

2025-2026 School Test Security Plan

School Test Security Plans are for the purpose of documenting site-specific information, and must be consistent with the procedures outlined in the district and state test security plans.

SCHOOL SITE-SPECIFIC INFORMATION

School: **Rainbow Dreams Early Learning Academy**

Principal: Janice Henry

Individuals responsible for carrying out the procedures of the School Test Security Plan:

Name:

Title:

Janice Henry

Principal

Erica O'Connor

Testing Coordinator/Lead Kindergarten
Teacher

Nikisha Bangerter

Testing Proctor

TEST ADMINISTRATION AND SECURITY TRAINING

Rainbow Dreams Early Learning Academy follows the training outlined and provided by the SPCSA and CCSD for Test Administration and Security. The NDE provides a required annual program of education and training (NRS 390.300) to district test directors and school test coordinators. The principal and the testing coordinator are further responsible for providing complete training annually in test security and test administration for all school personnel who will be involved with the testing process.

Additional training is available at school faculty meetings where the testing coordinator and Principal review test security, roles and responsibilities, testing storage, testing code of ethics, and reporting testing irregularities or violations. During these subsequent trainings the school test coordinator trains all examiners and proctors on testing procedures and test security. Agendas, handouts, and sign-in sheets are provided at each level of training and maintained at the school and central office.

Personnel involved in testing will be provided with a copy of MAP testing guidelines, KEA Testing Guidelines, Brigance Testing guidelines, RBG 3 Testing guidelines, WIDA testing guidelines, and RDELA Plans for Test Security and administration. The student population served is exclusively Pre-Kindergarten and Kindergarten.

STORAGE AND DISTRIBUTION OF HARD COPY TESTING MATERIALS

Testing materials are stored in a locked file cabinet in the Administrative Office. This cabinet is not used for other materials to which unauthorized individuals have access. A sign-in/sign-out sheet including dates and times must be kept to track the movement and custody of materials.

Any materials containing student-identifying information, responses, or test content are stored securely and will not be accessible to anyone other than the principal, testing coordinator, and testing proctor. Under no circumstances will student-identifying information printed on any written materials distributed via email or any other non-secure method. The secure storage will not be used for other materials to which unauthorized individuals have access. There will be a dedicated place for only assessment materials.

2025-2026 School Test Security Plan

TESTING ENVIRONMENT

The principal is the **only staff member** with a key to testing materials and room. The administrator's computer is housed within a locked office.

Students are assigned a computer by roster. Computer number and student identity is confirmed verbally by Testing Coordinator and Testing Proctor.

The testing environment is kept free of distractions and outside technological devices such as cellular phones or tablets. Student desk/table tops will be cleared of any material not specified in the test administration manual. At least one test administrator and a sufficient number of proctors will be provided in each testing room to adequately supervise testing. A ratio of one test administrator to not more than 21 students will be enforced.

VERIFYING ELIGIBILITY

The identity and eligibility of all students who are testing will be verified by student roster from the primary teacher and confirmed by the Testing Coordinator and Testing proctor. Each student will be assigned a specific computer. A verbal confirmation will also be documented for the first day of the test. Eligibility for WIDA will be determined using the LEP Assessment. Students with and IEP will be reviewed in order to provide adequate accommodation when needed.

DISTRIBUTION, COLLECTION, AND RETURN OF TESTING MATERIALS

Testing areas are clearly marked to prevent interruption, seating is arranged so that a quiet environment is maintained so that students can produce independent work, and all individuals present will be documented on the testing documentation.

No outside materials, technology, or possessions are allowed in the testing area and are inaccessible to all students while in the testing room.

A sign-in/sign-out sheet including dates and times will be kept to track the movement and custody of materials. Secure testing materials, will not be distributed to test administrators until the prescribed date for test administration.

For paper/pencil testing:

- School test coordinators will follow the directions in the Test Coordinator's Manual regarding the receipt and return of materials and the reporting of discrepancies.
- Test administrators must account for all test booklets and other testing materials (including scratch paper) before students are allowed to leave the testing room for any reason, and return all materials to the school test coordinator before the end of the school day.

For Online Portions:

- Students are assigned a computer based on the student roster.
- This is confirmed by the coordinator and test proctor.

Breaks are provided according to the Test Administrators Manual unless student has an accommodation written into their IEP or 504 plan.

Testing coordinator and/or testing proctors should be actively engaged in observation at all times during the testing period. It is not appropriate to engage in other activity (e.g., grading assignments, checking emails) during test administration.

2025-2026 School Test Security Plan

Particular attention must be paid to the following security threats to online test administration: Cheating threats:

- -Colluding with others.
- -Using cheating aids.
- -Using a proxy test taker.
- -Copying responses from other students.

Stealing threats:

- -Capturing content by digital photography devices.
- -Transcribing questions verbally (on paper or recording device).
- -Students may not communicate with, interact with, or provide assistance of any kind to other students.

Test administrators, proctors, or other adults may not provide assistance of any kind (including gestures, signals, rewards, or any other form of communication) beyond what is described in the Test Administrator's Manual.

Students may not communicate with, interact with, or provide assistance of any kind to other students.

When testing is extended over a period of several days, all secure testing materials must be returned to the test coordinator, or designated individual each day and stored securely in an area to which no one except the principal, test coordinator, or designated individual has access. All test booklets must be counted at that time (each day) so that any missing materials can be located immediately.

Students who finish before the end of the scheduled testing period may be excused according to school test security procedures. All testing materials, including scratch paper, and test booklets must be returned to the test administrator and accounted for before a student is allowed to leave the testing area for any reason.

All documentation of booklet movement must be maintained at the school site until after testing has been concluded and after all testing materials have been accounted for and stored securely at the school or returned to the test vendor. Retain all test-related documentation for a period of three years.

Both students and staff are encouraged to report any test security or administration irregularities to RDELA administration. Administration will contact the RDA board within 24 hours of the reported irregularity and begin an investigation on the matter. The Testing Coordinator in conjunction with the superintendent and the Director of Compliance will conduct an investigation into the possible breach.

The Test Coordinator must submit all investigative findings to the RDA Governing Board and NDE test security coordinator, even if RDELA determines at the conclusion of the investigation that an irregularity did not occur. The RDA Governing Board is responsible for notifying the SPCSA regarding irregularities. This includes school test security plans, training and testing logs, irregularity reports, and evidence from investigations.

EMERGENCY SITUATIONS

If a fire drill or any emergency situation requiring evacuation of the school occurs during the administration of a state-mandated test, the testing area must be locked after the last student has exited to keep testing materials secure. Reentry of the testing area is accessible by principal, test coordinator, or designated individual and must be documented. In the event of such an emergency, a *Report of Test Irregularity* must be completed and sent to NDE.

For interruptions in testing occurring for more than 20 minutes, the NDE grants permission to district test directors or their designees to unlock tests for the following:

2025-2026 School Test Security Plan

- o A student has completed 5 or fewer items, and is unable to complete a test due to a technological difficulty that results in the locking of the test.
- o A student has completed 5 or fewer responses, and is unable to complete a test before it locks due to illness.

ADDITIONAL TIME

If a student needs additional time, there will be days built into the testing schedule to allow for additional testing time in the event that one full school day is not adequate for students needing accommodations.

ACCOMMODATIONS

All students who require an accommodation will receive them as established in an IEP, 504, or an LEP. Students who do not have IEP, 504, or Limited English Proficient (LEP) accommodation plans or designated supports must test under regular conditions. See the specific test administration manuals regarding required and permissible materials. Students who do have IEP, 504 or LEP Accommodations will be noted on the NOE Special Testing Accommodations.

Testing coordinator will schedule the assessments and locations for any students needing additional accommodation.

OTHER PROCEDURES

If a potential breach in test security has occurred or is suspected, the Testing Coordinator is to notify the RDA Governing Board within 3 school days of the incident. The Testing Coordinator in conjunction with the superintendent and the Director of Compliance will conduct an investigation into the possible breach.

Part of the investigation may include interviewing personnel at the site in question. The following questions will be used, when applicable, during an investigation:

1. Were you asked to read the manual for administering the test?
2. Were you provided with test security professional learning? When and by whom?
3. When did testing materials arrive at the school?
4. In the case of computer-based tests (CBTs), when did you first have access to the examination questions?
5. Where were physical test materials stored?
6. Who had access to the test materials in both paper/pencil and CBT-delivered exams?
7. Describe the process on test day for the school as a whole and for each testing room.
8. How were test materials collected and mailed from the school when testing was complete?
9. Did you observe any testing irregularities in your school on any of the testing days?
10. Are there ways you would like to see test security practices enhanced?

School security video should be reviewed and retained as evidence for three consecutive school years and a report of Testing Irregularity should be submitted to the SPCSA and NDE in writing within 14 calendar days by the RDA Governing Board.

Depending on the severity of the incident, and the potential impact to the state assessment program, NDE's determination may include, but is not limited to:

- No further action.
- Invalidation of student scores.

2025-2026 School Test Security Plan

- A requirement, including NDE's recommendations, for RDELA to complete a corrective action plan (NRS 390.295) if investigative findings indicate the irregularity resulted from inadequate test security or administration procedures.
- A requirement for RDELA to conduct an additional administration of the examination (NRS 390.290).
- Licensure sanctions administered by the State Board of Education (NRS 391.330).

NRS 390.350 through 390.430 provides for specific rights and responsibilities of District personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and District-mandated examinations. NRS 390.425 also requires NDE to annually submit a written summary of these rights and responsibilities the governing body of each charter school.

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use, or attempt to use, his/her official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. "Official authority or influence" includes taking, directing others to take, recommending, processing, or approving any personnel action, such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities, within two years after the information is disclosed, the school official may file a written appeal with the State Board of Education for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and the reprisal or retaliatory action that is alleged to have been taken against the school official.
 - The state board may issue a subpoena to compel the attendance or testimony of any witness, or the production of any materials needed as part of the appeal investigation.
 - If the state board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
 - The state board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
 - No school official may use the provisions outlined in this summary to harass another school official.
 - A person who willfully discloses untruthful information concerning testing irregularities:
 - Is guilty of a misdemeanor; and is subject to appropriate disciplinary action.

Distance education or homebound students, if applicable due to closure, illness, or quarantine, are scheduled in advance to participate in state assessments 15 days prior to the test date. The Testing Coordinator will meet with teachers to discuss accessibility needs and accommodations prior to the test taking place. Tests must be administered in accordance with NDE test security procedures.

Joe Lombardo
Governor

Steve Canavero, Ph.D.
Interim Superintendent
of Public Instruction



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MEMORANDUM

TO: All School District Superintendents
State Public Charter School Authority
All School District and Charter School Governing Boards
All School District and Charter School Testing Directors

FROM: Steve Canavero, PhD 
Interim State Superintendent of Public Instruction

DATE: August 1, 2025

SUBJECT: SUMMARY OF WHISTLEBLOWER PROTECTIONS FOR TESTING
ADMINISTRATION

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in assessment administration and assessment security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education (NDE) to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. **Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.**

Questions related to assessment security can be referred to NDE's Office of Assessment, Data, and Accountability Management at ADAMinfo@doe.nv.gov. Thank you for your assistance in this matter.

cc: Lisa Ford, Interim Deputy Superintendent for Student Achievement,
Nevada Department of Education

Peter Zutz, Administrator, Office of Assessment, Data and Accountability Management
Nevada Department of Education

Protection of School District Personnel Regarding the Disclosure of Testing Irregularities *2025-2026 School Year*

Nevada Revised Statutes (NRS) 390.350 through 390.430 provide for specific rights and responsibilities of school district personnel with regard to the disclosure of irregularities in testing administration and testing security relative to all state and district-mandated examinations. NRS 390.425 also requires the Nevada Department of Education to annually submit a written summary of these rights and responsibilities to the board of trustees of each school district and to the governing body of each charter school. Below please find those terms defined by NRS 390.350-390.380 with some clarifications followed by the rights and responsibilities of those involved in the state assessment process.

Definitions

- “Examination” means achievement and proficiency examinations that are administered to pupils pursuant to 390.105, 390.600, and 390.610, and includes the following:
 - English Language Arts (ELA) and Mathematics in grades 3 – 8;
 - Science assessments in grades 5, 8, and High School;
 - College and Career Readiness Assessment;
 - Reading Assessment in grades K – 3; and
 - Any other examinations that measure achievement and proficiency of pupils and which are administered to pupils on a district-wide basis.
- “Irregularity in testing administration” means the failure to administer an examination in the manner intended by the person or entity that created the examination.
- “Irregularity in testing security” means an act or omission that tends to corrupt or impair the security of an examination, including, without limitation:
 - The failure to comply with the department or district security procedures.
 - The disclosure of questions or answers to questions on an examination in a manner not otherwise approved by law.
 - Other breaches in the security or confidentiality of the questions or answers to questions on an examination.
- “Reprisal or retaliatory action” is action that is taken because the school official disclosed information concerning testing irregularities and includes, without limitation:
 - Frequent or undesirable changes in the location of an office;
 - Frequent or undesirable transfers or reassignments;
 - The issuance of letters of reprimand, letters of admonition or evaluations of poor performance;
 - A demotion;
 - A reduction in pay;
 - The denial of a promotion;
 - A suspension;

- A dismissal;
- A transfer; or
- Frequent changes in working hours or workdays.
- “School official” means:
 - A member of a board of trustees of a school district;
 - A member of a governing body of a charter school; or
 - A licensed or unlicensed person employed by the board of trustees of a school district or the governing body of a charter school.

Rights and Responsibilities

- School officials are encouraged to disclose testing irregularities, and it is the intent of the legislature to protect the rights of a school official who makes such a disclosure.
- A school official shall not directly or indirectly use or attempt to use his official authority or influence to intimidate, threaten, coerce, command, or influence another school official in an effort to interfere with or prevent the disclosure of information concerning testing irregularities. “Official authority or influence” includes taking, directing others to take, recommending, processing, or approving any personnel action such as an appointment, promotion, transfer, assignment, reassignment, reinstatement, restoration, reemployment, evaluation, or other disciplinary action.
- If reprisal or retaliatory action is taken against a school official who discloses information concerning testing irregularities within 2 years after the information is disclosed, the school official may file a written appeal with the State Board for a hearing on the matter and determination of whether the action taken was a reprisal or retaliatory action. The written appeal must be accompanied by a statement that specifies:
 - The facts and circumstances leading to the disclosure of information concerning testing irregularities; and
 - The reprisal or retaliatory action that is alleged to have been taken against the school official.
- The State Board may issue a subpoena to compel the attendance or testimony of any witness or the production of any materials needed as part of the appeal investigation.
- If the State Board determines that the action taken was a reprisal or retaliatory action, it may issue an order directing the proper person to desist and refrain from engaging in such action.
- The State Board may not rule against the school official based on the identity of the person or persons to whom the information concerning testing irregularities was disclosed.
- No school official may use the provisions outlined in this summary to harass another school official.
- A person who willfully discloses untruthful information concerning testing irregularities:
 - Is guilty of a misdemeanor; and
 - Is subject to appropriate disciplinary action.
- These provisions do not apply to offenses committed before July 1, 2001.
- Upon receipt of this summary, the board of trustees or governing body shall provide a copy of the written summary to all school officials within the school district or charter school.

Hearing Policy Adopted by State Board of Education October 8, 2015

Overview

Nevada Revised Statute (391.624) declares to be the policy of this state that a school official is encouraged to disclose, to the extent not expressly prohibited by law, irregularities in testing administration and testing security, and it is the intent of the Legislature to protect the rights of a school official who makes such a disclosure. State law provides this protection for the disclosure of irregularities in testing administration and testing security to all statewide and district-wide test administrations, including the college and career readiness assessment, the criterion-referenced examinations, the end-of-course examinations, and any examination measuring the achievement and proficiency of pupils that is administered district-wide.

A school official may file an appeal with the State Board for reprisal or retaliatory action taken in response to disclosure of irregularity in testing administration and security. The written appeal must be accompanied by a statement from the school official that includes particular information. If the school official is making specific allegations against any individual, that individual must be specifically identified by the school official bringing the appeal. The State Board of Education then determines if the action taken was a reprisal or retaliatory action as defined in law.

State Board of Education Role

The State Board must adopt rules of procedure for conducting a hearing as requested by a school official through a written appeal.

Suggested Hearing Procedures

Based on the procedures for conduct of a State Board hearing related to the suspension of a license, (NAC 391.545) the following guidelines are proposed for the public hearing of a written appeal before the State Board of Education.

- As these hearings may involve character, or professional competence of an individual, the hearings may be closed to the public under NRS 241.030(1)(a). The Board of Education will conduct these hearings in closed session to protect the privacy of the individuals involved unless an open meeting is required by NRS 241.030(2), NRS 241.031 or any other provision of law.
- All participants in the hearing shall conduct themselves in a respectful manner.
- The State Board shall send written notice of the hearing 10 calendar days prior to the hearing.
- Before the hearing, the parties must exchange copies of any evidence that will be submitted as exhibits during the hearing. Not less than 5 days before the hearing, each party shall provide to the assistant to the State Board and all other parties the name of each witness who will testify at the hearing and a summary of his or her anticipated testimony.

- Any objections to written evidence must be communicated to the assistant to the State Board, and the other party 24 hours prior to the hearing or they will be deemed waived. The parties shall use their best efforts to discuss and reach conclusions on the admissibility of disputed items prior to the hearing. Failure to make a good faith effort to resolve the admissibility of any item prior to the hearing may result in the objection that that item being deemed waived.
- All evidence offered at the hearing must be relevant and bear upon the written appeal.
- Each document or material offered in evidence must be marked as follows:
 - Documents or materials presented by the school official bringing the written appeal before the State Board must be marked at the bottom of the page as “Exhibit ____” indicated by consecutive Arabic numerals, beginning with the number “1.”
 - Documents or materials presented by the entity or school official accused of reprisal or retaliatory action must be marked at the bottom of the page as “Exhibit ____” indicated by consecutive letters of the English alphabet, beginning with the letter “A.” If the entity or school official accused of reprisal or retaliatory action offers more than 26 exhibits, the 27th exhibit must be marked as “Exhibit AA,” the 28th exhibit as “Exhibit BB,” and so forth.
- The hearing must be recorded. If requested by the superintendent, Board President, the school official bringing the appeal or the entity or school official accused of reprisal or retaliatory action, an audio copy of the hearing shall be provided.
- The technical rules of evidence do not apply and formal exceptions to Board President’s rulings are not necessary. The ground on which a party relies for an objection to or an exclusion of evidence must be briefly stated. Any offer or proof for the record must include a statement of the substance of the evidence to which objection has been sustained. The decision by the Board President on the admissibility of evidence is final.
- A declaration may be admitted as evidence in lieu of oral testimony if the information contained in the affidavit is admissible.
- Each person who provides a declaration or a statement at the hearing shall state his or her name, address, and occupation for the record.
- It is the responsibility of each party to arrange for the appearance of all necessary witnesses. The State Board may request additional witnesses or information as it deems necessary. The State Board is authorized to issue subpoenas as allowed by NRS 391.636.
- Upon proper recognition by the Board President or his or her designated representative, any member of the State Board of Education may ask a question of a party or witness at any time during the hearing.
- The Board President may, upon the motion of a party, order a witness, other than a party to a hearing, to be excluded from the hearing to prevent that witness from hearing the testimony of another witness at the hearing.
- The Board President may approve or reject any stipulation of fact offered by the parties at the hearing, including any written stipulation introduced into evidence as an exhibit or any stipulation in the form of an oral statement. A stipulation is binding on all parties to it and

may be regarded by the State Board as evidence. The State Board may require additional proof of evidence of the facts stipulated.

- The Board President may request the parties to submit briefs on any contested issues of law or fact. If the Board President requires the parties to submit briefs, he or she shall not conclude the hearing until after the briefs are required to be submitted.
- If the school official bringing the written appeal before the State Board fails to appear at the scheduled hearing and has not provided a valid excuse for the failure, the State Board President may vacate the hearing with prejudice. The failure to appear shall be noted in the official transcript of the hearing.
- The Board President may but is not required to grant a continuance of the hearing to enable a party to submit additional proof of any fact.

Order of Statements, Evidence and Arguments

- Statements, evidence and arguments are normally received in the following order, but the Board President may modify the order in his or her sole discretion:
 1. Opening statement by school official bringing the written appeal before the State Board
 2. Opening statement by the entity or school official accused of reprisal or retaliatory action
 3. Evidence by the school official bringing the written appeal before the State Board
 4. Evidence by the entity or school official accused of reprisal or retaliatory action
 5. Rebuttal evidence by the school official bringing the written appeal before the State Board
 6. Closing argument by the school official bringing the written appeal before the State Board
 7. Closing argument by the entity or school official accused of reprisal or retaliatory action
 8. Rebuttal argument by the school official bringing the written appeal before the State Board
- Arguments and evidence may be limited by the Board President in the event the evidence being presented is duplicative or irrelevant.
- The school official bringing the written appeal before the State Board has the burden of proving a preponderance of the evidence that the action taken was reprisal or retaliatory.

At the close of the hearing the Board may discuss whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. After discussion the State Board shall vote to determine whether sufficient evidence was presented to establish that the action taken was reprisal or retaliatory. If the State Board determines that the action taken was reprisal or retaliatory, it may issue an order directing the proper person to desist and refrain from engaging in such action.



AUTHORIZATION TO ADMINISTER TESTS

Nevada Department of Education (NDE)

School Year 2025–2026

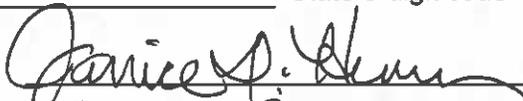
Rainbow Dreams Early Learning Academy of _____ School District
(School Name)

IS HEREBY AUTHORIZED TO ADMINISTER THE NEVADA STATE ASSESSMENTS PURSUANT TO NRS CHAPTER 390 AND NAC CHAPTER 389 DURING THE 2025–2026 SCHOOL YEAR, AND ALSO AGREES THAT THE SCHOOL PRINCIPAL AND ASSISTANT PRINCIPAL WILL:

1. Ensure compliance with the policies and procedures described in the current editions of *TEST SECURITY PROCEDURES*, the *TEST COORDINATOR'S MANUAL*, and the *TEST ADMINISTRATOR'S MANUAL*; Chapter 390 of Nevada Revised Statutes; Chapter 389 of Nevada Administrative Code; and other manuals and guidelines published by the NDE and/or its contractors.
2. Ensure that all personnel involved in the administration of Nevada State Assessments are annually trained in the requirements for test security and administration as detailed in the current edition of *TEST SECURITY PROCEDURES*, and the District (if applicable) and School Test Security Plan.
3. Accept personal responsibility for all materials required for the administration of Nevada State Assessments and the supervision of the administration and security of those assessments.
4. Advise the District Test Director* of any change(s) in personnel responsible for test security and test administration.
5. Immediately report any suspected irregularity in test security or test administration to the District Test Director,* who will notify the NDE Test Security Coordinator.
6. Ensure compliance and cooperation with test security investigations conducted by the NDE and/or District.

Principal Janice D. Henry E-mail Janice.Henry@rdacharter.org
Assistant Principal Erica O'Connor E-mail Erica.O'Connor@rdacharter.org

Grade span Pre-K-Kindergarten State 6-digit code 89106

Signature of Principal  Date 8/13/2025
Signature of Assistant Principal  Date 8/13/2025

Schools will email a **COMPLETED FORM** to the District Test Director* or their designee. The District will forward electronic copies to the NDE Assessment Administrative Assistant. Districts and schools will retain a copy for three consecutive school years. **If a new principal joins the school after the original submission, the school must submit a replacement form with an updated signature.**

*State Public Charter School Authority (SPCSA) schools will correspond with the designated SPCSA School Support contact.

*Independent  High School and Davidson Academy will correspond directly with the NDE.

Joe Lombardo
Governor

STATE OF NEVADA

Melissa Mackedon
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

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MEMORANDUM

Via Electronic Mail

To: Rainbow Dreams Early Learning Academy Governing Board
From: Samantha King Powell, Esq.,
General Counsel, Nevada State Public Charter School Authority
Re: Required and Recommended Revisions to Bylaws
Date: July 1, 2025

The State Public Charter School Authority (SPCSA) has completed a review of Rainbow Dreams Early Learning Academy's (RDA) bylaws. This memorandum outlines required and recommended revisions to bring the bylaws into compliance and alignment with applicable law, the expectations set forth in Explore's charter contract with the SPCSA, and best practices for board governance.

I. Required Changes

The following changes must be made to comply with state law, applicable nonprofit governance standards, and RDA's charter contract with the SPCSA:

1. Open Meeting Law Compliance
 - Expand Article V to include language outlining NRS 241 Open Meeting Law (OML) requirements for notice, agendas, minutes, including posting the agenda on the school's website, as well as the state's website pursuant to NRS 232.2175.
 - Clarify in Article VI that all board-established committees will operate in compliance with the OML.
2. Article III-Membership
 - Add language in Section 1 stating that a majority of board members must

reside in the county in which the school is located, in accordance with NAC 388A.525.

- Clarify and expand the procedures for appointing new board members. Section 4 addresses vacancies only for the parent and teacher representative positions without providing guidance on how vacancies for other board roles are to be filled. Additionally, while Section 4 references procedures in Section 2, that section does not clearly outline any specific appointment process.

3. Article IV-Officers

- Add a process and vote threshold for removal of officers.

II. Recommended Changes

The following recommendations are not legally required but are strongly encouraged to strengthen governance and operational clarity.

1. Foundational Provisions

- Include a statement clearly identifying the school's legal and organizational status pursuant to NRS 388A and NRS 82.
- Incorporate language that defines the school's mission and purpose in alignment with its approved charter contract and within the framework of applicable law.
- Add provisions detailing the procedures for entering contracts, authorizing loans, and managing deposits.
- Include an indemnification clause to protect directors, officers, and employees from personal liability to the fullest extent permitted by law.
- Add language referencing a board-adopted conflict of interest policy.

2. Article III-Membership

- Reevaluate the one-year term length for board members, except the parent representative, to promote greater continuity in leadership, institutional knowledge, and strategic decision-making at the board level.
- Expand the provisions for removal of board members to provide the board with the necessary flexibility to address circumstances that may warrant removal, other than absences.

3. Article IV-Officers

- Include a reference to the OML in Section 2 regarding the board chair's authority to remove disruptive individuals from meetings to ensure OML compliance.

Please incorporate the required changes listed above and submit a revised draft of the bylaws to the SPCSA by December 1, 2025, for review and final approval. If the board requires further clarification, we are available to provide assistance. We appreciate the board's continued commitment to high standards of governance and accountability in service to your school community.

Respectfully,



Samantha King Powell, Esq.
General Counsel, State Public Charter School Authority

cc: Janice Henry, Principal, Executive Director, Rainbow Dreams Early Learning Academy
Dr. Anthony L. Pollard, Governing Board President, Rainbow Dreams Early Learning Academy
Melissa Mackedon, Executive Director, State Public Charter School Authority
Katie Broughton, Director of Authorizing, State Public Charter School Authority



8/26/2025

Certification of Compliance with Constitutionally Protected Prayer

Pursuant to Section 8524(b) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), Rainbow Dreams Early Learning Academy hereby certifies that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer or religious expression in public schools as set forth in the *Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools* issued by the U.S. Department of Education on February 7, 2020 (reaffirming and updating prior guidance dated February 28, 2003).

This certification is submitted as a condition of receiving funds under the ESEA.

 Dashboard

 School Info

 Manage Users

 Grants

 Amendments

 Budget Details

 Reimbursements

 Payments

 Release Notes

 Tools and Forms

 Reports

 Bug Reports / Enhancements

Grant Type

Formula

Application Information

Date Submitted

7/14/2025

Application Origin

Internal

Total Allocation *

\$552,636.00

Grant Period From

7/1/2025

Grant Period To

6/30/2026

Fiscal Year *

FY2026

Application

APP-04985-G5T5

Application Status

Resubmitted

Submission Due Date

7/11/2025

Notes and Attachments

There are no notes to display.

[+ Add note](#)



Silver State Stars QRIS LEA Enrollment Form

Programs submitting a QRIS enrollment form will default to the QRIS wait list for coaching. A coach will be assigned to the enrolled program as soon as possible.



Assessment Requirement: Following the submission of an enrollment form for a program and the availability of coaching, the Office of Early Learning and Development will coordinate the pre-assessment. The pre-assessment will not factor into the star rating but will establish a coaching baseline. Pre-assessments occur in the fall, while post-assessments are conducted in the spring concluding two school years of coaching.

Complete the following information:

Date of Request: 8/14/25	Program Type: District	
Name of School: Rainbow Dreams Early Learning Academy	School Code: 67087	
Address: 905 W. Lake Mead Blvd	City: Las Vegas	Zip: 89106
Phone Number: (702) 638-0222	Ext. 101	
County: Clark <input type="checkbox"/>	Region: South <input type="checkbox"/>	
Name of contact person that QRIS should contact to plan for assessments and deliver the star rating:		
Contact First Name: Janice	Last Name: Henry	
Contact Role: Administrator <input type="checkbox"/>	Contact Email: janice.henry@rdacharter.org	
Number of Nevada Ready! Classrooms: 4	Number of co-located (non-Nevada Ready!) 5	
Is Contact an Internal Coach? No		<input type="checkbox"/>

Southern Nevada Clark & Nye Counties	Northern Nevada Carson, Churchill, Douglas, Esmeralda, Lyon, Mineral, Pershing, Storey, Washoe	Northeastern Nevada Elko, Eureka, Lander, Lincoln, Humboldt, White Pine
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This form is intended for use in Early Childhood classrooms ONLY

Kindly complete the details on the following pages for every classroom within your program.

This information is essential for effective assessment planning. All Nevada Ready! classrooms will undergo assessment every two school years, and 50% of co-located classrooms will be randomly selected for assessment during the same period. Please communicate any unique circumstances to your QRIS coach prior to the assessments.



Classroom 1 Information

Classroom Name: Pre-K4		
Staff 1 First Name: Tamara	Staff 1 Last Name: Thomas	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Astrid	Staff 2 Last Name: Herrera	
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled: 20	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? Yes <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>		
Closure or PD Days - when students do not attend the program:		Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026		

Classroom 2 Information

Classroom Name: Pre-K4		
Staff 1 First Name: Pamela	Staff 1 Last Name: Martinez	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Samantha	Staff 2 Last Name: Newsom	
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled: 20	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? Yes <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>		

Classroom 2 continued on next page →



Closure or PD Days - when students do not attend the program:	Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	

Classroom 3 Information	
Classroom Name: Pre-K4	
Staff 1 First Name: Annabel	Staff 1 Last Name: Steward
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 2 First Name: Scarlet	Staff 2 Last Name: Herrera
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 3 First Name:	Staff 3 Last Name:
Staff Role: Select	Is Staff an Internal Coach? Select
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am End Time: 3:00 pm
If full day: How many children enrolled: 17	If half day: How many children enrolled in AM: PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>
Nevada Ready! Classroom? Yes <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>	
Closure or PD Days - when students do not attend the program:	Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	



Classroom 4 Information		
Classroom Name: Pre-K4		
Staff 1 First Name: July	Staff 1 Last Name: Alexander	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Lashawnda	Staff 2 Last Name: Laster	
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled:	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? Yes <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? Select		
Closure or PD Days - when students do not attend the program:	Classroom Notes:	
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	Hybrid class that consist of Pre-k transitional students	

Classroom 5 Information		
Classroom Name: Pre-K4		
Staff 1 First Name: Kristen	Staff 1 Last Name: Riley	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Robin	Staff 2 Last Name: Jefferson	
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled: 16	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? No <input type="checkbox"/>	Classroom need Spanish speaking assessor? No <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>		

Classroom 5 continued on next page →



Closure or PD Days - when students do not attend the program:	Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	

Classroom 6 Information

Classroom Name: Pre-K4	
Staff 1 First Name: Annchele	Staff 1 Last Name: Davis
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 2 First Name: Tamara	Staff 2 Last Name: Hicks
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 3 First Name:	Staff 3 Last Name:
Staff Role: Select	Is Staff an Internal Coach? Select
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am End Time: 3:00 pm
If full day: How many children enrolled: 16	If half day: How many children enrolled in AM: PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>
Nevada Ready! Classroom? No <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>	

Closure or PD Days - when students do not attend the program:	Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	

Classroom 7 Information		
Classroom Name: Pre-K4		
Staff 1 First Name: Megan	Staff 1 Last Name: Pilkington	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Daisy	Staff 2 Last Name: Martinez	
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled: 17	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? No <input type="checkbox"/>	Classroom need Spanish speaking assessor? No <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>		
Closure or PD Days - when students do not attend the program:		Classroom Notes:
September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026		

Classroom 8 Information		
Classroom Name: Pre-K3		
Staff 1 First Name: Rachel	Staff 1 Last Name: Green	
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 2 First Name: Alura	Staff 2 Last Name: Campbell	
Staff Role: Select	Is Staff an Internal Coach? No <input type="checkbox"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: Select	Is Staff an Internal Coach? Select	
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am	End Time: 3:00 pm
If full day: How many children enrolled: 19	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? Yes <input type="checkbox"/>	
Nevada Ready! Classroom? No <input type="checkbox"/>	Classroom need Spanish speaking assessor? No <input type="checkbox"/>	
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>		

Classroom 8 continued on next page →



Closure or PD Days - when students do not attend the program: September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	Classroom Notes:
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Classroom 9 Information	
Classroom Name: Pre-K3	
Staff 1 First Name: Sharon	Staff 1 Last Name: Deleon
Staff Role: Lead Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 2 First Name: Diana	Staff 2 Last Name: Martinez
Staff Role: Assistant Teacher <input type="checkbox"/>	Is Staff an Internal Coach? No <input type="checkbox"/>
Staff 3 First Name:	Staff 3 Last Name:
Staff Role: Select	Is Staff an Internal Coach? Select
Type of Program: Full Day <input type="checkbox"/>	Start Time: 8:00 am End Time: 3:00 pm
If full day: How many children enrolled: 19	If half day: How many children enrolled in AM: PM:
Self-Contained Classroom? No <input type="checkbox"/>	Inclusive Classroom? No <input type="checkbox"/>
Nevada Ready! Classroom? No <input type="checkbox"/>	Classroom need Spanish speaking assessor? Yes <input type="checkbox"/>
Have the teachers in this classroom been trained before on ECERS 3? No <input type="checkbox"/>	
Closure or PD Days - when students do not attend the program: September 16, 2025 November 5, 2025 January 27, 2026 April 28, 2026 May 28, 2026	Classroom Notes:



Classroom 10 Information

Classroom Name:		
Staff 1 First Name:	Staff 1 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Staff 2 First Name:	Staff 2 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Type of Program: <input type="text"/>	Start Time:	End Time:
If full day: How many children enrolled:	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? <input type="text"/>	Inclusive Classroom? <input type="text"/>	
Nevada Ready! Classroom? <input type="text"/>	Classroom need Spanish speaking assessor? <input type="text"/>	
Have the teachers in this classroom been trained before on ECERS 3? <input type="text"/>		
Closure or PD Days - when students do not attend the program:		Classroom Notes:

Classroom 11 Information

Classroom Name:		
Staff 1 First Name:	Staff 1 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Staff 2 First Name:	Staff 2 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Staff 3 First Name:	Staff 3 Last Name:	
Staff Role: <input type="text"/>	Is Staff an Internal Coach? <input type="text"/>	
Type of Program: <input type="text"/>	Start Time:	End Time:
If full day: How many children enrolled:	If half day: How many children enrolled in AM:	PM:
Self-Contained Classroom? <input type="text"/>	Inclusive Classroom? <input type="text"/>	
Nevada Ready! Classroom? <input type="text"/>	Classroom need Spanish speaking assessor? <input type="text"/>	
Have the teachers in this classroom been trained before on ECERS 3? <input type="text"/>		

Classroom 11 continued on next page →



Closure or PD Days - when students do not attend the program:	Classroom Notes:

Classroom 12 Information

Classroom Name:	
Staff 1 First Name:	Staff 1 Last Name:
Staff Role: <input type="text" value="Select"/>	Is Staff an Internal Coach? <input type="text" value="Select"/>
Staff 2 First Name:	Staff 2 Last Name:
Staff Role: <input type="text" value="Select"/>	Is Staff an Internal Coach? <input type="text" value="Select"/>
Staff 3 First Name:	Staff 3 Last Name:
Staff Role: <input type="text" value="Select"/>	Is Staff an Internal Coach? <input type="text" value="Select"/>
Type of Program: <input type="text" value="Select"/>	Start Time: <input type="text"/> End Time: <input type="text"/>
If full day: How many children enrolled: <input type="text"/>	If half day: How many children enrolled in AM: <input type="text"/> PM: <input type="text"/>
Self-Contained Classroom? <input type="text" value="Select"/>	Inclusive Classroom? <input type="text" value="Select"/>
Nevada Ready! Classroom? <input type="text" value="Select"/>	Classroom need Spanish speaking assessor? <input type="text" value="Select"/>
Have the teachers in this classroom been trained before on ECERS 3? <input type="text" value="Select"/>	

Closure or PD Days - when students do not attend the program:	Classroom Notes:





Executive Director Update: Board 8/27/2025

BOARD ACTION ITEMS:

Request approval of the following:

- Fiscal Policies and Procedures Manual
- NDE Whistleblower Protection Memo
- Constitutionally Protected Prayer / Religious Expression
- Board Member update Certification: Need RDA Board start dates for all current members.

CELEBRATIONS and EVENTS

- Approved by Department of Agriculture as a CEP site: 100% food reimbursement.

STUDENT UPDATE/ACHIEVEMENT INFORMATION

- Upcoming Testing

ENROLLMENT UPDATE

- Current enrollment numbers vs. projections
- Continued outreach and recruitment efforts

PERSONNEL UPDATE

- Hiring
 - 1 PK Teachers
 - 2 Teaching Assistants

PROFESSIONAL DEVELOPMENT/CURRICULUM

- N

SPCSA COMPLIANCE UPDATE

- Insurance Certification With additional \$25k set-aside for SPED and SPCSA named coverage
- Site Evaluation Focus Groups
- Site Evaluation Presentation
- Updated Open Meeting Requirements for posting and meeting minutes
- Risk Based Monitoring for SPED
- Risk Based Monitoring Title
- State Assessment Training and Confidentiality Certification
- Criminal Background Certification of Completion in Epicenter
- Special Education Aversive Intervention Training
- Test Security Plan
- Food Services Contract

FACILITIES UPDATE

- Centegix – New Security and Visitor Management System
 - Implementation in progress as of 8/26/2025
- Roof Replacement

BUDGET PLANNING – PROJECTED/ACTUAL EXPENDITURES

- **Clark County Renewal**
 - Allocation 25-26: \$1,842,500.00
- **PCPF Funding**
- **NR!PK**
 - \$ 552,636.00 **FY 26**





Dr. Pollard, Board President

Ms. DaWanda Thomas, Board Member | Mr. Eric Cole, Board Member | Ms. Jackie Ingram, Board Member | Mr. Theodore Parker, Board Member

Mr. Vic Ross, Board Member | Ms. Angela Johnson, Board Member | Mr. Todd McGuire, Board Member

Ms. Janice Henry, Principal

Ms. Monica Ford Superintendent

Ms. Nicolette Tinsley, Office Manager/SHA

Ms. Erica O'Connor, Assistant Principal/Kinder

Ms. Kristy Borg, Director of HR and

Ms. Irene Andrade, Registrar/Title 1 Advocate

Ms. Jackie Henry, Kinder/Curriculum

Ms. Alexis Agurcia, Kindergarten

Ms. Tamara Thomas, NR!PK Lead, Tech

Mr. James Carls, Food Service and Building Manager

Ms. Aaliyah Brantley, Attendance Clerk/SHA B.U

Teaching Assistant

Teaching Assistant

Ms. Annabel Steward, NR!PK

Ms. Pam Martinez, NR!PK

Ms. Astrid Herrera Teaching Assistant

Ms. Niki Bangerter, Edu and Admin

Ms. July Alexander, Hybrid Team Teacher

Ms. Lashawnda Laster, Hybrid Team Teacher

Ms. Scarlett Herrera Teaching Assistant

Ms. Sam Newsom Teaching Assistant

Ms. Kris Riley, PreK 4

Ms. Annchele Davis, PreK 4

Ms. Megan Pilkington, PreK 4

Ms. Rachel Green, PK3

Ms. Sharon DeLeon, PK3

Ms. Robin Jefferson Teaching Assistant

Ms. Tamera Hicks Teaching Assistant

Ms. Daisy Martinez Teaching Assistant

Ms. Alura Campbell Teaching Assistant

Ms. Diana Martinez Teaching Assistant

JOE LOMBARDO
Governor

STATE OF NEVADA

J.J. GOICOECHEA, DVM
Director

Las Vegas Office:
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Las Vegas, NV 89104-4211
(702) 668-4590
Fax (702) 668-4567



Elko Office:
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Elko, NV 89801-4672
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Fax (775) 738-2639

DEPARTMENT OF AGRICULTURE

405 South 21st Street
Sparks, Nevada 89431-5557
Telephone (775) 353-3601 Fax (775) 353-3661
Website: <http://www.agri.nv.gov>

August 7, 2025

Janice Henry
Principal
Rainbow Dreams Early Learning Academy
950 W. Lake Mead Blvd
Las Vegas, NV 89106

Dear Ms Henry

The Nevada Department of Agriculture (NDA) has reviewed the submitted Vended Meal Company (VMC) contract agreement with FitEats. The contract agreement must have no other changes than what was submitted on August 7, 2025, via electronic mail to the NDA. Rainbow Dreams Early Learning Academy will be in its initial contract year with FitEats under the National School Lunch Program (NSLP).

Please include a copy of the fully executed renewal amendment with the SY25/26 NSLP Application packet to the NDA.

If you have any questions about the above items, please feel free to contact me at (702) 668-4583.

Sincerely,

Erica Jaramillo
School Nutrition Specialist
ejaramillo@agri.nv.gov

CC: Kristy Borg, Director of Compliance, Rainbow Dreams Early Learning Academy
Cindy Cohen, School Nutrition Supervisor, Nevada Department of Agriculture



RAINBOW DREAMS ACADEMY GOVERNING BOARD

Policies and Procedures Manual

Revised
8/27/2025



Contents

Rules of Governance	2
Civil Rights Policy for Rainbow Dreams Early Learning Academy	8
Conflict of Interest Policy for Rainbow Dreams Academy Governing Board	10
Financial Management Policy for Rainbow Dreams Early Learning Academy.....	13
Gender Diverse Identities and Expressions Policy	16
Internal Controls Policy for Rainbow Dreams Early Learning Academy (Abbreviated. Please see internal controls manual for full policy).....	20
Meeting Procedures.....	22
Standards of Conduct	23
RDA Board Member Code of Ethics	24



Rules of Governance

**Rainbow Dreams Academy
Governing Body
Rules of Governance/Articles of Incorporation**

Article I. Name.

The name of this organization shall be the Rainbow Dreams Academy Governing Body.

Article II. Foundational Provisions

Section 1. Legal and Organizational Status

This school is organized and operates as a public charter school pursuant to NRS Chapter 388A and as a nonprofit corporation pursuant to NRS Chapter 82. The school is a body corporate and politic, with all powers granted under Nevada law to carry out its educational mission and fulfill the terms of its charter contract.

Section 2. Purpose

The purpose of the Rainbow Dreams Academy Governing Body is to govern Rainbow Dreams Early Learning Academy (RDELA). Its areas of decision-making may include, but are not limited to, the following: budget, curriculum/instruction, personnel hiring, scheduling of school events, determination of calendar, student admission and/or enrollment policies, student conduct, community relations, fiscal management, and RDA operations. The mission and purpose of the school shall be consistent with its approved charter contract and within the framework of applicable federal and state law. The school is established to provide a high-quality, tuition-free public education, foster innovation in teaching and learning, promote equity and access for all students, and serve as a model of accountability and community engagement.

Section 3. Contracts, Loans, and Deposits

A. **Contracts** – The governing body may authorize any officer or officers, agent or agents of the school, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the school. Such authority must be conferred by resolution of the governing body and may be general or confined to specific instances.

B. **Loans** – No loans shall be contracted on behalf of the school and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the governing body. Such authority may be general or confined to specific instances and must be consistent with state law and applicable charter school financial regulations.

C. **Deposits** – All funds of the school shall be deposited to the credit of the school in such banks, trust companies, or other depositories as the governing body may select in accordance with applicable laws, regulations, and policies.

Section 4. Indemnification

To the fullest extent permitted by law, including NRS 82.541 and other applicable provisions of Nevada law, the school shall indemnify and hold harmless any director, officer, employee, or agent of the school



who was or is involved in any legal proceeding by reason of the fact that they are or were serving in such capacity for the school, against expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred in connection with such proceeding, provided that the individual acted in good faith and in a manner reasonably believed to be in or not opposed to the best interests of the school.

Section 5. Conflict of Interest

The governing body shall adopt and maintain a Conflict of Interest Policy consistent with Nevada law and applicable federal requirements, including 2 CFR Part 200 (Uniform Guidance). Each director, officer, and employee shall annually disclose any potential conflicts of interest, and no person shall use their position for personal gain or to benefit relatives, friends, or business interests in a manner inconsistent with their fiduciary duty to the school

Article III. Membership

Section 1. Representation

In compliance with NRS 388A.320, the governing body shall consist of up to nine (9) voting members who represent the following:

- A. A member who is a teacher or other person licensed pursuant to NRS 391 or who previously held such a license and is retired, as long as their license was held in good standing.
- B. One member who 1) satisfies the qualifications of paragraph (A); or 2) is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as their license was held in good standing.
- C. One parent or legal guardian of a pupil enrolled in the school who is not a teacher or an administrator at the school.
- D. Up to six members who possess knowledge and experience in one or more of the following areas: Accounting, Financial Services, Law, or Human Resources.

No more than two persons who serve on the governing body may represent the same organization or business or otherwise represent the interests of the same organization or business. No employees of the school shall serve on the governing body.

In accordance with NAC 388A.525 the majority of board members must reside in Clark County in which the Rainbow Dreams Early Learning Academy is located.

Section 2. Term of Office

Each parent/guardian elected member shall serve for a two-year staggered term, or until their successor has been elected. No parent/guardian member may serve consecutive terms.

All other members shall serve for a four-year term, with no limit on reappointment, to promote continuity in leadership, institutional knowledge, and long-term strategic decision-making.

Appointment and Reappointment Process:

When a member's term expires, or a vacancy arises, the governing body shall identify and consider qualified candidates who meet the statutory requirements of NRS 388A.320. Candidates may be



nominated by existing members of the governing body, recommended by the school's administration, or apply through a public application process established by the governing body.

The governing body shall review all candidates at a duly noticed public meeting in compliance with NRS 241 (Open Meeting Law), deliberate in open session, and appoint new members by majority vote of the voting members present.

Section 3. Termination of Membership

Any member of the governing body may resign by filing a written resignation with the governing body.

A member may be removed by a two-thirds (2/3) vote of the total voting membership of the governing body, with notice of such intended action included in the agenda of the meeting at which the action is to take place. Grounds for removal may include, but are not limited to:

- Missing three (3) consecutive regular meetings without good cause;
- Violation of state or federal law, including NRS 241 (Open Meeting Law);
- Conduct detrimental to the integrity, mission, or effective governance of the school;
- Failure to fulfill fiduciary duties, including duties of care, loyalty, and compliance.

Section 4. Vacancy

Vacancies in membership, whether due to resignation, removal, incapacity, or expiration of term without reappointment, shall be filled as follows:

A. Parent or Teacher Representative Vacancies – Any vacancy of a parent representative or teacher representative shall be filled by appointment by the governing body, consistent with the qualifications set forth in Section 1 of this Article.

B. Other Board Member Vacancies – Vacancies in any other category of board membership (e.g., individuals with expertise in accounting, finance, law, or human resources) shall be filled by appointment by the governing body through the same public process described in Section 2 above.

C. Unexpired Terms – Any person appointed to fill a vacancy shall serve the remainder of the unexpired term and shall be eligible for reappointment when that term expires, provided they continue to meet the qualifications for the seat.

D. Transparency – All appointments shall be made in an open and transparent manner, consistent with **NRS 241 (Open Meeting Law)**, with the vacancy and potential action to fill it clearly listed on the meeting agenda.

Article IV. Officers



Section 1. Officers

The officers of the governing body shall be elected annually and consist of a Chairperson, Vice-Chairperson, Treasurer, and Recorder, and such other officers as the governing body may deem desirable. Officers shall be elected by a majority vote of the governing body at the first regular meeting following the annual appointment or reappointment of members, and shall serve until their successors are duly elected.

Section 2. Chairperson

The Chairperson shall preside at all meetings of the governing body in a fair and impartial manner, striving to promote consensus. The Chairperson shall prepare the agenda for each meeting of the governing body and provide it to the Recorder to distribute in accordance with Article V.

The Chairperson shall act as the official spokesperson of the governing body to the public and the Board of Education and approve, sign, and transmit all pertinent documents requiring action by the governing body.

The Chairperson shall also oversee that meetings of the governing body are conducted in accordance with NRS 241 (Nevada Open Meeting Law) and shall have the authority to exclude disruptive individuals from meetings of the governing body in compliance with such law.

Section 3. Vice-Chairperson

The Vice-Chairperson shall perform the duties of the Chairperson in the event of the Chairperson's absence, incapacity, or resignation. The Vice-Chairperson shall assist the Chairperson in carrying out the responsibilities of that office, and shall perform such other duties as may be delegated by the governing body. If the office of Chairperson becomes vacant, the Vice-Chairperson shall assume the role of Acting Chairperson until a new Chairperson is elected by the governing body.

Section 4. Treasurer

The Treasurer shall oversee the financial affairs of the governing body, including but not limited to:

- Monitoring compliance with approved budgets and financial policies;
- Ensuring accurate financial records are maintained;
- Reviewing financial statements and reports prepared by school administration or contracted financial service providers;
- Serving as the chair of any finance or audit committee, if established;
- Reporting regularly to the governing body on the financial status of the school.

The Treasurer shall not serve as the school's bookkeeper or paid financial officer but shall act in an oversight capacity to fulfill the governing body's fiduciary duty.

Section 5. Recorder/Secretary

The Recorder shall be the custodian of the records of the governing body and keep the minutes of all



meetings. They shall also ensure that all notices are duly given in accordance with the provisions of these bylaws and the Nevada Open Meeting Law.

The Recorder shall maintain a register of the address, telephone number, and e-mail address of each governing body member, which shall be furnished by such members, and shall in general perform all duties incident to the office of Secretary and such other duties as may from time to time be assigned by the Chairperson or governing body.

Section 6. Removal of Officers

Any officer of the governing body may be removed from their officer position (but not from governing body membership, unless separately addressed under Article III) for failure to perform their duties, misconduct, violation of board policies, or actions inconsistent with the mission or fiduciary responsibilities of the governing body.

- **Initiation:** A motion to remove an officer may be made by any voting member of the governing body and must be listed as an action item on a properly noticed agenda in compliance with NRS 241 (Open Meeting Law).
- **Vote Threshold:** Removal shall require a two-thirds (2/3) vote of the total voting membership of the governing body.
- **Filling Vacancies:** In the event of removal, resignation, or incapacity of an officer, the governing body shall elect a replacement officer at the same or a subsequent duly noticed meeting.

Article V. Meetings

Section 1. Regular Meetings

The governing body shall hold at least one regularly scheduled public meeting in Clark County during each calendar quarter.

In compliance with the Nevada Open Meeting Law, NRS Chapter 241, notice of all regular meetings, including an agenda, shall be:

1. Provided to each member of the governing body by e-mail or fax;
2. Posted on the bulletin board at the entrance to RDA;
3. Placed in the faculty boxes in the RDA offices;
4. Included in a bulletin, newsletter, or other communication distributed to RDA students;
5. Posted on the school's official website; and
6. Posted on the State of Nevada's official website pursuant to NRS 232.2175.

Such notice and agenda must be provided at least five (5) working days in advance of the meeting.



Agendas shall comply with NRS 241.020, clearly identifying the date, time, and location of the meeting, a complete list of action items, and opportunities for public comment in accordance with NRS 241.020(3)(d).

In compliance with NRS 388A.320(4), the governing body shall submit to the Department of Education and the sponsor a copy of the minutes of each meeting within 30 business days. The minutes must be approved at the next meeting of the governing body, revised as necessary, and retained as a public record in compliance with NRS 241.035, which requires written minutes and/or an audio recording of the meeting to be made available to the public.

Section 2. Special Meetings

Special meetings may be called by the Chairperson or by a majority vote of the governing body.

Notice of a special meeting, including an agenda, shall comply with NRS 241.020 and must be provided at least three (3) working days in advance. Notice must be provided to each member of the governing body by e-mail or fax and posted in all locations required under Section 1, including the school's official website and the State of Nevada's official website pursuant to NRS 232.2175.

Section 3. Compliance with Open Meeting Law

All meetings of the governing body shall be conducted in accordance with the Nevada Open Meeting Law, NRS Chapter 241. The governing body shall ensure transparency, accessibility, and public participation, including the provision of public comment periods as required by NRS 241.020(3)(d).

Article VI. Committees

The governing body may establish and abolish standing or special committees as needed. Committee membership is open to the public, and each committee shall have both parent and teacher representation. The Principal shall be an ex-officio member of each committee. All board-established committees will operate in compliance with Open Meeting Law.

Article VII. Amendments

These rules of governance may be amended by a two-thirds (2/3) vote of the total voting membership of the governing body at any regular meeting if the amendment was included in the agenda. Amendments may not be revised without the approval of the charter sponsor.

Article VIII. Ratification

These amended and restated rules of governance shall be effective upon approval by two-thirds (2/3) of the total voting membership of the governing body.



Civil Rights Policy for Rainbow Dreams Early Learning Academy

Introduction

Rainbow Dreams Academy is committed to promoting and upholding civil rights, equality, and non-discrimination within our organization. We firmly believe that every individual should be treated with respect, fairness, and dignity, regardless of their race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by applicable laws. This policy outlines our dedication to maintaining an inclusive and equitable environment for all children, families, employees, and stakeholders associated with our academy.

Policy Statement

Rainbow Dreams Early Learning Academy is dedicated to fostering an inclusive and diverse community that values and respects the rights of all individuals. We commit to:

1. Non-Discrimination

We will not discriminate against any individual or group based on race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by applicable laws.

2. Equal Opportunity:

We will provide equal opportunities for all children, families, employees, and stakeholders to participate fully and contribute to our learning community.

3. Accessibility and Accommodation:

We will strive to provide a physically accessible environment and reasonable accommodations to ensure that everyone can engage in our programs, activities, and services.

4. Education and Awareness:

We will promote education and awareness regarding civil rights and non-discrimination among our staff, children, families, and stakeholders.

5. Reporting and Resolution:

We will maintain clear reporting mechanisms for any concerns related to discrimination, harassment, or violation of civil rights. All reported incidents will be promptly and thoroughly investigated, and appropriate action will be taken to address and resolve the concerns.

6. Compliance with Laws:

We will comply with all applicable federal, state, and local laws and regulations related to civil rights and non-discrimination.

7. Promotion of Diversity and Inclusion:



We will actively encourage diversity and inclusion within our academy, promoting an environment that reflects and respects the various backgrounds, cultures, and perspectives of our community members.

8. Ongoing Evaluation and Improvement:

We will regularly evaluate our policies, practices, and procedures to identify areas for improvement and make necessary adjustments to enhance our commitment to civil rights and equality.

Responsibility

All employees, volunteers, and stakeholders associated with Rainbow Dreams Early Learning Academy are responsible for upholding and promoting this civil rights policy. Our leadership team will ensure compliance with this policy and take appropriate action to address any violations.

By adopting and implementing this policy, we strive to create an environment that celebrates diversity, respects individual rights, and fosters a sense of belonging for everyone at Rainbow Dreams Early Learning Academy.

This Civil Rights Policy is effective as of **9/28/23** and shall be reviewed periodically and amended as necessary to ensure its effectiveness and relevance to Rainbow Dreams Academy and its stakeholders.

Approved by the Board of Directors of Rainbow Dreams Academy on **9/28/23**.



Conflict of Interest Policy for Rainbow Dreams Academy Governing Board

1. Introduction:

This Conflict of Interest Policy ("Policy") is established to guide the conduct of members of the Governing Board ("Board") of Rainbow Dreams Academy, an Early Learning Academy located in Las Vegas, Nevada, in identifying, disclosing, managing, and resolving conflicts of interest to ensure the highest standards of integrity and ethical conduct.

2. Purpose:

The purpose of this Policy is to maintain the trust and confidence of stakeholders by preventing conflicts of interest that could compromise the best interests of Rainbow Dreams Academy and its mission to provide educational equity and a high-quality education to its students.

3. Scope:

This Policy applies to all members of the RDA Board including officers, committee members, and any individual or entity acting in an official capacity for or on behalf of Rainbow Dreams Early Learning Academy.

4. Definition of Conflict of Interest:

A conflict of interest arises when a Board member's personal interests, financial or otherwise, could potentially influence their ability to act in the best interests of The Rainbow Dreams Academy Governing Board impartially.

5. Identification and Disclosure:

- Board members are required to annually disclose any potential conflicts of interest.
- Additionally, Board members shall promptly disclose any potential conflicts of interest that arise during their term on the Board.
- The disclosures shall be made in writing and submitted to the designated officer identified in this Policy. Copies shall be provided to the Director of Compliance of Rainbow Dreams Early Learning Academy and kept on file.

6. Review and Evaluation:

- The designated officer will review disclosed conflicts of interest to determine their nature and significance.



- The Board will evaluate whether a conflict of interest exists and its potential impact on Rainbow Dreams Academy.

- The Board may seek external advice or consult legal counsel to assist in the evaluation.

7. Management and Mitigation:

- If a conflict of interest is identified, the affected Board member shall abstain from participating in discussions or decisions related to the conflict.

- The Board may establish special procedures or recusals to manage conflicts and ensure that decisions are made in the best interest of the institution.

8. Documentation and Transparency:

- All conflict disclosures, evaluations, and actions taken to manage conflicts will be documented and maintained in a confidential record.

- The Board will maintain transparency by providing annual summaries of conflicts of interest, excluding any personally identifiable information, to the relevant stakeholders.

9. Training and Education:

- Board members shall receive appropriate training and education regarding conflicts of interest to ensure a clear understanding of their obligations under this Policy on an annual basis.

- Rainbow Dreams Academy will periodically review and update the training program to reflect changes in laws, regulations, or best practices.

10. Sanctions and Enforcement:

- Violations of this Policy may result in disciplinary action, including removal from the Board or other appropriate sanctions.

- The Board shall have the authority to enforce this Policy and take necessary actions to address violations.

11. Confidentiality:

- All conflict disclosures and related discussions shall be handled with utmost confidentiality to protect the privacy and reputations of the involved parties.

This Conflicts of Interest Policy is effective as of **9/28/23** and shall be reviewed periodically and amended as necessary to ensure its effectiveness and relevance to Rainbow Dreams Academy and its stakeholders.



Approved by the Board of Directors of Rainbow Dreams Academy on **9/28/23**.



Financial Management Policy for Rainbow Dreams Early Learning Academy

Introduction

This Financial Management Policy outlines the guidelines and procedures for the management of financial resources at Rainbow Dreams Early Learning Academy. The objective is to ensure effective financial stewardship, transparency, compliance with applicable laws and regulations, and the achievement of the Academy's goals and objectives.

1. Financial Governance

1.1 Governing Board Responsibility

The Governing Board is ultimately responsible for the financial management of the Academy. The Board will oversee financial policies, review financial reports, approve budgets, major expenditures, and financial decisions, ensuring alignment with the Academy's mission and strategic objectives.

1.2 Finance Committee

The Finance Committee shall be responsible for advising the Board on financial matters, reviewing financial statements, budget proposals, and financial policies, and providing recommendations for improving financial management.

2. Budgeting and Planning

2.1 Annual Budget

The Academy shall prepare an annual budget, aligning financial resources with organizational goals. The Director of Finance, in collaboration with relevant stakeholders, will develop the budget and submit it to the Governing Board for approval.

2.2 Budget Monitoring

Regular monitoring of budget performance against actual results shall be conducted to ensure adherence to the approved budget. Variances will be analyzed, and corrective actions will be taken if necessary.



3. Revenue Management

3.1 Diversification of Revenue Sources

The Academy shall strive to diversify its revenue sources to reduce dependency on any single funding stream. These sources may include tuition fees, grants, donations, fundraising events, and sponsorships.

3.2 Revenue Tracking

All revenue received shall be accurately recorded, tracked, and reported in the financial system, providing transparency and accountability.

4. Expense Management

4.1 Expense Authorization and Documentation

All expenditures must be authorized in accordance with approved budget allocations and relevant policies. Proper documentation, including invoices, receipts, and approvals, must be maintained for all expenses.

4.2 Expense Review and Approval

An appropriate review and approval process for expenses will be established to ensure compliance with policies, budget allocations, and the Academy's financial objectives.

5. Financial Reporting

5.1 Regular Financial Reporting

Regular financial reports shall be prepared and provided to the Governing Board and other stakeholders. These reports will include financial statements, budget versus actuals, cash flow statements, and other relevant financial data.

5.2 Transparency and Communication

The Academy shall maintain transparency by effectively communicating financial information to stakeholders, ensuring they have a clear understanding of the organization's financial health and performance.

6. Internal Controls and Auditing

6.1 Internal Control Procedures



The Academy shall establish and maintain robust internal controls to safeguard assets, prevent fraud, and ensure the accuracy and reliability of financial records.

6.2 External Audit

An independent external auditor shall be engaged annually to conduct a thorough review of the Academy's financial statements, internal controls, and compliance with applicable laws and regulations.

7. Compliance and Legal Obligations

7.1 Compliance with Laws and Regulations

The Academy shall adhere to all relevant laws, regulations, and industry standards related to financial management and reporting.

7.2 Ethical Conduct

All staff involved in financial management shall conduct themselves ethically and with integrity, ensuring compliance with the Academy's Code of Conduct and Ethics.

Conclusion

This Financial Management Policy is essential for promoting financial discipline, accountability, and transparency at Rainbow Dreams Early Learning Academy. It will be regularly reviewed and updated to ensure its effectiveness and relevance in achieving the Academy's financial objectives.



Gender Diverse Identities and Expressions Policy

Rainbow Dreams Early Learning Academy is committed to providing a safe, inclusive, and respectful learning environment for all students, faculty, and staff. RDELA is actively committed to embracing different identities and individuals, to guard against all discrimination in all our actions, and to promote the value of a diverse society with gender equality, however a person may identify.

I. Definitions

- a. Classroom activities: Activities that provide education or instruction for all students, other than field trips. Nothing in this definition requires adoption of a specific curriculum.
- b. Gender Expression: The manner in which a student represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice or mannerisms.
- c. Gender Identity: A student's understanding, outlook, feelings, and sense of being masculine, feminine, both or neither, regardless of the students' sex assigned at birth.
- d. Identity Support Team: When a child identifies as being gender diverse, a group is convened to address the individual needs of the student. The group will consist of the parent(s); the student; a school administrator or designee, including a counselor.
- e. Parent: For the purpose of this policy, a parent is defined as 1) a biological or adoptive parent; 2) legal guardian; 3) a person acting in the place of a parent with whom the child lives; 4) a person who is legally responsible for the child's welfare; or 5) an emancipated student.

II. Identity Support Plan to Address the Rights and Needs of community members and scholars with Diverse Gender Identities or Expressions.

RDELA Promises to:

1. Promote a learning environment where all students and employees are treated with respect and dignity.
2. Challenge discriminatory behaviors or attitudes wherever they occur.
3. Respond swiftly and sensitively to any incidences of discrimination.
4. Provide any reasonable adjustments for people with disabilities to ensure they have access to our services and employment.



5. Ensure that self-identification and expression related observances are respected and accommodated wherever possible where the expression does not impinge on the legitimate rights of others.
6. Celebrate a diverse campus community in order to ensure fair treatment.
7. Create a gender inclusive academic program.

A. The Identity Support Plan requirements and components will be consistent with the requirements of this policy. Each Identity Support Plan for students with diverse gender identities or expressions must include the following components:

- a. Methods to ensure protection of the privacy of the student;
- b. Methods to support the appropriate engagement of the parent(s) of the student;
- c. Consideration of the rights and needs of the student for which the plan is developed, as well as the capacity of Rainbow Dreams Early Learning Academy, and the rights and needs of the student body at large, including individual requests for privacy.

B. RDELA shall take measures to ensure appropriate support of students with diverse gender identities or expressions, including, without limitation:

- a. Classroom activities shall be relevant, meaningful, and appropriate for students with diverse gender identities or expressions and do not discriminate or segregate according to gender identity or expression;
- b. Physical education, assemblies, ceremonies, and other school activities shall be appropriate for students with diverse gender identities or expressions and not discriminate or segregate according to gender identity or expression;
- c. Learning spaces are safe and conducive to learning.

III. Addressing the Rights and Needs of Students with Diverse Gender Identities or Expressions

RDELA shall address the rights and needs of students with diverse gender identities or expressions on an individualized basis as outlined in their Identity Support Plan. RDELA shall consider the student characteristics and unique circumstances of the student.

A. RDELA shall protect the privacy of each student governed by this policy.

- a. School employees shall not disclose information that may reveal a student's gender identity or expression status:



- i. to other students;
 - ii. to the parents of other students;
 - iii. to staff members unless there is a specific need to know;
 - iv. unless legally required to do so; or
 - v. unless the parent has authorized, in writing, such disclosure.

- B. Names/Pronouns: Students have the right to be addressed by the name and pronoun that correspond to their gender identity or expression. The requested name shall be included in the school's Student Information System in order to inform faculty and staff of the name and pronoun to use when addressing the student.
 - a. Records:
 - i. Unofficial Records: As part of the student's Identity Support Plan, RDELA will allow a student to use their preferred name and gender on unofficial records upon receipt of written request. The unofficial records may include, but are not limited to: identification badges, classroom and rosters, certificates, programs, announcements, office summons, communications, and other school-generated unofficial records:
 - 1. Written Request received by administration: The process is initiated upon written request from a parent.
 - 2. A meeting is scheduled with a Identity Support Team to address the parent's written request to support the student's gender identity or expression.
 - 3. Outcome of Request is Determined: As a result of the Identity Support Team meeting; if agreed upon, appropriate changes may be made in the School's Student Information System.
 - ii. Official Records (including Permanent Records): RDELA is required to maintain in perpetuity mandatory permanent student records (such as transcripts), which include the legal name of the student and the student's gender as indicated on official government issued documents such as birth certificates, passports, and identification cards/permits. The school will change a student's name and gender on official records when the name of the student is changed by court order.

- C. RDELA shall ensure that dress policies and uniform options are not segregated according to gender identity or expression.
- D. RDELA shall use appropriate definitions and terminology in describing the requirements, needs, and experiences of students with diverse gender identities or expressions.



E. Rainbow Dreams Early Learning Academy is in compliance with NRS 651.070: “All persons are entitled to equal enjoyment of places of public accommodation. All persons are entitled to the full and equal enjoyment of the goods, services, facilities, privileges, advantages and accommodations of any place of public accommodation, without discrimination or segregation on the ground of race, color, religion, national origin, disability, sexual orientation, sex, gender identity or expression.”

a. Restroom Access:

i. Restroom access for students with diverse gender identities or expressions may be determined on a case-by-case basis through the Identity Support Plan process, subject to any individual requests for privacy.

IV. Professional Development and Training

The School will provide annual professional development and training concerning the rights and needs of RDELA community members with diverse gender identities or expressions.

Training should include:

- a. Awareness of the rights and needs of students with diverse gender identities or expressions;
- b. Training in the appropriate methods of cultural competency to facilitate positive learning environments, social emotional learning skills, and appropriate relations among all students;
- c. Training concerning the needs of persons with diverse gender identities or expressions as it pertains to the prevention of discrimination, harassment, bullying, and cyber bullying;
- d. Training regarding the requirements of state laws and regulations, which require RDELA to develop an Identity Support Plan with a team led by the school administrator or administrator’s designee;
- e. Training in methods to support the appropriate engagement of the parents of student with diverse gender identities or expressions; and
- f. Training addressing the definitions and terminology in describing the requirements, needs, and experiences of persons with diverse gender identities or expressions.

V. Complaint Procedures

Persons (employees, students, parents, members of the public) who believe they have been discriminated against or believe they witnessed discrimination against a student because of their gender identity or expression may file a complaint with the administration via the Executive Director, Director of Compliance, or directly to the RDA Governing Board.



Internal Controls Policy for Rainbow Dreams Early Learning Academy (Abbreviated. Please see internal controls manual for full policy).

Introduction

This Internal Controls Policy is established to ensure the efficient and accurate financial management of Rainbow Dreams Early Learning Academy (the "Academy"). The primary objective is to maintain reliable financial records, prevent fraud or misappropriation of funds, ensure compliance with applicable laws and regulations, and enhance accountability and transparency within the organization.

1. Finance Tracking System

The Finance tracking system utilized by Rainbow Dreams Early Learning Academy is QuickBooks Premier Nonprofit Edition 2023. The Finance team is responsible for ensuring accurate and up-to-date financial records are maintained in this system.

2. Revenue and Expense Tracking

Revenue and expenses shall be tracked separately for each grant and funding source within the QuickBooks Premier Nonprofit Edition 2023, following established accounting principles and practices.

3. Auditing

3.1 The Academy shall employ an independent external auditor, Watkins and Jackson, Bi-annually to review and assess its financial records and activities to ensure accuracy, compliance, and transparency.

3.2 CCSD performs an annual internal audit.

4. Budgeting and Expenditures

4.1 Budget Preparation

The RDA Accountant, in collaboration with relevant stakeholders, shall prepare an annual budget outlining revenue projections and planned expenses. This budget will be presented to the Governing Board for approval.

4.2 Expenditure Tracking

All expenditures shall be tracked and documented in accordance with the approved budget. Any deviations from the budget require proper authorization and documentation.



4.3 Budget performance is reported monthly, quarterly, and annually as part of the financials.

5. Oversight and Approval Process

5.1 Governing Board Approval

All major purchases and financial decisions exceeding a predetermined threshold shall require the approval and signature of the Governing Board.

5.2 School Administration Oversight

The school administration shall provide oversight to ensure that financial transactions and operations adhere to established policies and procedures. Any discrepancies or concerns shall be reported to the Director of Finance and the Governing Board promptly.

6. Compliance Monitoring

The Director of Compliance shall be responsible for monitoring compliance with this policy and ensuring that all financial transactions are recorded accurately and in adherence to applicable laws and regulations.

This Internal Controls Policy has been reviewed and approved by the Governing Board of Rainbow Dreams Early Learning Academy on 9/28/2023.

This policy shall be regularly reviewed and updated as necessary to ensure its relevance and effectiveness in maintaining sound financial management practices at Rainbow Dreams Early Learning Academy.



Meeting Procedures

Board meetings shall be held in accordance with NRS Chapter 388A. The Board shall conduct business in accordance with Nevada Administrative Codes (NAC), the Nevada Open Meeting Law, federal and state statutory and regulatory provisions, and current Duties, Policies and Procedures, as applicable.

Quorum

A quorum will consist of the majority of the Board members.

Vote Needed for Exercise of Powers

The affirmative vote of a majority of Board members will be necessary for exercising any of the Board's powers.

Board Member Voting

Each member's vote on all motions will be recorded in the minutes.

Abstaining from Vote

If a Board member chooses to abstain from voting, and the abstention is due to a conflict of interest, the Board members will state the reason for the abstention and such abstention will be recorded.

Parliamentary Procedure

Official Board business will be transacted by motion or resolution at duly called regular or special meetings.

Except as otherwise provided by state law and/or Board policy, the rules of parliamentary procedure comprised in Robert's Rules of Order Newly Revised, "Procedure in Small Boards" as modified by the Board will govern the Board in its deliberation. Modifications will include the following: Motions will all be seconded prior to consideration for discussion by the Board and motions to close or limit debate will be acceptable.

The chair will decide all questions relative to points of order, subject to an appeal to the Board.



Standards of Conduct

Individual Board members and the Board as a public entity must comply with the ethics laws for public officials.

- Board members shall treat other Board members, the administrator, staff and the public with dignity and courtesy and shall provide an opportunity for all parties to be heard with due respect for their opinions.
- Board members shall recognize the administrator as the chief executive officer to whom the Board has delegated administrative authority to establish regulations and oversee the implementation of Board policies.
- Board members expressing personal opinions in public shall clearly identify the opinions as personal. A Board member will respect the privacy rights of individuals when dealing with confidential information gained through association with RDELA.
- A Board member shall keep information and documents discussed in executive session confidential.
- A Board member will not post confidential information or documents about students, staff or school business online, including but not limited to, on social media.
- Board members shall treat other Board members, staff, students and the public with respect while posting online or to social media and shall adhere to Nevada Public Meetings Laws, including when communicating with other Board members via websites or other electronic means.
- A Board member is a mandatory reporter of child abuse. A Board member having reasonable cause to believe that any child with whom the Board member comes in contact with has suffered abuse or that any person with whom the Board member comes in contact with has abused a child shall immediately make a report to the local Department of Human Services (DHS) , or to law enforcement within the county where the person making the report is located at the time of contact.



RDA Board Member Code of Ethics

Purpose

The purpose of this Code of Ethics is to establish principles and expectations for board members of Rainbow Dreams Academy (RDA) to ensure responsible governance, ethical decision-making, and the advancement of the academy's mission.

Commitment to Ethical Governance

As a board member of RDELA, I commit to:

1. **Act in the Best Interest of the School:** Prioritize the success, integrity, and sustainability of RDELA above personal or external interests.
2. **Maintain Confidentiality:** Respect and protect the privacy of sensitive school-related matters, including personnel, students, and financial affairs.
3. **Ensure Compliance:** Adhere to all federal, state, and local laws, including those outlined in NRS 388A and all applicable educational regulations.
4. **Uphold Transparency & Accountability:** Make decisions in a manner that is open, honest, and accountable to stakeholders.
5. **Consider myself a trustee of public education** and will do my best to protect it, conserve it, and advance it, giving to the RDELA scholars and surrounding community the educational facilities that are as complete and adequate as it is possible to provide.

I will earnestly try to interpret the needs and attitudes of the RDA/RDELA community and do my best to translate them into the education program of the school RDA/RDELA.

6.

Professional Conduct & Responsibilities

Board members will:

1. **Support the Mission & Vision:** Work collaboratively to uphold RDELA's educational mission and goals.
2. **Respect Board Decisions:** Even if personal opinions differ, support the collective decisions made by the board.



3. **Avoid Conflicts of Interest:** Disclose and abstain from voting on any matters where personal or financial interests may be compromised. If a conflict exists, board members should **abstain from voting** and **publicly disclose** their interest to maintain transparency (NRS 281A.420).
4. **Maintain Professionalism:** Interact with fellow board members, staff, and the community with respect, integrity, and fairness. Board members are expected to act in a manner that **preserves public confidence** in the governance of RDELA.
5. **Attend & Prepare for Meetings:** Be present, engaged, and informed at all board meetings and related activities.

Fiduciary Responsibility

Board members shall:

1. **Ensure Fiscal Responsibility:** Oversee the budget and financial health of the academy with due diligence.
2. **Safeguard School Assets:** Ensure responsible stewardship of school resources and funding.
3. **Follow Ethical Fundraising Practices:** Support ethical and transparent fundraising efforts that align with RDELA's mission.

Commitment to Equity & Inclusion

Board members will:

1. **Champion Diversity & Inclusion:** Promote policies and practices that support equity, diversity, and inclusion for all students, staff, and families.
2. **Support a Safe & Respectful Environment:** Advocate for policies that ensure a welcoming, discrimination-free environment.

Prohibited Conduct

Includes, but is not limited to:

1. Accepting gifts, services, favors, employment, engagement, emolument, or economic opportunities which would tend improperly to influence a reasonable person in his/her position to depart from the faithful and impartial discharge of his/her duties in connection with RDA/RDELA;
2. Receiving or giving unwarranted privileges, preferences, exemptions or advantages for oneself or any member of one's household, any business entity in which he/she has a financial interest or to any other person
3. Using confidential information for personal gain



4. Members must avoid decision-making where personal relationships—such as family members, business partners, or employers—may compromise objectivity (NRS 281A.065).
5. Suppressing information for pecuniary (any economic) interests;
6. Using or loaning RDA/RDELA resources for personal use, without prior approval of a supervisor where applicable
7. Improperly influencing subordinates;
8. Accepting any salary, retainer, augmentation, expense allowance or other compensation from any private source for the performance of his/her duties as an employee of RDA/RDELA.
 1. No teacher employed by RDA/RDELA shall tutor his/her students for pay in established curriculum subject matter areas during the school year unless special permission for such tutoring has been granted by the Superintendent or his/her Designee.
9. No employee of the RDA/RDELA shall use his/her knowledge or special information about pupils to solicit funds or to sell products to students or adults.
10. An RDA/RDELA employee and/or relative of an employee, within the third degree of consanguinity, shall not sell or lease goods or contract for services with RDA/RDELA as to create an employee-vendor relationship.
11. Any situation meeting the definition of employee-vendor relationship above is prohibited unless extraordinary circumstances are found to exist, as determined by the Superintendent or his/her designee.
12. Unless specifically prohibited by law, an official or employee of the RDA/RDELA is not precluded from making a bid on an RDA/RDELA contract if the contracting process is controlled by rules of open competitive bidding, the sources of supply are limited, he/she has not taken part in developing the contract plans or specifications, and he/she will not be personally involved in opening, considering, or accepting offers.
13. No board member shall use their position to secure unwarranted privileges, preferences, or compensation for themselves or others (NRS 281A.400).

Disclosure

1. No employee of RDA/RDELA may approve, disapprove, vote, abstain from voting, or otherwise act upon any matter in which he/she has a financial interest without first disclosing the full nature and extent of such interest. Such a disclosure shall be made before the time when the employee is to perform his/her duty, or concurrently with that performance.
2. If the employee is a member of any decision-making body, he/she shall make disclosure to the chairperson and other members of the body.



3. An employee shall inform his/her supervisor (i.e. Department Head, Principal) of any potential violation of this policy. The supervisor will determine if a conflict exists or if any extraordinary circumstances exist that may influence the conflict determination. An appropriate course of action shall be determined after receiving concurrence from the Chief Human Resources Officer or his/her designee.

Enforcement & Accountability

1. **Self-Assessment:** Board members shall regularly reflect on their adherence to this Code of Ethics.
2. Any alleged violations may be investigated under NRS 281A, and members may be subject to disciplinary actions or legal consequences if found in violation (NRS 281A.440).
3. **Addressing Violations:** If a board member is found to be in violation of this Code, appropriate action—including censure, removal, or other measures—may be taken by a two-thirds (2/3) majority vote of the board.
4. **Annual Acknowledgment:** All board members must review and sign this Code of Ethics annually as part of their commitment to ethical governance.

Board Member Signature: _____ **Date:** _____