participate in learning new information, concepts, and skills; applying that knowledge in hands-on situations; and communicating the results of his or her investigation.

Our integrated math and science curriculum provides your child with opportunities for experiential, collaborative, and interdisciplinary learning. Your child will experience math and science in three ways: concrete, investigative, and abstract. This approach enables your child to go beyond the learning of facts and content to applying that knowledge to solve a problem or construct a paradigm. This challenging program places a strong emphasis on higher mathematics and in-depth science.

Writing is integrated across the curricular areas to ensure the development of both critical and higher-level thinking skills, as well as problem-solving skills. It is important to us that each student not only learns but is also capable of communicating that understanding to others. Our scholars find that reading and writing are integral parts of their day. In the 21st century, we are a global society, and it is a necessity to be able to clearly articulate our thoughts to others.

Rainbow Dreams Early Learning Academy seeks to provide a challenging educational environment for all students who enter our doors. Our teachers create and implement instructional strategies that develop higher level analytical and communication skills. Through the emphasis on developing critical thinking skills, our students become empowered as independent learners. Teachers provide necessary instruction but also act as guides or coaches in helping our students develop the skills necessary for them to play an active role in their education. Learning is not a passive activity. In order for our students to push themselves to higher-level thinking, it is necessary for them to feel secure. Providing a classroom environment where students feel safe to take academic risks and hone their communication skills is an essential component of our program.

The expectation for our students is that they will perform at rigorous academic levels. This goal is reflected in the curriculum, the quality of instruction, and the consistent challenge that our students have to expand their knowledge and skills to the next level. We believe it is our purpose to prepare our students for higher intellectual engagement.

Not everyone learns the same thing at the same time. Because of this, differentiation of instruction is necessary. This occurs not only in course content but also in student product. While we maintain basic core content in like courses, there is differentiation in assignments, performances, reading levels, and

applications. While students learn the same content, they accomplish this in a variety of ways and at different times.

Our goal is to help students learn to think. In our world, it is necessary for our students to learn how to think critically. They must learn to question, analyze, construct, and communicate. These are difficult skills to acquire, and we believe the most effective manner to facilitate this is through inquiry-based instruction. Activities such as the Socratic seminar and threaded discussions provide our students the opportunity to hone their problem-solving abilities. By providing a safe environment for this, students begin to take on increasingly difficult problems and develop confidence in their problem-solving abilities. Through these activities, they are also strengthening their ability to work cooperatively.

Rainbow Dreams Early Learning Academy students will be empowered with the knowledge and confidence that they are agents of change. They will know how to think outside of the proverbial box, and they will have a clear, proud, appreciation of themselves, their heritage and their community.

Rainbow Dreams Early Learning Academy will utilize the arts as one of several tools as we strive to reach all students, meeting them where they are and taking them where they need to be. We will develop a first-class music, dance, and art department in which students will be able to participate in on a wide selection of activities based on their mastery levels. Various dance, drama and musical styles will be included and all with an eye towards honoring the culture of our community. Thus, expanding learning and the passion for knowledge outside of the confines of the classroom.

Our faculty is comprised of devoted educators who will serve as academic advisors to each and every one of our students. Our WHY, drives everything that we do at Rainbow Dreams Early Learning Academy, and we are determined as a school to be the change that we wish to see in the educational world. Our students, will be empowered to have an academic voice in the world in which they live. Our students will be empowered to challenge negative and false stereotypes that the world perpetrates upon them, and, in the end, our students will change the world in which they live.

INTRODUCTION: Why Rainbow Dreams Early Learning Academy?

It is with great pleasure that the Rainbow Dreams Early Learning Academy staff welcomes you to the 2024-25 school year. As we prepare for this exciting new chapter, we recognize that parents, teachers, and staff play an integral role in helping our students achieve excellence. Our team is committed to creating a robust educational program and providing engaging instructional opportunities to enrich our students' academic experiences. We are dedicated to fostering a child-centered environment, understanding that when children love school and learning, student achievement will naturally follow.

The Rainbow Dreams Early Learning Academy's Student/Parent Handbook is an essential guide to all aspects of student life at our Academy. While it cannot anticipate every situation, the Handbook offers an overview of life at the Academy and helps students appreciate the Rainbow Dreams educational experience. Each student and caregiver must be familiar with, adhere to, and take responsibility for its contents.

By signing and returning the Student/Parent Handbook Acknowledgement Form included in the Handbook, you confirm that you have read, understood, and agree to abide by the established policies and procedures of Rainbow Dreams Early Learning Academy. This ensures we maintain a safe and productive learning environment that prioritizes our children's needs. The Acknowledgement Form must be returned to your child's teacher by Friday, October 11, 2024. Please include your child's name and signature, indicating that you have shared the Handbook's information with your child and discussed its contents and expectations as a family. The Handbook is yours to keep, and we hope it contributes to a meaningful, productive, and enjoyable school experience.

We look forward to a successful school year and to you joining us in striving for high expectations and excellence in 2024-25.

RAINBOW DREAMS GOVERNING BOARD

The Governing Board of Rainbow Dreams has been empowered, through CCSD, with the responsibility for the present and future operation of the Academy. Among its duties are hiring of the school administration; establishing and being responsible for the fiscal good health of the Academy; maintaining; promoting the growth of the physical plant through active participation in fundraising and planning and establishing all Academy policies.

Rainbow Dreams Early Learning Academy does not discriminate on the basis of age sex, race, religion, color, national or ethnic origin. All students share equally in all rights, privileges, programs, and activities of the Academy.

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SCHOOL CREED

I have Faith in myself.

I have Faith in my teachers.

I will accept my duties and responsibilities.

I respect others and seek their respect.

I have self-respect.

I have self-control.

I can learn if I study hard.

I will learn because I will study hard.

I love myself, and loving myself,

I will be myself and know

myself.

~ Molefi K. Asante

Working together, the staff, students, parents, and community of Rainbow Dreams Early Learning Academy provide a nurturing learning community that will educate and prepare our students to challenge their intellect, maximize their talents, respect themselves and others, and take pride in their heritage, so that our students will become life-long learners and productive, successful citizens.

RAINBOW DREAMS EARLY LEARNING ACADEMY BELIEF STATEMENTS

1. We believe that all students can learn.
2. We believe that all individuals are gifted.
3. We believe that learning is continuous and has no limits.
4. We believe that all students have the right to be educated and the responsibility to learn.
5. We believe that education fosters the development of each individual: emotionally, socially, intellectually, and physically.
6. We believe that high expectations foster academic excellence.

7. We believe that school personnel should respect and promote diversity.
8. We believe that learning occurs in a safe, nurturing environment with mutual respect and responsibility.
9. We believe that parents and the school share responsibility for developing character, ethics, and manners.
10. We believe that school prepares individuals to positively contribute to a changing society.
11. We believe that students are responsible for their behavior and for solving problems in a positive way.
12. We believe that individuals are accountable for their actions and will accept logical consequences for behavior.
13. We believe that a positive relationship between families and schools is a crucial element in a student's educational success.
14. We believe that education is a cooperative partnership in which students, parents, staff, business/labor, and community share responsibility.

POLICY OF CIVIL CONDUCT

I. Rainbow Dreams Code of Civility

The education of a child happens only through partnership, and among partners must be the child, the school faculty and staff, the parent(s) or guardians(s), the community and district office employees. Partnerships are an active state that includes sharing responsibilities, meaningful communication and welcomed participation.

In the pursuit of excellence and fostering a nurturing learning environment, we, the educators, parents, and administration of RDELA, hereby establish this Civil Code of Conduct. This code is a testament to our collective commitment to create a harmonious partnership that upholds the values of respect, collaboration, and open communication. By adhering to these principles, we aim to foster a supportive and inclusive educational community where the growth and well-being of every student remain at the heart of our endeavors.

Civility is often described by its absence. We hear of harmful actions such as road rage, physical confrontation, ethnic stereotypes and slurs. But civility is not just an absence of harm; it is the affirmation of what is best about each of us individually and collectively. It is more than saying, "Please" and "thank you". It reflects our respect for others in our behavior, regardless of whether we know or like them. It is also not simply being politically correct and is not to be used to stifle criticism or comment. It is being truthful and kind and is each of us taking responsibility for our own actions rather than blaming others.

As we communicate with each other, we need to remember that we are all working together to benefit the children of this community.

If a parent or guardian feels it necessary to not abide by our code of civility, as a school of choice, we will respectfully inform that parent or guardian that they are trespassed from the school and will not be allowed to return to the campus.

Therefore, the Administration of Rainbow Dreams Early Learning Academy requires that as we communicate, students, Rainbow Dreams Early Learning Academy faculty and staff, parents, guardians and all other members of the Rainbow Dreams Early Learning Academy family shall:

1. Treat each other with courtesy and respect at all times.

This means that:

- We listen carefully and respectfully as others express opinions that may be different from ours.
- We share our opinions without loud offensive language, gestures, or profanity.

2. Treat each other with kindness.

This means that:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.

- We do not bully, belittle or tease another and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions.

This means that:

- We share information honestly.
- We refrain from displays of temper.
- We do not disrupt or attempt to interfere with the operation of a classroom or any other work or public area of a school or school facility.

4. Cooperate with one another.

This means that:

- We obey school rules for access and visitation.
- We respect the legitimate obligations and time constraints we each face.
- We notify each other when we have information that might help reach out common goal. This will include information about safety issues, academic progress, changes that might impact a student's work or events in the community that might impact the school.
- We respond when asked for assistance if we are available.
- We understand that we do not always get our way and that we are not always right.
- We understand that great schools have faculty and staff who understand that greatness is a destination one person or one group of people, but people working together as one cohesive team!

• II. Authority and Enforcement of the Code of Civility

Authority and enforcement of a code of civility for civil conduct ultimately depends on the individual and collective will of those involved—students, RDELA faculty and staff, parents, guardians, and all other members of the community.

However, individuals need to know how to respond to uncivil behavior and how such behavior will be responded to. RDELA does not and will not condone a lack of civility by anyone.

Therefore:

1. A student who believes that he/she has not been treated in a manner reflective of the Code of Civility should report such behavior to their teacher.
2. A parent, guardian, or community member who believes that he/she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor or formally in writing to the Director of Compliance.
3. An employee who believes that he/she has not been treated in a manner reflective of the Code of Civility by a parent should use the following guidelines:
 - a. If personal harm is threatened, the employee may contact law enforcement.
 - b. Anyone on Rainbow Dreams Early Learning Academy School property without authorization may be directed to leave the premises by any administrator or security officer. Anyone who threatens or attempts to disrupt school or Rainbow Dreams Early Learning Academy School operations, physically harm someone, intentionally cause damage, use loud or offensive language, gestures, profanity or shows a display of temper may be directed to leave the premises by an administrator or security officer.
 - i. If such person(s) does not immediately and willingly leave, law enforcement shall be called.
 - c. If a telephone call recorded by an answering machine, e-mail, voice mail message or any type of written

communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.

- i. If personal harm is threatened, the employee may contact law enforcement.
- ii. The employee shall save the message and contact his/her immediate supervisor or school district security.
- iii. The message may be saved in the student’s permanent file.

d. If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:

- i. Calmly and politely ask the speaker to communicate civilly.
- ii. If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference, or telephone conversation.
- iii. If the meeting or conference is on school district premises, request that an administrator or authorized person direct the speaker to promptly leave the premises.
- iv. If the speaker does not immediately leave the premises an administrator or other authorized person shall notify law enforcement to take any action deemed necessary.

i. DAILY SCHEDULE 2024-2025

7:30 AMBreakfast available
8:00 AM.....	School Begins
10:00 AM –10:30 AM1st Lunch (PK)
10:30 AM –11:00 AM2nd Lunch (PK)
11:00 AM – 11:30 PM3rd Lunch (K)
3:00 PMDismissal

DREAM CARE BEFORE/AFTER SCHOOL PROGRAM

6:30 AM – 7:30 AM.....	Dream Care AM Session
3:15 PM – 5:00 PM	Dream Care PM Session

RAINBOW DREAMS LUNCH PROGRAM

(No Cost Breakfast, Lunch)

Breakfast and lunch are provided free of charge for all RDELA scholars.

Breakfast is available from 7:30 a.m. – 7:50 a.m.

Lunch from home Policy: Promoting Safety and Nutrition

At RDELA we prioritize the well-being and safety of all our students. To ensure a healthy and inclusive

lunchtime experience, we have established the following policy for parents who choose to send their child's lunch from home:

Packaging Requirements: Parents must pack their child's lunch in a clear, resealable, and durable Ziploc-style bag. The use of transparent bags allows our staff to easily identify the contents, ensuring compliance with our safety guidelines.

Allergen Restriction: For the safety of students with nut allergies, **we strictly prohibit the inclusion of nuts or nut-based products** in packed lunches. Please be mindful of potential allergens and avoid packing foods that contain nuts or are processed in facilities that handle nuts. Other allergen restrictions may be instituted based on the needs of the current student population.

ADDRESS OR TELEPHONE NUMBER CHANGE

Parents/guardians are required to notify the school office promptly if there is a change of address or telephone number. Please be sure all home, work, and emergency contact numbers are kept current. Correct phone numbers are essential in case of an accident or other emergency.

ARRIVAL AT SCHOOL

The instructional day begins at 8:00 a.m. **Dream Care is available for all students beginning at 6:30 am.**

- Parents dropping off students for Dream Care between 6:30 am – 7:20 am are allowed to enter the main gate on Lake Mead Blvd.
- At 7:30 am the main front gate is closed and we will begin allowing students to enter through their respective gates* as denoted on the map.
- We will have designated staff members supervising the outside during arrival.
- ***For gate locations, see the map in the Appendix located on Page 60**

ASSEMBLIES

Assembly programs are planned periodically during the year. The conduct of the student body at an assembly is an important indication of the cultural level of the school. Whether guests are present or not, each student is personally responsible for conducting him/herself in a courteous and respectful manner. Unacceptable conduct includes whistling, uncalled for clapping, booing, rowdiness and talking during the program. Students demonstrating such behavior may be removed and referred to the principal's office.

ATTENDANCE – GRADES K - PK

Parents are asked to call the school before 8:00 a.m. to report a child's excused absence. An absent note signed by a parent or guardian must be written and returned to the attendance clerk within 3 school days of an absence in order for the absence to be excused.

A student who arrives at school later than 8:05 a.m. will be recorded as "tardy" and both the student and a parent must report to the office for a "Tardy" slip. The school clerk is required to contact parents of students who are excessively tardy and/or absent. A Juvenile Court referral will be made for students accruing large numbers of absences or they may be removed from the program.

Regular attendance in school leads to increased student achievement. Attendance allows students to benefit from

the educational opportunities provided by our excellent staff. The following information outlines the major attendance procedures implemented by Rainbow Dreams Early Learning Academy:

- Attendance enforcement is a shared responsibility between Rainbow Dreams Early Learning Academy and the student's parent/ guardian.
- **A student who exceeds twenty (20) absences during the school year may be retained in the current grade or removed from the program.**
- **A student with 10 consecutive unexcused absences will be removed from the program.**
- Medical and dental appointments are considered a partial day absence do not count in the absence total for purposes of attendance enforcement.
- A student that is declared truant three (3) times during a school year could be referred to social services for educational neglect.
- Parents are to request makeup work within three (3) days of an absence. Students will be allowed a maximum of three (3) days to complete makeup work.

The following definitions are provided for your information:

Truancy: When a student is absent from school and neither the parent nor the school knows the whereabouts of the student.

Prearranged Absences: When a parent/guardian informs the school in advance that his/her child will be absent. Prearranged absences are always excused, but prearranged absences do count against the student's total number of absences.

Excused Absences: When a student is physically or mentally unable to attend school due to a medical appointment or illness.

When the parent/guardian explains the cause of the absence within three (3) days after the student returns to school. **(MUST HAVE A NOTE)**

When the approval of the principal has been given for an unavoidable absence due to an emergency.

When a student is participating in a school sanctioned activity outside the classroom during school hours, as approved by the principal.

When a student is absent due to a required court appearance or a required religious holiday. **(MUST HAVE A NOTE) Unexcused Absences:** When a parent / guardian fails to notify the school to excuse the student's absence within three (3) days after the student returns to school. (Does not necessarily equate to truancy.)

Tardies: When a student is not physically present in the classroom at the start of the instructional day. A tardy becomes ½ day absence if more than one hour and fifty-five minutes are missed. 3 tardies, regardless of length is equivalent to a minimum of 1 day absent.

Makeup Work: Assigned classroom work which can be made up following an absence (i.e. worksheets, textbook assignments, etc.). It is virtually impossible to make up work directly related to oral instruction and discussion provided by the teacher, classroom discussions, video presentations, guest speakers, etc.

Educational Neglect: A student with a significant number of unexcused absences may be classified as truant and three (3) trancies in a school year may trigger a referral for educational neglect.

Due Process: The parent/guardian of a student with excessive absences shall be notified by the school in writing of the absences and the parent/guardian has three (3) days to respond in writing to the notice to appeal the decision. The administrator shall review the records for any suspected errors or extenuating circumstances and make a final determination of the accuracy of the attendance records.

BIRTHDAY CELEBRATIONS

BIRTHDAY PARTIES ARE NOT PERMITTED AT THE ACADEMY. PLEASE DO NOT ASK FOR SPECIAL ACCOMMODATIONS. IT IS THE INTENT OF THE ACADEMY TO USE INSTRUCTIONAL

TIME TO ITS FULLEST ADVANTAGE AND TO CREATE PARITY WITH OUR SCHOLARS. WE ASK FOR YOUR COOPERATION IN THIS EFFORT. If you would like to bring a gift for the entire classroom, the only items allowed are non-edible sensory based toys. These items include playdoh, fidgets, poppers, crayons, washable markers, or stickers. Please reach out to your child's teacher for the specific rules.

BULLYING, CYBER-BULLYING, HARASSMENT & INTIMIDATION

(SEE PAGE 18 & APPENDIX B PAGE 59, 60).

CHARACTER EDUCATION

RDELA has a Character Education Program that utilizes administration, staff, students, parents, and community volunteers to reinforce positive character qualities in our students. Our students in turn will demonstrate these character traits through a variety of community service projects. Each grade's team of teachers will meet throughout the year to coordinate projects and tie them to the curriculum. In this way the children experience reinforcement of the grades theme through a variety of messages. Examples: Thank you boxes to local police and/or fireman, Thanksgiving placemats for assisted living home/senior center, collecting books for needy families or African countries, writing letters to our troops, pack backpacks for 3Square lunches, create activity bags for the children staying at the Ronald McDonald House. We are truly a school community dedicated to instilling a sense of responsibility for local and global communities by study and discussion, as well as acts. The classroom teachers and specialists will use of variety of ways to reinforce the building blocks of Character Education. Rainbow Dreams Early Learning Academy teaches by example, from the front office staff, to the teachers, to the support staff. We believe in Character Education.

CITIZENSHIP PROGRAMS

Citizenship programs provide a time to recognize and award students who make an honest effort to abide by the rules, show kindness and consideration to others, and model appropriate behavior. This is a special time for each child and his/her family. The teacher will notify the family when a child will be receiving the Good Citizenship Award so plans may be made to attend that program. Programs are also a means to give children experience in appearing before an audience and in learning to behave as an audience, with quiet attentiveness for the duration of the performance. WE ASK THAT PARENTS DO THE SAME. Limited seating at programs occasionally results in crowded conditions. Your patience and tolerance are appreciated. Cellular phones should be turned off in order to not distract the students.

CLASSROOM DISCIPLINE PLAN

Teachers and students have the right to a classroom free of disruption; one that is conducive to the teaching/learning process. In order to guarantee the best possible classroom environment, each teacher will implement the school wide Positive Behavior Intervention plan and uniform scholar behavior expectations. This plan will clearly state the classroom rules and consequences for breaking a rule. The plan will be explained to your child. Each teacher will send a copy of his or her student discipline plan home to be reviewed with the student and parent.

CLASS CHANGES

It is our belief that part of growing up is learning to work with and for a variety of personalities. As a rule, class changes for students solely on the basis of personality differences will not be made. Student class changes will be held to a minimum. An exception to this rule may be made because of changes in enrollment and staffing. In the event that a class change is requested, it must be made on an official RDELA Student Class Change form.

CLASS SIZE

Classes are required to be in compliance with Nevada Law and our agreement with Clark County.

CODE OF CONDUCT

Rainbow Dreams Early Learning Academy Charter School promotes and maintains a drug/alcohol free campus and environment with zero-tolerance. Anyone who is in violation of this philosophy and policy and/or by his/her actions brings discredit to the school is subject to immediate expulsion.

Bullying, discrimination based on race, religion, gender, or sexual orientation and/or verbal harassment will not be tolerated. Students observing such incidents have an obligation to report this abuse to the proper authorities.

COMPUTER INSTRUCTION

Computer instruction provides an opportunity for children to use an extremely powerful learning tool. Our goal is that our children become computer literate and are able to use the computer for word processing, research, learning of new skills, and drill and practice of old skills. Smart Boards are also used to enhance instruction.

CONFERENCES

Parent-Teacher Conferences are required twice yearly. This requirement, if not met, could result in RDELA requesting that your child return to his/her zoned school.

CURRICULUM

Instruction at Rainbow Dreams Early Learning Academy is based on the Clark County School District's Nevada Academic Content Standards. These documents serve as the required basic structure for classroom experiences in grades kindergarten through eighth grade and common core standards. Included are the essential understandings, which form both the content and philosophical base of elementary curriculum. The Nevada Academic Content Standards delineates instructional content with essential skills, concepts, and experiences. It is around these understandings that teachers plan lessons. Discussions, demonstrations, films, computer activities, workbooks, etc., are ways that teachers help students understand skills and concepts. At Rainbow Dreams Early Learning Academy, emphasis is placed on learning being both meaningful and enjoyable. At the same time, students share responsibility for learning. The most carefully planned and exciting lesson still requires an attentive and receptive student.

READING PHILOSOPHY

The goal of our reading program is to teach our students to become independent readers. Literacy is of fundamental importance at RDELA. At Rainbow Dreams Early Learning Academy, we provide a balanced reading program that includes textbook instruction, skill lessons, phonics, independent reading, and reading that is integrated with other curricular areas. We believe that reading which is meaningful to students and that includes good literature is important in developing lifelong readers and will promote the development of literate, lifelong learners.

MATH PHILOSOPHY

At Rainbow Dreams Early Learning Academy, our math program supports current research which places emphasis on hands-on math experiences for early learning students. When students understand math concepts in a practical environment, before paper and pencil tasks are attempted, there is a greater likelihood of success when more difficult concepts are encountered. We feel it is essential that an emphasis is placed on learning math facts, problem solving, reasoning, and application of math concepts.

DISCIPLINE AND RESTORATIVE PRACTICES

It is our intent, at Rainbow Dreams Early Learning Academy, to establish and maintain an educational environment in which teachers can successfully teach and children can comfortably learn with minimal disruptions and maximum satisfaction. On the next few pages, the school's *Progressive Discipline and Restorative Justice Program* is explained in detail. For further detail on our policies, please see the Restorative Justice and Progressive Discipline plans on our school website. Students are recognized and rewarded for appropriate behavior through praise, encouragement, and tangible rewards. Logical consequences are used to change misbehaviors. Students are given the opportunity to monitor their own behaviors, and student self-responsibility is fostered as students make choices and accept the consequences for their choices.

FOR THE HOME: It is expected that parents/guardians will:

- Support school officials in their efforts to develop and maintain a well-disciplined school.
- Teach the child socially acceptable standards of behavior.
- Teach the child by word and example to have respect for the law, authority, and the rights and property of others.
- Teach the child to be accountable for his/her own actions.
- Help the child grow and develop into a self-disciplined person.
- Share the responsibility of student control with the school.
- Work with RDELA in the development of a classroom behavior plan should it be necessary.

FOR THE COMMUNITY: It is expected that the community will:

- Support school officials in all efforts to develop and maintain well-disciplined schools.
- Recognize its role in influencing student behavior through media, activities, and customs.
- Show interest in the programs the school offers and personnel who are responsible for them.
- Provide the necessary resources for maintaining instructional programs, staff, and services which are enforced in a well-disciplined school.

RULES AND EXPECTATIONS

1. Act in a responsible and cooperative manner:

- A. Fighting will not be tolerated.
- B. Dangerous items, e.g., knives, clubs, guns, are illegal on school grounds. Students found in possession of weapons shall be immediately referred to the appropriate law enforcement agency and suspended from school until an investigation is conducted.
 - Play items resembling dangerous items will be treated the same as actual weapons.
- C. Theft will be investigated, and appropriate action taken.
- D. Threats or extortion will not be tolerated.
- E. Harassment/bullying/discrimination based on race/sex/culture/religion/etc. will not be tolerated.
- F. Pulling the fire alarm will result in suspension.

2. Treat all students and adults with courtesy and respect.

Profane language and/or disrespectful actions will not be tolerated. Do not tease, degrade, or disgrace another student. Directions given by adult supervisors must be followed.

3. Respect and care for school property and the property of others.

Treat the school building, furnishings and books/materials, as if they were your own. Chewing gum is not allowed. Use trash cans for litter. Responsibility for cleaning up your own mess is expected. Defacing or destroying school property must be paid for by the parent/guardian.

4. Walk in a quiet and orderly manner while in the corridors and restrooms. Students should not be in corridors without a pass. Restroom needs should be taken care of as soon as possible, so that valuable instructional time is not lost.

5. Dress in accordance with the Rainbow Dreams Early Learning Academy Dress Code.

Rainbow Dreams Early Learning Academy may regulate dress and grooming in the interest of health, safety, and

effective instruction. Children are expected to be neat and well-groomed. Forms of dress which are considered distracting or disruptive to the learning atmosphere will not be permitted. (See Uniform Dress Code).

6. **Follow all safety procedures when walking or riding bicycles to and from school.**
 - A. Upon dismissal, wait in designated areas for friends and relatives.
 - B. Cross streets at crosswalks
 - C. Walk on sidewalks and designated walkways.
 - D. Do not climb over walls and fences.
 - E. Skateboards, rollerblades, or “wheelies” are not allowed on school grounds.
7. **Keep toys, candy, electronic devices, cell phones and sports equipment at home** (*unless requested by the teacher for educational purposes*). These items will be taken from the students and returned only to the parent/guardian.
8. **Demonstrate responsible behavior in the lunchroom.**
 - A. Walk in a quiet and orderly manner.
 - B. Remain seated at assigned tables.
 - C. Talk quietly and be courteous; use good table manners.
 - D. Clean the table and floor area before being dismissed.
 - E. No talking when an adult is using the microphone to give directions.
 - F. Raise hand and wait to be dismissed by an adult.
 - G. Throwing food or other items will not be tolerated.
9. **Play safely in assigned playground areas.**
 - A. Play in designated areas only.
 - B. Rough play and tricks on playground equipment (flipping off of the equipment, etc.) are not permitted.
 - C. Climbing fences or leaving the playground to retrieve balls is not allowed without express permission of playground supervisor.
 - D. Balls will not be bounced against the building.
 - E. Students must remain on the playground at recess. Entering the building is not permitted without a pass.
 - F. Tackle football and other contact sports or play are not permitted.
 - G. There will be no throwing of sand, rocks, or other dangerous items.
 - H. Restrooms are not a play area. Proper behavior is expected.
 - I. Good sportsmanship and honesty are expected when playing games. The vote of the students waiting in line to play four square or tether ball serves as referee should there be a disagreement about game rules. Games are to be played as instructed.
 - J. No food shall be taken onto the playground except during a teacher-directed activity.
 - K. Above all, children should strive to get along with one another in a friendly cooperative manner.

BULLYING, CYBER-BULLYING, DISCRIMINATION BASED ON RACE, HARASSMENT & INTIMIDATION

Bullying, Cyber-Bullying, Discrimination Based on Race, Harassment and Intimidation Are Prohibited in Public Schools. According to the NRS 388.122 Bully means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

1. Is intended to cause or actually causes the person to suffer harm or serious emotional distress; or
2. Places the person in reasonable fear of harm or serious emotional distress; or
3. Creates an environment which is hostile to a pupil by interfering with the education of the pupil.

DISMISSAL FROM SCHOOL P.M.

Students will be dismissed from their designated gates. Please pick up your child in this area. Children not picked up by 3:00PM will be placed in Dream Care. **The school office closes at 5:00 p.m. Child protective services will be called if children are not picked up by that time.**

DISMISSAL PROCEDURE

The key goals for this procedure are:

- 1) Ensure smooth transition to exit of premises
- 2) Keep students safe from street traffic
- 3) Be as efficient as possible

Teachers will release students from their respective gates. Parents or a guardian that is pre-approved on the student's file may pick up their child at the gate. A picture identification is required for release. No parties under the age of 18 years old may pick up the child from campus.

EARLY DISMISSAL

If, for some reason, your child must leave school before our regular dismissal time, a dated note is given to the teacher in the morning. State the time and reason for early dismissal. Your child's departure will be recorded and may affect his attendance for the remainder of the school day. Picture identification is required for release of all students.

Please Note: Students will not be dismissed for extra-curricular activities that are not related to Rainbow Dreams Early Learning Academy.

DRUGS AND ALCOHOL

Except for supervised, prescribed medications, students shall not be under the influence of, nor use, possess, offer for sale, or distribute drugs or alcohol in the school building, on school grounds, in school-controlled vehicles, at school sponsored events, or in other situation under the authority of the Rainbow Dreams Early Learning Academy Governing Board. Possession of either drugs or alcohol may result in removal from the program.

EMERGENCY CLOSING OF SCHOOL

An emergency site safety plan has been developed for Rainbow Dreams Early Learning Academy. In the event of an emergency requiring total school evacuation, students will be evacuated to West Las Vegas Library and/or Doolittle Community Center. A copy of the Safety Site Plan is available in the office for your review.

State law requires that schools have regular fire and other emergency drills. Careful procedures are worked out to provide protection for students in the event of fire or other emergencies. Teachers review the procedures with students periodically. It is mandatory that all students obey the procedures for such drills. Successful drills can mean lives saved in an emergency.

FIELD TRIP POLICY

Students' learning environment should be extended beyond the home and school if they are to expand their knowledge and continue to fulfill the need for independence. Field trips reinforce curriculum objectives and give students the opportunity to exercise research skills necessary for gaining more knowledge about the world around them. Field trips are strictly educational and an extension of the classroom curriculum. They are not considered recreational activities. Field trips may serve as an opportunity for introducing, follow-up, or completion of a unit of study.

- All school/governing board rules are to be observed during field trips.
- Parents must sign permission slips before their sons or daughters are allowed to attend.
- Students will wear "**Dress Uniform**" for field trips.
- If parents/guardians are interested in chaperoning field trips, please let your child's teacher know of your

interest.

Any parent that volunteers must be volunteer approved.

GRADING POLICY

It is the policy at Rainbow Dreams Early Learning Academy to grade students on their achievement of grade level skills. It is the responsibility of each teacher to regularly grade student work, keep an accurate record of grades and communicate their specific grading policy to parents.

Work that is turned in late because of an excused absence will be accepted and given full credit if made up within a reasonable time (3 days). Work turned in late because of an unexcused absence or because the student failed to meet the pre-stated deadline may be given reduced credit or no credit at the teacher's discretion. Work not turned in receives no credit.

HABITUAL DISCIPLINARY PROBLEM PROCEDURES

Progressive and Restorative Discipline Plan

School-wide Behavior Intervention Policy

We believe that all children can behave in a positive manner while at school. Our goal is to provide a strong academic program in a nurturing and safe environment, so that all children can feel confident to explore and learn. Teachers and students have the right to a classroom free of disruption; one that is conducive to the teaching/learning process. Our student body consists of early learners and it is our belief that when teachers employ a skill and concept plan as part of the regular instruction we are able to create an environment that in which our students can learn effective decision making skills that result in personal responsibility for their actions and behaviors. To guarantee the optimal environment and the integrity of instruction and learning, Rainbow Dreams Early Learning Academy will implement a plan for Progressive Behavior Intervention consisting of interventions for school-related minor and major behavior infractions.

Minor Infractions:

Minor Infractions are considered as infractions which *Do Not* jeopardize the safety and welfare of students, faculty, and staff.

Minor infractions are as follows, but are not limited to the following examples.

- Disrespect.
- Non-compliance.
- Talking without permission.
- Shouting and/or yelling.
- Dress code violation.
- Refusal to complete assignments.
- Throwing paper.
- Writing on the desk and breaking pencils or crayons.
- Walking around the classroom without permission.
- Verbal disagreements/confrontations not specific to repeated bullying--- name calling such as stupid, ugly, idiot and telling another student to "shut-up."
- Disruptive behavior such as singing, making noise, tapping the pencil on the desk.
- Misrepresentation of the truth.
- Academic dishonesty.
- Horse-playing.
- Playing with inappropriate objects in class.
- Repeated tardiness

Minor infraction will be handled by the classroom teachers utilizing the school-wide Classroom Management Intervention Plan by implementing the following actions.

- **Step 1.** Re-direct student behavior. A re-direction can be a verbal or nonverbal reminder to the student directed at pointing out what the student should be doing.
- **Step 2.** Verbal warning.
- **Step 3.** Giving the child space to decompress and regulate: This can be accomplished by giving the student a set time out in a “calm corner” or space designed to meet the child’s regulatory and sensory needs without disrupting other students in the classroom.
- **Step 4.** Required reflection and apology.
- **Step 5.** One on one conference with the student. During this step, the teacher will communicate behavior expectations to the student and provide the student with the opportunity to respond. It is important to clarify expectations and model appropriate behaviors.
- **Step 6.** Parent/Caregiver Contacts (by phone or email).
- **Step 7.** Limit privileges.
- **Step 8.** Parent/Caregiver-child-teacher conferences (at school).
- **Step 9.** If students have failed to make the appropriate behavior changes, teachers submit detailed referrals to the principal with the appropriate documentation describing the behaviors and previous actions taken. Administration will lay out a behavioral plan or make the decision to escalate the discipline as necessary.
- **Step 10.** Classroom reassignment if administration considers it beneficial for the recurring behaviors.

Proactive Steps to Ensure a Safe and Positive Environment

Whenever possible, it is the intention of Rainbow dreams Early Learning Academy is to support positive behavioral choices rather than engage in disciplinary action. We would like to empower children to make better choices and we treat every child with love and respect. The following steps are in place to assist our students in becoming respectful, responsible, and safe:

- Classroom incentive programs
- School wide incentives
- Daily positive reinforcement through circle time discussions
- Lessons focusing on positive behavior and choices
 - This includes both modeling and social stories
- Teaching the students to self-assess their social emotional needs
 - PECS introduced for children with receptive or communicative delays
- Allowing children to request time to regroup in the calm corner
- Creating an inclusive space

Whenever possible, when an infraction allows, the goal is to create a teachable moment. Our school consists of early learners who may need extra patience when it comes to adjusting to a classroom environment, however we believe that all students are capable of behaving in a positive and respectful manner which is conducive to learning.

Major Infractions;

Major Infractions are considered as infractions which **DO** jeopardize the safety and welfare of students, faculty, and staff. **Major infractions are as follows but are not limited to the following examples.**

- Bullying: including harassment and/or exhortation.
 - Repeated incidents of name calling will be considered a major infraction.

- Threats to inflict bodily harm on another.
 - o This includes simulating a firearm.
- Physical aggression including fighting and throwing objects at others.
 - o This includes hair pulling, biting, kicking, or punching regardless of whether the other student was actively or passively involved.
- Profanity or obscene gestures.
- Major classroom disruption involving rough-housing or unsafe behaviors.
- Possession of weapons.
- Possession of alcohol.
- Possession of a controlled substance.
- Possession of tobacco.
- Possession of a firearm including objects resembling a firearm for the purpose of intimidation.
- Actual or threatened use of an object resembling a weapon with intention to intimidate or cause disruption.
- Continual and repeated disruption of learning environment requiring removal from class on 3 or more occasions.
- Possession of flammable and explosive materials including matches, lighters, firecrackers.
- Arson.
- Bomb threats.
- False fire alarm.
- Lewd or immoral behavior such as exposing body parts, harassment, and/or touching another student in an inappropriate manner.
- Excessive tardiness or absences.

Consequences for behaviors are determined by the severity, intensity, and frequency of the infraction, as well as extenuating circumstances. Consequences consist of a required parent conference with a behavior action plan, a required parent conference with the recommendation of suspension and a behavior action plan, or a required parent conference with the recommendation for expulsion.

For a major infraction, depending on the severity and circumstance, the police or child services may be notified. This includes possession of weapons or firearms, physical aggression against another student to the point of injury, lewd or immoral behavior, possession of a controlled substance which will require a report be filed with the local authority.

Possession of a dangerous weapon qualifies for immediate removal under state law.

Required Parent or Caregiver Conference:

A conference is scheduled to discuss students' behavior. Students are not allowed to come to school until the conference has been conducted. Required conferences are usually scheduled within one day after the infraction. Required parent conferences may be conducted on the same day of the infraction. It is within a parent or caregiver's rights to request a follow-up conference at a later date.

Most conferences will be scheduled with a minimum of one day following the infraction. This is to allow for a thorough investigation into the alleged infraction and allow time for RDELA to conduct a thorough internal investigation of the incident prior to speaking with a parent or caregiver.

Students are not allowed to return to school until after the Required Parent Conference is conducted and a behavioral contract is signed and submitted to the administration.

Suspension: Temporary removal from school which may consist of one to ten days' dependent upon the nature of the offenses and any extenuating circumstances related to the alleged infraction. All classroom/homework assignments will be provided for students during the temporary removal of school. The duration of suspension is set at a maximum of 10 school days.

Classroom Reassignment: Changing the placement of a misbehaving child has proven to be an effective solution for minor recurring classroom behaviors. Whenever possible, this will be one of the earliest strategies implemented.

Expulsion: Permanent removal from school. Recommendations for expulsion are based upon the extreme intensity, severity, frequency of the infraction, and any extenuating circumstances as well as parental cooperation in regards to disciplinary action. If the recommendation is uncontested, students will be withdrawn from Rainbow Dreams Academy and the parents/guardians of students must explore other educational setting. The duration of expulsion is limited to one calendar year.

Please Note:

- Major Infractions will result in a mandatory conference with Administration, Teacher, Student, and Parent/Caregiver which becomes effective immediately.
- Required Parent/Caregiver Conferences may be held the same day of the infraction if the situation requires immediate removal from the campus; however, a follow-up conference can be scheduled to allow time for an internal investigation to be conducted. Parents and Caregiver will be immediately notified in the case of any infraction requiring major intervention.
- Upon notification of the Required Parent Conference, the parent/legal guardians and any other individuals that are designated by parents, and guardians (names must be designated on students' information) must pick up the student from school. Student will not be allowed to return to the classroom until the conference takes place. Picture identification is needed and verification from the parents/legal guardian is required.

PLAN FOR TEMPORARY REMOVAL OF A PUPIL FROM THE CLASSROOM IN ACCORDANCE WITH NRS

392.4645, 392.4646, 392.4647, and 392.4648: When a student engages in behavior that seriously interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn, the student may be removed from the classroom pursuant to NRS 392.4645. School administration will provide an explanation of the reason for the removal of the student to the student and offer the student an opportunity to respond. Within twenty-four (24) hours after the removal of a student, the school administrator will notify the parent or legal guardian of the student.

Due Process: Due Process is an appeal process of the recommendation for temporary removal from school (suspension) for more than seven school days or the recommendation for permanent (expulsion) removal from Rainbow Dreams Early Learning Academy. All due process appeals are handled by the Rainbow Dreams Early Learning Academy governing board. All classroom/homework assignments will be provided for students during the removal of school until the board has rendered a decision on the appeal. The RDELA boards shall establish fair and reasonable procedures for discipline, suspension, or expulsion. No student shall be subjected to corporal punishment in any public elementary or secondary school. A school administrator is not authorized to waive the prohibition against corporal punishment based upon the request of a parent or guardian

Incidents requiring the student to be restrained or secluded: Following an incident involving the use of restraint or seclusion, the following will be provided to a parent or guardian of the student: Verbal or electronic notification of the incident by the end of the school day when the incident occurred including: A description of the restraint or seclusion, the date of the restraint or seclusion, the times when the restraint or seclusion began and ended. The location of the restraint or seclusion and a description of the student's activity that prompted the use of restraint or seclusion will be included in this notification. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted and the names of the personnel who administered the restraint.

Restraint may be used on a student only under the following circumstances:

- (A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and

(B) Less restrictive interventions have not been effective.

Seclusion may be used on a student only under the following circumstances:

(A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and

(B) Less restrictive interventions have not been effective.

If restraint or seclusion is used on a student, the restraint or seclusion will be limited to only the time when the student's behavior poses a significant risk to his/herself or others.

Students with Disabilities:

Behavior Interventions for students with Individual Education Plans (IEP) or 504 accommodations will be based upon the content and relatability to the student's Individual Education Plan or 504 Accommodations and will be determined with the assistance of the school's Multi-Disciplinary Team (MDT).

Plan for Restorative Discipline:

Restorative discipline provides students with a space for common understanding, conflict solving, and providing pathways to repair harm. For our early learning community addressing the social emotional needs of our students requires teachable moments where students are able to take ownership of their behavior, practice empathy and conflict resolution with the mediation of a teacher or administrator. The following questions should be asked of the student in order to better understand the situation:

- **Social Restoration**

- Tell me what happened. What was your part in what happened?
- What were you thinking at the time? How were you feeling?
- Who else was affected by this?
- What have been your thoughts since? What are they now?
- What do you need to do to make things right?
- What can we do to support you?

- **Self-Restoration**

- Tell me what's been happening. What has not been working for you?
- What do you think about this situation? How are you feeling about it?
- How is this getting in the way of your learning?
- How is this getting in the way of you being the person you want to be in our community?
- What do you need to learn/to do to make things better?
- What might you do differently next time you find yourself in a similar situation?

When a student who has faced a disciplinary action such as suspension is welcomed back into the classroom, care should be given to incorporate the learning in a healthy and positive way. Behavioral plans should be implemented to support the child's needs that led to the infraction and ways to help rebuild a positive foundation and relationships within the classroom.

(1) Holding a pupil accountable for his or her behavior:

Restorative practices start by holding the pupil accountable for their actions. This involves acknowledging the impact of their behavior on others and understanding the consequences of their actions.

(2) Restoration or remedies related to the behavior of the pupil:

Restoration involves addressing the harm caused by the pupil's behavior. This may include actions such as apologies, making amends, community service, or any other action that helps repair the relationship and restore a sense of trust.

Relief for any victim of the pupil:

In restorative practices, providing relief and support to the victim of the pupil's behavior is essential. This may involve mediation, dialogue, or other appropriate actions to help the victim express their feelings, concerns, and needs, and to facilitate the healing process.

(4) Changing the behavior of the pupil:

The ultimate goal of restorative practices is behavior change. By engaging in reflection, dialogue, and understanding the impact of their actions, the pupil is encouraged to recognize the need for change and take proactive steps toward better behavior and decision-making.

By incorporating these elements into disciplinary procedures, educational institutions foster a positive and supportive environment that encourages personal growth, empathy, and a sense of responsibility among students. Restorative practices promote learning from mistakes, repairing relationships, and ultimately creating a conducive atmosphere for personal and collective development within the educational community.

Supervision:

- Through staff supervision at assigned duty areas before and after school, at nutrition and during lunch, and school-sponsored activities.
- Through the presence of a RDELA campus security guard.
- Through the work of our school social workers and counselors

Interventions/Activities:

- School wide Multi-Tiered System of Supports (MTSS)
- Behavior contracts
- Attendance contracts
- After school programs
- Positive Behavior Support Plans as determined by site teams (i.e. IEP Team, Intervention Team, etc.)
- Restorative Discipline Plans as determined by site intervention assistance teams (IAT)
- School leadership and school mentoring programs

Distance Learning Addendum.

Our current educational landscape in light of burgeoning viral pandemics require a modification of the discipline plan to suit periods when school closures are mandated. Discipline is intended to support safety and respect in physical classroom; distance learning will require the same cooperation for our students and their families. The following is the plan for progressive discipline for minor infractions while distance learning is being employed.

- **Step 1.** Verbal warning and/or redirection
- **Step 2.** Child will be muted or have self-screen turned off at the teacher's discretion for a single class period.
- **Step 3.** Email/Phone call to Parent or Caregiver
- **Step 4.** Video conference call with Parent/Caregiver, Teacher, and Administrator
- **Step 5.** Loss of ability to attend live Google Classroom session. Child would need to view recorded lessons until

they can be reintegrated into the live classroom.

As a school and community we will work together and be proactive to correct inappropriate behaviors in order to ensure academic success now and in the future. We believe that all students have the capacity to learn to be safe, respectful, and responsible for their action. We will continue to work closely with our teachers, students, administrators, parents or caregivers to help develop confident, strong, and bright members of our academic community.

This Restorative Discipline Plan for is a dynamic and evolving document that will be reviewed periodically to reflect the changing needs and values of our school community. Through the commitment and collaboration of all stakeholders, we strive to create a nurturing and respectful school environment that empowers every student to succeed academically and socially.

Major Discipline and Firearms Incident Report Form

Incident Details:

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

Incident Type:

Discipline Incident

Firearms Incident

Incident Description:

****Persons Involved:****

Please provide the following details for all individuals involved in the incident:

1. Full Name:

Role/Position (if applicable):

Age:

Contact Information (Parent/Guardian if applicable)

- Phone:

- Email:

- Relation to School:

2. Witnesses (if any):

Full Name:*

Role/Position (if applicable):

Contact Information:

- Phone:

- Email:

- Description of the Incident:

- Provide a detailed account of the incident, including actions taken, behaviors exhibited, and any relevant circumstances.

- Action Taken:

- Describe any immediate action taken to address the incident, including intervention, de-escalation, or reporting to authorities.

- Injuries or Damages:

Firearms Incident Specifics (if applicable):

- Firearms/Weapon Involved:
- Description of weapon:
- Serial Number (if available):

Law Enforcement Contacted (if applicable):

- Law Enforcement Agency:
- Officer's Name:
- Badge/ID Number:
- Report Number:

Follow-Up and Actions:

- Describe any further actions or interventions planned or executed in response to the incident.
-
-

Preventative Measures:

- Suggest any preventative measures to avoid similar incidents in the future.
-
-

Report Filing:

- Indicate where the report will be filed and any additional steps that will be taken.
-
-

Report Prepared By:

Full Name

Position:

Date Prepared:

Signature:

HEALTH / ILLNESS

Parents/Guardians are expected to keep RDELA informed regarding any health concerns or health changes affecting each child including medical documentation. Official medical documentation **MUST** be submitted prior to any accommodation including diagnosis and accommodation requests issued from a medial practitioner.

If a student becomes ill at school, parents, or other designated persons, will be contacted. Students who are sent home ill will need a doctor's clearance to return to school. Students who need to be sent home on multiple occasions or whose caregivers fail to pick them up in a reasonable time frame, may be subject to dismissal from our program.

Food allergies affecting students and emergency procedures in the event of exposure must be brought to the attention of the school. It is the responsibility of the parent to keep current, unexpired medication(s) for emergency treatment of allergic reactions supplied at Rainbow Dreams along with official documentation and release for treatment.

INJURY AT SCHOOL

If a child is injured at school, every attempt will be made to contact the parent/guardian. It is very important to fill out and return emergency contacts/phone numbers, etc. Any changes in this information should be reported to the school immediately. Students who need to be sent home on multiple occasions or whose caregivers fail to pick them up in a reasonable time frame, may be subject to dismissal from our program.

INTERIM PROGRESS REPORTS

The interim progress report is designed to keep parents informed about the children's progress between regular grading periods. Formal conferences on the Parent-Teacher Conference Days will also be held to discuss your child's progress. Parents are encouraged to visit or call for information. Conferences may be scheduled at any other time during the school year, and parents are encouraged to maintain regular communication with their children's teacher through ClassDojo.

LOST AND FOUND

Each year, many items of clothing are lost in an early learning academy. A lost and found box is in the multipurpose room. Encourage your child to look for lost articles. Please mark your child's belongings with the child's name.

LUNCH

Students at Rainbow Dreams Early Learning Academy eat lunch in the Xernona Clayton Multipurpose Room or in their respective classrooms. Students choosing not to take part in our free lunch service, may bring their own lunch in a clear Ziploc bag. Nuts are strictly prohibited.

MEDICATION AT SCHOOL

A school principal or designee may administer a school-hours dose of medication to a pupil in school according to the following guidelines:

1. Any parent/guardian requesting that Rainbow Dreams Early Learning Academy personnel assist with the administration of medication for their child must provide to the school health office a signed and witnessed Medication Release form and a copy of the prescription or order from an appropriate health care provider directing the use of the medication by the student. Separate Medication Release forms and separate prescriptions or orders are required for each medication. Any change in type, frequency, or dosage of medication will require a new Medication Release form and a new prescription or order.
2. The parent or guardian must bring the prescribed medication to the office with the container clearly marked by the pharmacist giving the name of child, dosage directions, name of physician, and prescription number. Students may not possess medication on school property. Students may not self-medicate.
3. In the event that a SHA or school nurse is unable to assist with the administration of the medication due to specialized needs a parent or guardian may be able to come to campus to administer medication as necessary.

NEWSLETTERS

Newsletters are published at regular intervals to help keep all members of our school community well informed.

PARENT LITERACY NIGHTS

Each month RDELA hosts a Parent Literacy Night with speakers from the community and trainings to assist parents in topics related to their child's social/emotional learning. Parents and caregivers are encouraged to attend regularly.

PARENT/TEACHER INVOLVEMENT

Parent/Teacher—Home/School Involvement is encouraged. Parents/Guardians, faculty, and staff will work together to determine how this goal may be effectively accomplished.

PROGRESSIVE DISCIPLINE PLAN/SCHOOL-WIDE BEHAVIOR INTERVENTION POLICY/RESTORATIVE JUSTICE PLAN

We believe that all children can behave in a positive manner while at school. Teachers and students have the right to a classroom free of disruption, one that is conducive to the teaching/learning process. In order to guarantee

the optimal environment and the integrity of instruction and learning, Rainbow Dreams Early Learning Academy will implement a plan for Progressive Behavior Intervention consisting of interventions for school-related minor and major behavior infractions.

Minor Infractions are considered as infractions which **do not** jeopardize the safety and welfare of students, faculty, and staff. **Minor infractions** are as follows but are not limited to the following examples.

Minor Infractions:

- Disrespect.
- Non-compliance.
- Talking without permission.
- Shouting and/or yelling.
- Dress code violation.
- Refusal to complete assignments.
- Throwing paper.
- Writing on the desk and breaking pencils or canyons.
- Walking around the classroom without permission.
- Verbal disagreements/confrontations--- name calling such as stupid, ugly, idiot and telling another student to “shut-up.”
- Disruptive behavior such as singing, making noise, tapping the pencil on the desk.
- Misrepresentation of the truth.
- Academic dishonesty.
- Horse playing.
- Playing with inappropriate objects in class.

Minor infraction will be handled by the classroom teachers utilizing the school-wide Classroom Management Intervention Plan by implementing the following actions.

- **Step 1.** Re-direct student behavior. A re-direction can be a verbal or nonverbal reminder to the student directed at pointing out what the student should be doing.
- **Step 2.** Conference with the student. During this step the teacher will communicate behavior expectations to the student and provide the student with the opportunity to respond.
- **Step 3.** Parent Contacts (by phone).
- **Step 4.** Limit privileges.
- **Step 5.** Parent Conferences (at school).
- **Step 6.** If students have failed to make the appropriate behavior changes, teachers submit detailed referrals to the principal with appropriate documentation describing the behaviors and previous actions taken.

Major Infractions are considered as infractions which **do** jeopardize the safety and welfare of students, faculty, and staff. **Major infractions** are as follows, buy are not limited to the following examples. **Major Infractions:**

- Bullying, including harassment, discrimination based on race, and/or exhortation.
- Threats to inflict bodily harm on another.
- Physical aggression including fighting and throwing objects at others.
- Insubordination including disrespect by using profanity or obscene gestures.
- Major classroom disruption with sustained loud talk, yelling, rough housing; and or sustained out of seat behavior.
- Possession of weapons.
- Actual or threatened use of an object resembling a weapon with intention to intimidate or cause disruption.
- Possession of flammable and explosive materials including matches, lighters, firecrackers.

- Chronic or excessive abusive.
- Lewd or immoral behavior such as exposing body parts and/or touching another student's inappropriate manner.

Consequences for major behavior are determined by the severity, intensity, and frequency of the infraction, as well as extenuating circumstances. Consequences consist of a required parent conference, a required parent conference with the recommendation of suspension, or a required parent conference with the recommendation for expulsion.

Required Parent Conference:

A conference is scheduled to discuss students' behavior. Students are not allowed to come to school until the conference has been conducted. Required Conference is scheduled within one day after the infraction. Required Parent Conferences will not be conducted on the same day of the infraction. **Conferences are schedule within one day after the infraction to allow for a thorough investigation of the alleged infraction.** A reasonable amount of time is needed to allow for a thorough investigation of the alleged infraction. **Students are not allowed to return to school until after the Required Parent Conference is conducted.**

Suspension: Temporary removal from school which may consist of one to ten days dependent upon the nature of the offense and any extenuating circumstances related to the alleged infractions. **Conferences are scheduled within two days after the infraction, to allow for a thorough investigation of the alleged infraction.** All classroom/ homework assignments will be provided for students during the temporary removal of school.

Expulsion: Permanent removal from school. Recommendations for expulsion are based upon the extreme, severity, frequency of the infraction, and any extenuating circumstances. If the recommendation is uncontested, students will withdraw from Rainbow Dreams Early Learning Academy and the parent/guardians of students must explore another educational setting. **Required Parent Conferences pending the recommendation for expulsion will be conducted within two to three school days of the infractions, which allows for a thorough investigation of the alleged infraction.**

Please Note:

Required Parent Conferences will not be held the same day of the infraction. Major Infractions will result in a Required Parent Conference, which becomes effective immediately.

Parents will be notified and upon notification of the Required Parent Conference, the parents/legal guardians and any other individuals that are designated by parents and guardians (names must designated on students' information) to pick up students from school. Picture identification is needed and verification from the parents/legal guardian is required.

Due Process: Due Process is an appeal process of the recommendations for temporary removal from school (suspension) for more than seven school days and the recommendation for permanent (expulsion) removal from Rainbow Dreams Early Learning Academy. All due process appeals are handled by the Rainbow Dreams Governing Board. All classroom/homework assignments will be provided for students during the removal of school until the board has rendered a decision on the appeal.

Students with Disabilities:

Behavior Interventions for students with Individual Education Plans (IEP) or 504 Accommodations will be based upon the content and relatability to the student's Individual Education Plan or 504 Accommodations. Behavior Interventions for students with Individual Education Plans or 504 Accommodations will be determined with the assistance of the school's Multi-Disciplinary Team (MDT).

REPORT CARDS

Student report cards are issued to parents two times during the year. Progress reports for K - PK students will also be issued at the end of each quarter. Students are responsible for taking the reports home.

PROMOTION AND RETENTION POLICY FOR ELEMENTARY GRADE STUDENTS

- I. It is the policy of the Rainbow Dreams Early Learning Academy Governing Board that students work toward achievement of the District's educational goals in a continuous program of learning through an established grade-sequential curriculum.
 - A. Advance through the curriculum, retention on accordance with NRS 392.033, or double promotion shall be based upon a student's demonstrated achievement rather than age or years in school.
 - B. Before any student is retained in the same grade rather than promoted, a reasonable effort to arrange meetings with the parents or guardians to discuss the reasons and circumstances will be made. The principal in joint agreement with the teacher(s) have the final authority to retain a student.
 - C. . NRS 388A.487 Adoption of rules for academic retention; annual report concerning academic retention.(Effective July 1, 2019.)
 1. The governing body of a charter school shall adopt rules for academic retention of pupils who are enrolled in the charter school that are consistent with NRS 392.759, 392.760 and 392.765. The rules must:
 - (a) Prescribe the conditions under which a pupil may be retained in the same grade rather than promoted to the next higher grade for the immediately succeeding school year.
 - (b). Require a pupil enrolled in the grade 3 to be retained in the same grade rather than promoted to grade 4 when required pursuant to NRS 392.760.
 2. On or before September 1 of each year, the governing body of each charter school shall:
 - (a). Prepare a report concerning the number and percentage of pupils at the charter school who were:
 - (1) Retained in grade 3 pursuant to NRS 392.760 for a deficiency in the subject area of reading, including whether or not any such pupils were previously retained in kindergarten or grade 1 or 2; and
 - (2) Not retained in grade 3 because a good cause exemption was approved pursuant to NRS 392.760 but who were previously retained in kindergarten or grade 1 or 2 for a total of 2 years;

KINDERGARTEN STUDENTS

The procedure for promoting or retaining kindergarten students shall be as follows:

1. Any elementary student whose work is not acceptable may be retained in the same grade for the ensuing school year.
2. No elementary student may be retained in the same grade without approval by the teacher and the principal.
3. Generally, an elementary student may not be retained in a grade more than once in kindergarten. In extreme cases, however, a student may be retained twice.
4. In the event that a student is doing substandard work, the parent/guardian shall be notified as early in the school year as possible. (Note: In the case of chronic absence, a student may be retained. However, the principal and the teacher must concur with the decision to retain the student in the grade.)
5. A Rainbow Dreams Early Learning Academy Retention/Promotion Checklist must be completed for every student.
6. In order to ensure that Rainbow Dreams Early Learning Academy promotion procedure policy for the elementary grades complies with Clark County School District (CCSD), the following procedures are to be followed:
 - a. By the start of school, the Curriculum Alignment Team will provide a printout to each teacher identifying all students in kindergarten who score one grade level or more below the student's grade level on the SBAC in all of the following sub-test areas: Reading Vocabulary and Reading Composite. IEP students are excluded.

a. SCHOOL FIRST AID

Students with health problems are referred to the office. Parents will be contacted for serious health referrals. Identified school staff have been trained to render basic first aid to the students. In case of emergencies, students will be

transported to emergency facilities as defined in NRS (Nevada Revised Statutes).

SCHOOL PROPERTY

Our school building and equipment cost the taxpayers a great deal of money. Parents of students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property, Each principal will begin working with teachers to provide appropriate interventions to address each identified student's deficiency(ies).

- b. The RDELA Retention Checklist will be implemented for each of these identified students and any other students identified by the school as possible retention candidates. This list will exclude IEP students.
- c. At the end of the first semester, RDELA will provide the Curriculum Alignment Team Lower School Coordinator a list of those students previously identified in "Step a", who are still reading more than one grade level below their current grade placement.
- d. The Curriculum Alignment Team will contact each teacher to determine what additional interventions/efforts can be implemented for these students.
- e. Appropriate interventions and monitoring will continue for the students identified in "Step a", to ensure continued success for these students.
- f. Student decisions will be entered into Infinite Campus per CCSD guidelines.

Procedures for Retaining an Elementary Student

1. As early as possible in the school year, the teacher should notify the principal of his/her concerns about the student. Once this is done, the steps outlined below should be followed.
 - The teacher should be able to discuss what he/she has done to date, including interventions, use of or obtaining additional assessment data, communications with parents relative to child's performance to date.
 - The principal and teacher develop a plan of action that includes parent involvement.
 - The overall goal of the action plan is to bring the student to grade level or at least to a functioning level with normal accommodations.
 - A file on the student should be started, to include the following: actions taken, appropriate baseline data about the student, and dates of any other pertinent information.
 - A copy of these steps should be placed in the documentation file and initialed by the principal as each step is completed.
2. Meet with the teacher to revisit the plan within 4-6 weeks of its implementation.
 - Communicate the results/status of the plan with the parent.
 - A decision should be made to refer the student to the Curriculum Alignment Team, if necessary.
 - If the child is referred to the Curriculum Alignment Team, the parents should be notified prior to the meeting as well as notified of the results. The student should be assessed within three weeks.
 - Allow the Curriculum Alignment Team process to unfold.
 - Curriculum Alignment Team revisits the child's status within 3-6 weeks.
3. Continue to expand/revise interventions as needed throughout the year.
4. Possibility of retention discussed with parent in writing, which includes an invitation to parents to confer regarding the possibility of retention and/or attending summer school (if available).
5. Narrative comments on the quarterly report must reflect child's performance accurately.
6. A decision regarding retention must be made prior to the end of the current school year.
 - The decision should be in writing to the parents.
 - A contingency plan for reconsidering retention can be made with a final decision reached prior to the first day of the upcoming school year and should be in writing and a part of the written notification to parents regarding the decision.

disciplinary action will be taken. If students should happen to damage something accidentally, they should report it to a teacher or the office immediately.

SCHOOL SUPPLIES

Rainbow Dreams Early Learning Academy provides necessary supplies for all students in order to meet their educational needs. However, we know that sometimes parents choose to buy school supplies for their children. Should you decide to do this, there will be a list in the school's office and there will be a list provided in the back-to-school packet.

SCHOOL FEES

It is the tradition at Rainbow Dreams Early Learning Academy to showcase our students' talents (grades K - PK) at an end-of-year movement performance. Parents are asked to participate and support school fundraising activities to help defray the costs of this production. If production costs cannot be met through fundraising, a minimal costume cost per family may be applied. RDELA strives to reduce as many out of pocket costs for families as possible and to defer as much

STUDENT RIGHTS AND RESPONSIBILITIES

The Rainbow Dreams Early Learning Academy Governing Board believes that an atmosphere must prevail in schools where learning can flourish—an atmosphere free of oppression, uncertainty and discrimination but also free of fear, disruption and disorder—an atmosphere where each student will be safe from harm or threat of harm to his person, his property, his peace of mind and his right to learn. Each person associated with the Rainbow Dreams Early Learning Academy is expected to adhere to all laws, policies, rules and regulations, constitutional rights; students also have certain responsibilities. In general, these involve the commitment of each individual to assure that the rights of others are preserved. Students are responsible for knowing what the school rules are and acting in accordance with them. It is the intent of Rainbow Dreams Early Learning Academy staff to make certain that the rights of all students and school personnel are carefully protected. In order to carry out this policy, the Rainbow Dreams Early Learning Academy has developed general guidelines for conduct which promote the order in school that is conducive to learning while still protecting the rights of all individuals.

STUDENTS ENROLLING

Students entering Rainbow Dreams Early Learning Academy for the first time must present an enrollment/transfer form from the last school of attendance. For all students previously enrolled in the Clark County School District, or another school, an immunization record and birth certificate are required, along with a picture I.D. of the parent/guardian. Online enrollment is required, parent must enroll in Infinite Campus.

STUDENT RECORDS

Students, parents or legal guardians have the right to review their children's school records with a member of the professional staff. A request to review records should normally be honored within three days.

STUDENT WITHDRAWING

Students withdrawing must have a transfer of records requested by a parent or guardian. Records will be forwarded to the receiving school.

TRANSFER

When a parent /guardian moves or decides to withdraw from their child from Rainbow Dreams Early Learning Academy, a signed withdrawal form must be processed so that the student can be enrolled in their new school.

TELEPHONE USE

The school office is the center of activities and is busy at all times. Students may use the telephone when it is a case of necessity or emergency. However, it should be used with discretion - not to obtain permission to visit with a friend, etc. The permission of the office personnel should be gained before students are allowed to use the telephone.

TEXTBOOKS and DEVICES

All textbooks and electronic devices that are loaned to students for their use during the year are very expensive to replace and, therefore, must be handled carefully. Students will be required to pay for lost or damaged books. Please encourage your child to respect books.

TOYS AND ELECTRONIC DEVICES

Students are not to bring toys, games, radios, electronics or any other equipment unless the teacher designates a day when something may be brought for sharing or special project. The school will not be responsible for lost, stolen, or broken items.

VISITING SCHOOL

If community health allows for school visitation, we ask that all visitors comply with Rainbow Dreams Early Learning Academy Policy and report to the school office after entering the building. Visitors must sign in and are given a visitor's pass. This applies to all non-staff persons entering our school and is required to maintain security for all students and staff. **Please contact your child's teacher 24 hours in advance for clearance.**

Classroom volunteers are encouraged when community health allows; however, classroom volunteers must attend an orientation before volunteering in the classroom or the school.

Parents are to pick up their children at the back of the school. Standing outside the entrance of your child's classroom causes a distraction for students resulting in the loss of instructional time and learning.

Students are not allowed to bring friends or relatives to attend school with them as guests/visitors. Open House will be held early in the school year. We look forward to sharing our program and facilities with our school community.

RAINBOW DREAMS EARLY LEARNING ACADEMY:

A PARTNERSHIP BETWEEN STUDENTS, STAFF, PARENTS AND COMMUNITY

School is an enjoyable place to be. Students should feel safe and encouraged to learn. In order to accomplish this, it is necessary that a school operates in an organized and orderly way. Rules help schools run smoothly because students know what is expected of them and what the consequences are for appropriate or inappropriate behavior. Additionally, the school has a responsibility to teach children integrity, accountability and respect for the rights of others. Ideal discipline is self-directed and self-controlled. Parents/Guardians, the school, and the community share the responsibility for helping children develop self-discipline. When self-discipline fails and self-control is lost, discipline with logical consequences must be imposed to protect the rights of others.

The basic guidelines for behavior are designed based upon respect of others, self, and the community. All guidelines are stated positively so the student knows exactly the proper behavior, which is expected. The basic guidelines for behavior are designed based upon respect of others, self, and the community. The guidelines include:

1. Walk in the classroom, hallways, and other areas of the building.
2. Walk on the right side of the hallways (avoid stepping on the principles).
3. Use a calm, soft voice when speaking.
4. Use polite, kind words.
5. Wait patiently and quietly until it is your turn to speak.
6. Use all equipment, materials properly.
7. Use proper table manners when eating lunch.
8. Use proper manners in the restrooms.
9. Stop all activities during the "freeze bell."
10. Work hard, do your best job, and be kind to each other.

Dream Care Overview

CONDUCT OF PARENT

As adults we serve as role models for the children in our program. If you should have a concern, please address that concern in an appropriate and calm manner. Rainbow Dreams Early Learning Academy/Dream Care Program has established a policy of zero tolerance of workplace violence, physical force, harassment, intimidation or abuse of power or authority. Should a situation occur within Dream Care due to inappropriate actions by parents that causes excessive time spent by staff, **ACTION WILL BE TAKEN AND PARTICIPANT MAY BE REMOVED FROM DREAM CARE.**

IN SITUATIONS OF EMINENT DANGER, LAW ENFORCEMENT WILL BE CONTACTED.

DREAM CARE BENEFITS

The Dream Care Program is dedicated to providing the best possible program for your child. Our goal is to create a learning atmosphere before and after school where safety, fun, recreation and social skills take place. We will:

- Provide a positive and meaningful learning experience.
- Help children develop self-esteem through a safe, supervised program.
- Involve children in group and individual learning activities that will help each child to grow to his or her fullest potential.
- Foster growth and development by incorporating values and respect in peer group relationships. The

BENEFITS OF DREAM CARE are endless.

EMERGENCY INFORMATION/PARTICIPANT FORM

It is the parent's responsibility to provide current phone numbers and addresses for all of the people included on the emergency contact list. **Please update your form any time a change is necessary. We will not release a child to any person that is not listed on the Participant Information Form.**

HOLIDAYS

Dream Care will be closed to observe the following holidays:

Labor Day	New Year's Day
Nevada Day	Martin Luther King Jr. Day Observed
Veteran's Day	President's Day
Thanksgiving Break	Spring Break
Winter Break	Memorial Day

LATE PICKUP

A parent is considered late for pick-up at 5:01pm. If the child is not picked up within 5 minutes of the closing of Dream Care, the appropriate authorities will be notified. **After a child has been transported by the authorities or if a second late pick up occurs, a parent conference will be scheduled. If there is a 3rd late pick up, families will be suspended from the Dream Care program. Note: The clock at the Rainbow Dreams Early Learning Academy serves as the official clock.**

MISSION STATEMENT

The Dream Care Program provides families with educational enrichment experiences for elementary school children in a supervised, fun environment allowing parents a secure feeling knowing their child is safe.

PARENTAL RIGHTS AND GUARDIANSHIP

Rainbow Dreams Early Learning Academy/Dream Care Programs realize that often times, children come from a situation where parents are separated, divorced or currently seeking a divorce. Please keep in mind that **OUR NUMBER ONE CONCERN IS THE SAFETY OF YOUR CHILD**. If a parent is in this situation and custodial rights have been awarded with no custodial rights given to the ex-spouse, we are required to have on file a court restraining order. Please remember, current law prohibits staff from withholding any child from their biological parent without appropriate court documentation on file with the program office.

If a situation should arise with parents who have joint custody of a child, the Dream Care Coordinator will contact the parent who signed the Participant Information Form. In a joint custody situation, the parent who registers the child is responsible for listing the ex-spouse's address; home telephone number, work telephone number and an emergency number. The parent who registers also has the responsibility to distribute a copy of the parent handbook to the ex-spouse and returning the signed acknowledgment form. The parent who did not register the child and who has joint custody may obtain a weekly progress report by submitting a written request to the Program Office. Staff cannot take responsibility in deciding who has legitimate custody of a child. Copies of all legal documents must be provided to the Coordinator in order to enforce custody arrangements.

PROGRAM DESCRIPTIONS

Dream Care is a before and after school educational enrichment program designed for RDELA free of charge. The program follows the Rainbow Dreams Early Learning Academy calendar and operates only on days that school is in session. Daily and weekly scheduled learning activities are scheduled. Homework assistance and a nutritional afternoon snack are provided daily.

PROGRAM DISCLAIMER

Dream Care reserves the right to refuse service for the following reasons:

- Failure of parent or child to follow policies, procedures and rules.
- Parents or child are physically or verbally abusive to staff.
- Failure to pay fees as scheduled.
- Failure to provide updated information and records.

PROGRAM STAFF

Our staff is carefully selected for Dream Care based on their skills and experience. Staff members include school teachers, school district employees, college students and adults interested in the well-being of children. For your child's safety, Dream Care staff is trained in positive child discipline, emergency and safety procedures, and must pass criminal background checks.

SIGN -IN AND OUT PROCEDURES

Children must be signed in and out upon arrival and departure. The only person(s) permitted to pick up and sign out a child are those listed on the Participant Information form. Please be prepared to show a picture ID at **ALL** times when picking up your child. Also inform those you have listed as emergency contacts that a picture ID will be required before we can release the child.

STEPS TAKEN TO CORRECT INAPPROPRIATE BEHAVIOR

The following steps may be taken to correct inappropriate behavior:

1. COMMUNICATE APPROPRIATE BEHAVIOR
2. REMOVAL FROM ACTIVITY OR OTHERS
3. DISCIPLINARY ACTION REPORT, CONTACT PARENT/GUARDIAN

4. BEHAVIOR PLANS (if applicable).

Guidelines are set up to correct inappropriate behavior. However, this procedure may not resolve the situation. If inappropriate behavior continues, a student may be suspended from Dream Care.

STUDENT CODE OF CONDUCT

Rainbow Dreams Early Learning Academy/Dream Care is dedicated to providing outstanding service for children. To achieve this goal, we place value on children by offering an exciting educational enrichment program with an emphasis on safety, convenience and affordability. Students are expected to behave appropriately and to promote a safe, fun and healthy environment through productive participation. The staff will use a positive approach to discipline and will seek parental support to resolve behavioral issues and to encourage positive behavior. Students who remain disruptive after consultation with the parents may be dismissed from the Dream Care. Please go through the following points with your child so that they fully understand the expectations.

As students, I will:

- Show respect to other participants and treat them as well as I would like to be treated.
- Show respect to all staff and volunteers and cooperate fully with their instructions.
- Respect the rights and beliefs of others and treat others with courtesy and consideration.
- Communicate in an appropriate manner, which means I must not use foul language, foul gestures, harsh words or a harsh tone of voice.
- Conduct myself responsibly. I understand that horseplay, unwelcome teasing and bullying or other unkind behaviors are not allowed.
- Respect the property of others.
- Be fully responsible for my actions and understand that irresponsible behavior will result in disciplinary action.

SUSPENSION POLICY

If inappropriate behavior continues, the student will be suspended up to one week depending on the severity of the behavior.

SHOULD INAPPROPRIATE BEHAVIOR CONTINUE AFTER THE FIRST SUSPENSION, THE STUDENT MAY PERMANENTLY SUSPENDED.

TELEPHONE USE (DREAM CARE ONLY)

Telephones at our Dream Care are intended for business use. Should you need to contact the Dream Care Staff, please call the office at 638-0222 after 3:30 p.m. Your cooperation is greatly appreciated.

EXPULSION PROCEDURES

Expulsion is the removal of a student for any of the reasons listed in our discipline policy or as required by state statues, including NRS 392.900-- 392.930 and NRS. 392.4655. These include acts of violence, battery to a school employee or another student, selling or attempting to sell a controlled substance, harassment, and other dangerous or antisocial behaviors.

A. The School shall report any violation of the law to the appropriate law enforcement agency.

- B. The school shall suspend the student pending further investigation of the facts by school personnel and review of the incident which may lead to an expulsion recommendation.

- C. Within three school days of the suspension, the school must schedule a conference with the student, the student's parent(s)/legal guardians(s), and a school administrator to discuss pertinent information discovered in the school's investigation of the incident, the violation of school rules and regulations, the student's prior discipline history, and any other information submitted by the parent(s)/legal guardians(s) relating to the suspension and the potential expulsion recommendation.

This conference shall lead to a decision regarding a recommendation for expulsion or other disciplinary action and the parent(s)/legal guardians(s) will be informed of the recommendation at this conference.

- D. If the student is to be recommended for expulsion, the parent(s)/legal guardian(s) must be informed of the due process procedures available. A declaration statement specifying whether the expulsion recommendation will be contested or non- - contested must be signed by the parent at the time of the conference with the school. If the expulsion recommendation is contested, the school shall provide the parent with a written due process procedure prior to concluding the conference.

- E. If the parent(s)/legal guardians(s) elect to contest the expulsion recommendation to the Board of Trustees, within two weeks of receiving notice of the recommendation, the parent(s)/legal guardian(s) must notify the Chief Education Officer that the expulsion will be contested. The Chief Education Officer will then schedule a hearing of the Expulsion Review Board of the Board of Trustees, which shall consist of three current Board members, assigned on a rotating basis, except if the Board member is the parent or other relative of the student being recommended for expulsion. Two members of the Expulsion Review Board shall constitute a quorum and two votes shall constitute a decision. The ERB will conduct an evidentiary hearing at which both, school and the parent(s)/legal guardian(s) may present evidence, testimony, and argument related to the student's alleged misconduct and the appropriate discipline in light of all the circumstances, including any prior disciplinary intervention by the school. The evidence and testimony may be directed to the incident itself and/or in the student's character.

The student may be represented by legal counsel at the ERB hearing, if the parent(s)/legal guardian(s) so elects. If legal counsel is present for the student at the ERB hearing, the school shall be represented by an attorney.

The ERB must make the following determinations:

1. What disciplinary offense, if any, has been committed by the student; and
2. If the student has committed a disciplinary offense, what is appropriate consequence and educational placement considering the nature of the offense, the student's disciplinary history for one calendar year prior to the date of the subject offense, as well as the student's overall academic record and academic concerns.
3. The decision of the ERB is final and binding.

Due Process Procedure Available:

1. If the parent wishes to contest the recommendation of the school personnel who investigated the incident, the parents can request a hearing conference with the school administration.
2. If the parents wish to contest the recommendation of the school administration, the parents can request a hearing conference with the Board of Trustees of Rainbow Dreams Early Learning Academy Charter School.
3. The decision of the Board of Trustees will be final and must determine whether the recommended expulsion should be limited or permanent in nature.

NRS 392.122 Minimum attendance requirements; school district authorized to exempt medical absences from requirements; notice and opportunity for parent to review absences before credit or promotion is denied; information to parents concerning duty to comply.

1. The board of trustees of each school district shall prescribe a minimum number of days that a pupil who is subject to compulsory attendance and enrolled in a school in the district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade. The board of trustees of a school district may adopt a policy prescribing a minimum number of days that a pupil who is enrolled in kindergarten or first grade in the school district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade.

2. For the purposes of this section, the days on which a pupil is not in attendance because the pupil is absent for up to 10 days within 1 school year with the approval of the teacher or principal of the school

1. pursuant to NRS 392.130, must be credited towards the required days of attendance if the pupil has completed coursework requirements. The teacher or principal of the school may approve the absence of a pupil for deployment activities of the parent or legal guardian of the pupil, as defined in NRS 388F.010. If the board of trustees of a school district has adopted a policy pursuant to subsection 5, the 10-day limitation on absences does not apply to absences that are excused pursuant to that policy.

3. Except as otherwise provided in subsection 5, before a pupil is denied credit or promotion to the next higher grade for failure to comply with the attendance requirements prescribed pursuant to subsection 1, the principal of the school in which the pupil is enrolled or the principal's designee shall provide written notice of the intended denial to the parent or legal guardian of the pupil. The notice must include a statement indicating that the pupil and the pupil's parent or legal guardian may request a review of the absences of the pupil and a statement of the procedure for requesting such a review. Upon the request for a review by the pupil and the pupil's parent or legal guardian, the principal or the principal's designee shall review the reason for each absence of the pupil upon which the intended denial of credit or promotion is based. After the review, the principal or the principal's designee shall credit towards the required days of attendance each day of absence for which:

(a) There is evidence or a written affirmation by the parent or legal guardian of the pupil that the pupil was physically or mentally unable to attend school on the day of the absence; and (b) The pupil has completed coursework requirements.

4. A pupil and the pupil's parent or legal guardian may appeal a decision of a principal or the principal's designee pursuant to subsection 3 to the board of trustees of the school district in which the pupil is enrolled.

5. The board of trustees of a school district may adopt a policy to exempt pupils who are physically or mentally unable to attend school from the limitations on absences set forth in subsection 1. If a board of trustees adopts a policy pursuant to this subsection:

(a) A pupil who receives an exemption pursuant to this subsection is not exempt from the minimum number of days of attendance prescribed pursuant to subsection 1.

(b) The days on which a pupil is physically or mentally unable to attend school must be credited towards the

required days of attendance if the pupil has completed course-work requirements.

(c) The procedure for review of absences set forth in subsection 3 does not apply to days on which the pupil is absent because the pupil is physically or mentally unable to attend school.

6. A school shall inform the parents or legal guardian of each pupil who is enrolled in the school that the parents or legal guardian and the pupil are required to comply with the provisions governing the attendance and truancy of pupils set forth in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy adopted by the board of trustees of the school district.

(Added to NRS by 1997, 2488; A 1999, 3454; 2003, 1341; 2005, 94, 521; 2009, 2622)

PROVISION OF SAFE AND RESPECTFUL LEARNING ENVIRONMENT

NRS 388.121 Definitions. As used in NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act, unless the context otherwise requires, the words and terms defined in NRS 388.122, 388.123 and 388.124 have the meanings ascribed to them in those sections.

(Added to NRS by 2001, 1928; A 2005, 705; 2009, 687; 2011, 2244; 2013, 1654, 2137; 2015, 411)

NRS 388.122 “Bullying” defined.

1. “Bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and: (a) Have the effect of:

(1) Physically harming a person or damaging the property of a person; or

(2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;

(b) Interfere with the rights of a person by:

(1) Creating an intimidating or hostile educational environment for the person; or

(2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or

(c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:

(1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or

(2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

(a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;

(b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;

(c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;

(d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;

(e) Blackmail, extortion or demands for protection money or involuntary loans or donations;

(f) Blocking access to any property or facility of a school;

(g) Stalking; and

(h) Physically harmful contact with or injury to another person or his or her property.

(Added to NRS by 2009, 687; A 2011, 2245; 2013, 1655, 2138; 2015, 411)

(i) Discrimination based on race

(Added to NRS by 2021 AB 371)

NRS 388.123 “Cyber-bullying” defined. “Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737. (Added to NRS by 2009, 687; A 2011, 1062)

NRS 388.124 “Electronic communication” defined. “Electronic communication” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.

(Added to NRS by 2009, 687)

NRS 388.122 “Discrimination based on race” defined.

“Discrimination based on race” means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and 2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education. Sec. 5. 1. A pupil or the parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.

AB371_R1 A governing body shall categorize an incident of discrimination based on race as a racially motivated or hate incident on the appropriate system to track pupil information used by a school. Sec. 6. A governing body shall develop restorative practices in accordance with the provisions of NRS 388.133 for both victims and perpetrators of discrimination based on race

NRS 388.132 Legislative declaration concerning safe and respectful learning environment. The Legislature declares that:

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State’s high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying, cyber-bullying, and racial discrimination will be tolerated within the system of public education in this State;
4. Any form of bullying, cyber-bullying, or racial discrimination seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:

(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual

orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

(b) All administrators, principals, teachers and other personnel of the school districts and public schools in this State demonstrate appropriate and professional behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyberbullying, and discrimination based on race, and by taking immediate action to protect a victim or target of bullying, cyber-bullying, or discrimination based on race when witnessing, overhearing or being notified that bullying or cyber-bullying or discrimination based on race is occurring or has occurred;

(c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers, coaches or other personnel of a school district;

(d) All persons in public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying, racial discrimination, or violence; and

(e) Any teacher, administrator, principal, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying, or discrimination based on race or violates a provision of NRS 388.121 to 388.1395, inclusive, and sections 4, 5 and 6 of this act, regarding a response to bullying or cyber-bullying or discrimination based on race will be held accountable; and

7. By declaring this mandate that the public schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while in the care of the State and that pupils be provided with an environment that allows them to learn.

(Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881)

NRS 388.1321 Legislative declaration concerning duty of board of trustees, administrators and teachers to create and provide safe and respectful learning environment; authority of parent or guardian of pupil to petition court to compel performance of duty; remedy not exclusive.

1. The Legislature hereby declares that the members of a board of trustees and all administrators and teachers of a school district have a duty to create and provide a safe and respectful learning environment for all pupils that is free of bullying and cyber-bullying and discrimination based on race.

2. A parent or guardian of a pupil of the public school system of this State may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.

3. Nothing in this section shall be deemed to preclude a parent or guardian of a pupil of the public school system of this State from seeking any remedy available at law or in equity. (Added to NRS by 2015, 410)

NRS 388.1323 Office for a Safe and Respectful Learning Environment: Creation; appointment and duties of Director.

1. The Office for a Safe and Respectful Learning Environment is hereby created within the Department.

2. The Superintendent of Public Instruction shall appoint a Director of the Office, who shall serve at the pleasure of the Superintendent.

3. The Director of the Office shall ensure that the Office:

(a) Maintains a 24-hour, toll-free statewide hotline and Internet website by which any person can report a violation of the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act, and obtain information about antidiscrimination and anti-bullying efforts and organizations; and

(b) Provides outreach and anti-bullying and anti-discrimination education and training for pupils, parents

and guardians, teachers, administrators, principals, coaches and other staff members and the members of a board of trustees of a school district. The outreach and training must include, without limitation:

(1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying

(1) Behaviors and discrimination based on race; bullying;

(2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying

4. The Director of the Office shall establish procedures by which the Office may receive reports of bullying and cyber-bullying and complaints regarding violations of the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.

5. The Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, principal, coach or other staff member or member of a board of trustees of a school district has violated a provision of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety. (Added to NRS by 2015, 410)

NRS 388.1325 Bullying Prevention Account: Creation; acceptance of gifts and grants; credit of interest and income; authorized uses by school district that receives grant.

1. The Bullying Prevention Account is hereby created in the State General Fund, to be administered by the Director of the Office for a Safe and Respectful Learning Environment appointed pursuant to NRS 388.1323. The Director of the Office may accept gifts and grants from any source for deposit into the Account. The interest and income earned on the money in the Account must be credited to the Account.

2. In accordance with the regulations adopted by the State Board pursuant to NRS 388.1327, a school district that applies for and receives a grant of money from the Bullying Prevention Account shall use the money for one or more of the following purposes:

(a) The establishment of programs to create a school environment that is free from discrimination based on race, bullying and cyber-bullying;

(b) The provision of training on the policies adopted by the school district pursuant to NRS 388.134 and the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act; or

(c) The development and implementation of procedures by which the public schools of the school district and the pupils enrolled in those schools can discuss the policies adopted pursuant to NRS 388.134 and the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.

(Added to NRS by 2011, 2242; A 2013, 1655, 2755; 2015, 413)

NRS 388.1327 Regulations. The State Board shall adopt regulations:

1. Establishing the process whereby school districts may apply to the State Board for a grant of money from the Bullying Prevention Account pursuant to NRS 388.1325.

2. As are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.

(Added to NRS by 2011, 2244; A 2013, 2755; 2015, 413)

Policies; Informational Pamphlet; Program of Training

NRS 388.133 Policy by Department concerning safe and respectful learning environment.

1. The Department shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State, and individual parents and legal guardians whose children are enrolled in public schools throughout this State, prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment that is free of bullying, cyber-bullying, and racial discrimination.

2. The policy must include, without limitation:

(a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, principals, coaches and other personnel of a school district; and

(b) A policy for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of a school district. The policy must include, without limitation:

(1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of bullying, cyber-bullying, and discrimination based on race so that pupils may realize their full academic and personal potential;

(2) Training in methods to prevent, identify and report incidents of bullying and cyber-bullying and discrimination based on race;

(3) Methods to promote a positive learning environment.

(4) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

(5) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

(Added to NRS by 2005, 704; A 2009, 687; 2013, 1656, 2138; 2015, 881)

NRS 388.134 Policy by school districts for provision of safe and respectful learning environment and policy for ethical, safe and secure use of computers; provision of training to board of trustees and school personnel; posting of policies on Internet website; annual review and update of policies. The board of trustees of each school district shall:

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to subsection 2 of NRS 389.520. The board of trustees may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to NRS 388.133 or pursuant to subsection 2 of NRS 389.520, as applicable.

2. Provide for the appropriate training of members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the board of trustees who have not previously been elected or appointed to the board of trustees or for employees of the school district who have not previously been employed by the district, the training required by this subsection must be provided within 180 days after the member begins his or her term of office or after the employee begins his or her employment, as applicable.

3. Post the policies adopted pursuant to subsection 1 on the Internet website maintained by the school district.

4. Ensure that the parents and legal guardians of pupils enrolled in the school district have sufficient information concerning the availability of the policies, including, without limitation, information that describes how

to access the policies on the Internet website maintained by the school district. Upon the request of a parent or legal guardian, the school district shall provide the parent or legal guardian with a written copy of the policies.

5. Review the policies adopted pursuant to subsection 1 on an annual basis and update the policies if necessary. If the board of trustees of a school district updates the policies, the board of trustees must submit a copy of the updated policies to the Department within 30 days after the update. (Added to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138)

NRS 388.1341 Development of informational pamphlet by Department; annual review and update; posting on Internet website; development of tutorial.

1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying and discrimination based on race, shall, to the extent money is available, develop an informational pamphlet to assist pupils and the parents or legal guardians of pupils enrolled in the public schools in this State in resolving incidents of bullying or cyber-bullying and discrimination based on race. If developed, the pamphlet must include, without limitation:

(a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act;

(b) A description of practices which have proven effective in preventing and resolving violations of NRS 388.135 in schools, which must include, without limitation, methods to identify and assist pupils who are at risk for bullying and cyber-bullying and discrimination based on race; and

(c) An explanation that the parent or legal guardian of a pupil who is involved in a reported violation of NRS 388.135 may request an appeal of a disciplinary decision made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.

2. If the Department develops a pamphlet pursuant to subsection 1, the Department shall review the pamphlet on an annual basis and make such revisions to the pamphlet as the Department determines are necessary to ensure the pamphlet contains current information.

3. If the Department develops a pamphlet pursuant to subsection 1, the Department shall post a copy of the pamphlet on the Internet website maintained by the Department.

4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.

(Added to NRS by 2011, 2241; A 2013, 1656; 2015, 414)

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and boards of trustees; completion of program by administrators in prevention of and appropriate responses to violence and suicide; annual review and update.

1. The Department, in consultation with persons who possess knowledge and expertise in discrimination based on race, bullying and cyber-bullying, shall:

(a) Establish a program of training on methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for members of the State Board.

(b) Establish a program of training on methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for members of the boards of trustees of school districts.

(c) Establish a program of training for school district and charter school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.

(d) Establish a program of training for administrators in the prevention of violence and suicide associated with bullying, cyber-bullying, and discrimination based on race and appropriate methods to respond to incidents of violence or suicide.

2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on discrimination based on race, bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.

3. Except as otherwise provided in NRS 388.134, each member of a board of trustees of a school district shall, within 1 year after the member is elected or appointed to the board of trustees, complete the program of training on discrimination based on race, bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the board of trustees.

4. Each administrator of a public school shall complete the program of training established pursuant to paragraph (d) of subsection 1:

- (a) Within 90 days after becoming an administrator;
- (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
- (c) At least once during any school year within which the program of training is revised or updated.

5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.

6. The board of trustees of a school district may allow school district personnel to attend the program established pursuant to paragraph (c) or (d) of subsection 1 during regular school hours.

7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information. (Added to NRS by 2011, 2242; A 2013, 1657, 2139; 2015, 414)

School Safety Team

NRS 388.1343 Establishment by principal of each school; duties of principal. The principal of each public school or his or her designee shall:

1. Establish a school safety team to develop, foster and maintain a school environment which is free from discrimination based on race, bullying and cyber-bullying;
2. Conduct investigations of violations of NRS 388.135 occurring at the school; and
3. Collaborate with the board of trustees of the school district and the school safety team to prevent, identify and address reported violations of NRS 388.135 at the school.

(Added to NRS by 2011, 2243; A 2013, 1658)

NRS 388.1344 Membership; chair; duties.

1. Each school safety team established pursuant to NRS 388.1343 must consist of the principal or his or her designee and the following persons appointed by the principal:

- (a) A school counselor;
- (b) At least one teacher who teaches at the school;
- (c) At least one parent or legal guardian of a pupil enrolled in the school; and
- (d) Any other persons appointed by the principal.

2. The principal or his or her designee shall serve as the chair of the school safety team.

3. The school safety team shall:

- (a) Meet at least two times each year;
- (b) Identify and address patterns of discrimination based on race, bullying or cyber-bullying;
- (c) Review and strengthen school policies to prevent and address discrimination based on race, bullying or cyber-bullying;

(d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address discrimination based on race, bullying and cyber-bullying; and

(e) To the extent practicable, work with members of the community with expertise in cultural competency; and

(f) To the extent money is available, participate in any training conducted by the school district regarding discrimination based on race, bullying and cyber-bullying.

(Added to NRS by 2011, 2243; A 2013, 1658)

4. To the extent practicable, the school safety team must consist of members who are representative of the demographic groups identified in subsection 1 of section 4 of this act.

Prohibition of Discrimination, Bullying and Cyber-Bullying; Reporting and Investigation of Violations

NRS 388.135 Discrimination based on Race, Bullying and cyber-bullying prohibited. A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in discrimination based on race, bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus. (Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658)

NRS 388.1351 Staff member required to report violation to principal; required actions and investigation; notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with victim; list of resources to be provided to parent or guardian; appeal of disciplinary action.

1. A teacher, administrator, principal, coach or other staff member who witnesses a violation of NRS 388.135 or receives information that a violation of NRS 388.135 has occurred shall report the violation to the principal or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.

2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take any necessary action to stop the discrimination based on race, bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the discrimination based on race, bullying or cyber-bullying and shall begin an investigation into the report. The investigation must include, without limitation:

(a) Except as otherwise provided in subsection 3, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported discrimination based on race, bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the discrimination based on race, bullying or cyberbullying. The notification must be provided not later than:

(1) If the discrimination based on race, bullying or cyber-bullying is reported before the end of school hours on a school day, 6 p.m. on the day on which the bullying or cyber-bullying is reported; or

(2) If the bullying or cyber-bullying was reported on a day that is not a school day, or after school hours on a school day, 6 p.m. on the school day following the day on which the bullying or cyber-bullying is reported.

(b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such parents and guardians.

(d) If the contact information for the parent or guardian of a pupil in the records of the school is not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to paragraph (a) of subsection 2.

(e) Except as otherwise provided in this subsection, an investigation required by this section must be completed not later than 2 school days after the principal or designee receives a report required by subsection 1. If the principal or designee is not able to complete the interviews required by paragraph (b) of subsection 2 within 2 school days after making a good faith effort because any of the persons to be interviewed is not available, 1 additional school day may be used to complete the investigation.

5. A principal or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 2 as part of the investigation.

6. Not later than 10 school days after receiving a report required by subsection 1, the principal or designee shall meet with each reported victim of the discrimination based on race, bullying or cyber-bullying to inquire about the well-being of the reported victim and to ensure that the reported discrimination based on race, bullying or cyber-bullying, as applicable, is not continuing.

7. To the extent that information is available, the principal or his or her designee shall provide a list of any resources that may be available in the community to assist a pupil to each parent or guardian of a pupil to whom notice was provided pursuant to this section as soon as practicable. Such a list may include, without limitation, resources available at no charge or at a reduced cost. If such a list is provided, the principal, his or her designee, or any employee of the school or the school district is not responsible for providing such resources to the pupil or ensuring the pupil receives such resources.

8. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the principal or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.
(Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069)

NRS 388.1352 Establishment of policy by school districts for employees to report violations to law enforcement. The board of trustees of each school district, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district, shall establish a policy for the procedures which must be followed by an employee of the school district when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency.. (Added to NRS by 2011, 2244)

NRS 388.1354 Disciplinary action against administrator or principal or designee thereof who fails to comply with certain provisions. If an administrator, principal or the designee of an administrator or principal of a school knowingly and willfully fails to comply with the provisions of NRS 388.1351, the superintendent of the school district:

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and

2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the board of trustees of the school district that the board submit a recommendation to the State Board for the suspension or revocation of the license. (Added to NRS by 2015, 410)

NRS 388.136 School officials prohibited from interfering with disclosure of violations.

1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of NRS 388.135.

2. As used in this section, “school official” means:

(a) A member of the board of trustees of a school district; or

(b) A licensed or unlicensed employee of a school district.

(Added to NRS by 2005, 705)

NRS 388.137 Immunity for reporting of violations; exceptions; recommendation for disciplinary action if person who made report acted with malice, intentional misconduct, gross negligence or violation of law.

1. No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of NRS 388.135 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

2. If a principal determines that a report of a violation of NRS 388.135 is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.

(Added to NRS by 2005, 705; A 2013, 2140)

Rules of Behavior; Week of Respect

NRS 388.139 Text of certain provisions required to be included in rules of behavior. Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading “Bullying and Cyberbullying and Discrimination based on Race Is Prohibited in Public Schools,” within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.

(Added to NRS by 2001, 1929; A 2005, 706; 2009, 688; 2011, 2246; 2013, 1659; 2015, 417)

NRS 388.1395 Requirements for delivery of information during annual “Week of Respect.” The board of trustees of each school district and the governing body of each charter school shall determine the most effective manner for the delivery of information to the pupils of each public school during the “Week of Respect” proclaimed by the Governor each year pursuant to NRS 236.073. The information delivered during the “Week of Respect” must focus on:

1. Methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying;

2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

3. Methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber-bullying.

(Added to NRS by 2013, 2137) — (Substituted in revision for NRS 388.145)

Rainbow Dreams Early Learning Academy 24-25

Student/Parent Handbook Acknowledgement

I acknowledge that my child _____ and I _____ have received and reviewed a copy of the Rainbow Dreams Early Learning Academy 2024-2025 Student/Parent Handbook. I understand that it is my responsibility to read it thoroughly with my child. If there are any policies or procedures provided to me that I do not understand, I will seek clarification from the school principal. I understand that the contents in this Handbook state the Rainbow Dreams Early Learning Academy policies and procedures and are in effect on the date of publication. I also understand that these policies and procedures are continually evolving and may be amended, modified, or terminated at any time. Notification will be given of such changes.

I understand that all students will be held accountable for their behavior and will be subject to disciplinary consequences. Please thoroughly review the school’s behavior expectations, Code of Conduct, and the school’s policy on Bullying, Cyber-bullying, Harassment & Intimidation, pages 9-12 (NRS 388.122 through NRS 388.123).

I understand that my child and I must sign and date a copy of this acknowledgment and return it to the principal/ teacher by Friday, October 21, 2024. My child’s and my signatures acknowledge that we have read, reviewed, and discussed the contents, and that while in attendance at Rainbow Dreams my child must abide by all the rules and policies outlined in the Handbook established by the Rainbow Dreams Early Learning Academy Governing Board.

The teachers and administration of Rainbow Dreams Early Learning Academy believe that having clear expectations for the students’ behavior will create and maintain a positive environment for learning throughout the year. If you have any questions regarding clarification of any of the Handbook’s contents, please contact the principal at 702- 638-0222.

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Student’s Name _____ Date _____

Grade _____ Teacher _____

Parent’s Printed Name _____

Parent’s Signature _____ Date _____