

McKinney-Vento/Homeless Policy and Plan



RAINBOW DREAMS EARLY LEARNING ACADEMY

2026 - 2027

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2 ABOUT RAINBOW DREAMS EARLY LEARNING ACADEMY

Rainbow Dreams Early Learning Academy (RDELA) is a high-quality early childhood education program in Las Vegas, dedicated to serving at-risk and underserved children and promoting educational equity. We provide a nurturing and inclusive learning environment that fosters academic excellence, diversity, and social responsibility. With small class sizes, highly qualified staff, and a strong focus on early literacy and STEAM education, RDELA empowers students with the skills and confidence to succeed in school and beyond. Through collaborative partnerships with families and the community, we support holistic child development and lifelong learning.

2.1 SCHOOL MISSION STATEMENT

Rainbow Dreams Early Learning Academy is dedicated to providing a strong educational foundation for at-risk and underserved children in Las Vegas. Through a diverse, equitable, and inclusive learning environment, we nurture each child's unique strengths and abilities, empowering them to succeed academically and socially.

2.2 SCHOOL VISION STATEMENT

We envision a collaborative community where students, families, and educators work together to foster lifelong learning, integrity, and social responsibility. By offering small class sizes, highly qualified staff, and a rigorous curriculum focused on early literacy and STEAM, we prepare students to thrive and make meaningful contributions to society. We believe that educational equity is a human right and champion parity for all students by removing economic barriers to a quality early childhood education.

2.3 SCHOOL WEBSITE AND SCHOOL PERFORMANCE PLAN

For additional information about the Rainbow Dreams Early Academy please refer to the website at <https://rainbowdreamsacademy.org/>.

You may also wish to review the School Performance Plan: <https://rainbowdreamsacademy.org/parent-resources-and-forms>

3 INTRODUCTION

This manual serves as a reference for Rainbow Dreams Early Learning Academy regarding the topic of McKinney-Vento.

3.1 PURPOSE

The purpose of the McKinney-Vento Policy and Plan is to define procedures and specify program elements ensure equal participation in all education programs for homeless youth. An effective policy, plan, and program, ensures that all students have been provided with the necessary support and have been given the opportunity meet all requirements for high school graduation.

3.2 LEGAL REQUIREMENTS

[Subtitle VI-B of The McKinney-Vento Homeless Assistance Act](#) authorizes the federal Education for Homeless Children and Youth (EHCY) Program and is the primary piece of federal legislation related to the education of children and youth experiencing homelessness. It was reauthorized in December 2015 by Title IX, Part A, [of Every Student Succeeds Act \(ESSA\)](#).

Programs must be in compliance with [Nevada Revised Statute \(NRS\) Chapter 385](#) and [NRS Chapter 388](#) and the components that govern public schools. Additionally, Nevada's [Senate Bill \(SB\) 147 \(2019\)](#) resulted in additional provisions for homeless, unaccompanied, and foster care pupils that are codified in [NRS388.205](#), [NRS388A.489](#), and [NRS389.320](#).

3.3 BOARD APPROVAL

3.3.1 Board Approval

Each SPCSA school is required to have the McKinney-Vento/Homeless Policy and Plan approved by their school board.

This manual was approved on: 11/20/2025

3.3.2 Stakeholders

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

- Dr. Anthony Pollard, Board Chair
- Eric Cole
- Jacqueline Ingram
- Todd McGuire
- Victor Ross
- Rev. Dawanda Thomas
- Savonta Manor
- Diamonique Robinson
- Monica Ford, Superintendent
- Janice Henry, Executive Director and Principal
- Kristy Borg, Director of Compliance
- Irene Andrade, Title I H.O.P.E. Coordinator

3.4 DESCRIPTION

This manual contains information regarding:

- Definitions relevant to McKinney-Vento and homeless youth
- The rights of children and homeless youth.
- Dissemination of information regarding educational rights for homeless youth.
- Identification of homeless youth.
- School selection.
- Transportation.
- Disputes.
- Services provided.
- Free meals.
- Training.
- Coordination.
- Preschool.
- Full or partial credit requirements.

3.5 DEFINITIONS AND ACRONYMS

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

- Child find:
 - In general All children with disabilities residing in the State, including children with disabilities who are homeless children or are wards of the State and children with disabilities attending private schools, regardless of the severity of their disabilities, and who are in need of special education and related services, are identified, located, and evaluated and a practical method is developed and implemented to determine which children with disabilities are currently receiving needed special education and related services.
- Every Student Succeeds Act (ESSA):
 - is the federal K-12 education law of the United States. ESSA was signed into law in 2015 and replaced the previous education law called “No Child Left Behind.” It is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965.
- Homeless children and youths:
 - Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:
 - The term "homeless children and youths"--
 - (A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and
 - (B) includes--
 - (i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;*
 - (ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));
 - (iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
 - (iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
 - *Per Title IX, Part A of the Every Student Succeeds Act, "awaiting foster care placement" was removed from the definition of homeless on December 10, 2016; the only exception to his removal is that "covered states" have until December 10, 2017 to remove "awaiting foster care placement" from their definition of homeless.
- Infinite Campus (IC):
 - Infinite Campus is the Student Information System (SIS) used by all public schools in Nevada.
- McKinney – Vento:
 - The McKinney–Vento Homeless Assistance Act of 1987 is a United States federal law that provides federal money for homeless shelter programs. It was the first significant federal legislative response to homelessness and was passed by the 100th United States Congress and signed into law by President Ronald Reagan on July 22, 1987. The act has been reauthorized several times over the years, and now includes educational components. To read more about the McKinney-Vento Homeless Assistance Act, please view the materials from the National Center for Homeless Education (NCHE) at <https://nche.ed.gov/legislation/mckinney-vento/>.
- National Center for Homeless Youth (NCHE):

- NCHE operates the U.S. Department of Education's technical assistance and information center for the federal Education for Homeless Children and Youth (EHCY) Program.
- Nevada Department of Education (NDE):
 - The Nevada Department of Education or NDOE, autonomous of the governor and the Nevada State Legislature, administers primary and secondary public education in the state of Nevada.
- Nevada Revised Statute (NRS):
 - The Nevada Revised Statutes are all the current codified laws of the State of Nevada. Nevada law consists of the Constitution of Nevada and Nevada Revised Statutes.
- School of Origin:
 - (i) IN GENERAL.-The term school of origin means the school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool.
 - (ii) RECEIVING SCHOOL.-When the child or youth completes the final grade level served by the school of origin, as described in clause (i), the term 'school of origin' shall include the designated receiving school at the next grade level for all feeder schools.
- State Public Charter School Authority (SPCSA):
 - The State Public Charter School Authority (SPCSA) authorizes public charter schools across Nevada and is responsible for the oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.
- Unaccompanied Youth:
 - The McKinney-Vento Act defines unaccompanied youth as “a homeless child or youth not in the physical custody of a parent or guardian” [42 USC § 11434a(6)]. Taking a closer look at the definition, two conditions must be present for a child or youth to be considered an unaccompanied youth under the McKinney-Vento Act:
 - (A) 1. The child’s or youth’s living arrangement meets the Act’s definition of homeless, and
 - (B) 2. The child or youth is not in the physical custody of a parent or guardian.
 - To read more about unaccompanied youth, please view the materials from the National Center for Homeless Education at <https://nche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- US Department of Education (USED):
 - The U.S. Department of Education is the agency of the federal government that establishes policy for, administers, and coordinates most federal assistance to education.

4 RIGHTS OF HOMELESS CHILDREN AND YOUTH

According to the NCHE whitepaper titled [The Educational Rights of Children and Youth Experiencing Homelessness](#), in order to remove educational barriers for homeless children and youths, the McKinney-Vento Act mandates:

- immediate school enrollment and full participation in all school activities for eligible children, even when records normally required for enrollment are not available [42 U.S.C. § 11432(g)(3)(C)];
- the right of children and youths experiencing homelessness, including young homeless children attending public preschools, to remain in their school of origin (the school the student attended when permanently housed or the school in which the student was last enrolled), when in the child’s or youth’s best interest to do so [42 U.S.C. § 11432(g)(3)(A), 42 U.S.C. § 11432(g)(3)(B) and 42 U.S.C. § 11432(g)(3)(I) (i)];
- transportation to and from the school of origin at the request of the parent or guardian (or in the case of an unaccompanied youth, the local liaison)[42 U.S.C. § 11432(g)(1)(J)(iii)];
- provision of services comparable to services offered to other students in the school, including Title I services or similar State or local programs, educational programs for children with disabilities, and educational programs for English learners; career and technical education; programs for gifted and talented students; and school nutrition programs [42 U.S.C. § 11432(g) (4)];

- that homeless students have access to and receive educational services for which they are eligible, including services through Head Start programs, early intervention services under part C of the Individuals with Disabilities Education Act, and other preschool programs administered by the local educational agency [42 U.S.C. § 11432(g)(6)(iii)];
- removal of barriers to accessing academic and extracurricular activities, including magnet school, summer school, career and technical education, advanced placement, online learning, and charter school programs for homeless students who meet relevant eligibility criteria [42 U.S.C. § 11432(g)(1)(F)(iii)];
- rights and protections specifically for unaccompanied youth (youth who are not in the physical custody of a parent or guardian) who are experiencing homelessness, including allowing them to be immediately enrolled without proof of guardianship [42 U.S.C. § 11432(g)(1)(H) (iv)];
- the right of parents, guardians, or unaccompanied youth to dispute an eligibility, school selection, or enrollment decision, and for a child or youth to be admitted to the school in which enrollment is sought, pending the resolution of the dispute [42 U.S.C. § 11432(g) (3)(E)]; and
- the appointment of a local homeless liaison in every school district or local education agency (LEA) to ensure that homeless children and youth are enrolled in and have a full and equal opportunity to succeed in school [42 U.S.C. § 11432(g)(1)(J)(ii) and 2 U.S.C. § 11432(g)(6) (A)].

5 DISSEMINATION OF EDUCATIONAL RIGHTS INFORMATION

The McKinney-Vento/Homeless Policy and Plan should be posted to the Rainbow Dreams Early Learning Academy website for the school community to view. In addition, the school will have written materials in English and other languages spoken at the school that advise the school community of the rights of homeless youth. Written materials include but are not limited to:

- Posters and Flyers
 - Educational Rights Poster (Youth) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Educational Rights Poster (Parent) from NCHE:
 - [English](#)
 - [Spanish](#)
 - Higher Education Poster from NCHE
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE:
 - [English](#)
- Brochures
 - NCHE Brochure:
 - [English](#)
 - [Spanish](#)
 - Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE:
 - [English](#)
 - [Spanish](#)
- Booklets
 - Parent booklet from NCHE:
 - [English](#)
 - [Spanish](#)

- Email communication to the school community
- Information posted on the school website
- Class Dojo

The school will retain copies of all distributed materials as evidence for monitoring conducted by SPCSA and NDE, including materials that are printed from other sources such as NCHE.

6 IDENTIFICATION

To determine a student's McKinney-Vento eligibility, schools must determine whether a student's living arrangement meets the McKinney-Vento definition of homeless. In general, parents/guardians or unaccompanied youth should complete a Student Housing Questionnaire (SHQ) which may be electronic or a paper form.

6.1 SELF-IDENTIFICATION

6.1.1 Online Registration

Upon registration, students may be identified as homeless through the online registration process in Infinite Campus which asks a questionnaire regarding housing status. Once identified as homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.1.2 Other Identification Methods

Students may experience homelessness at any time throughout the school year. While a student may not necessarily be homeless at the time of online registration, they may become homeless at another point during the school year. Or, during registration the parent/guardian/unaccompanied youth may have not selected the option during online registration.

If a parent/guardian/student notifies the school at any time that the student is potentially experiencing homelessness, students should complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.2 STAFF IDENTIFICATION

School staff may also be particularly helpful in identifying homeless students. This can be via trusting relationships with a staff member, symptoms of homelessness noticed, by reviewing enrollment documents, and reviewing attendance records. If any school staff member has reason to believe that a student may be experiencing homelessness, they should reach out to the school McKinney-Vento Liaison so that the McKinney-Vento Liaison may reach out to the parent/guardian/unaccompanied youth to complete a [Student Housing Questionnaire](#) to determine eligibility. Once determined eligible per the McKinney-Vento definition of homeless, the student records should be updated appropriately in Infinite Campus to document the status of the student as homeless.

6.3 RECORDING HOMELESS STATUS IN INFINITE CAMPUS

Homeless status will be recorded in Infinite Campus by the Registrar/Title I H.O.P.E. Coordinator.

Homeless students must be correctly entered in Infinite Campus for a variety of purposes including grant eligibility and desktop monitoring. SPCSA must be able to accurately obtain data regarding the numbers of homeless students for reporting to NDE via Infinite Campus. Please use the instructions below to accurately identify homeless students in Infinite Campus.

1. In the Campus Tools menu on the “Index” tab, choose “Student Information” then click “Program Participation”, then choose “Homeless” from the index that appears.
2. Locate the student using the search tab.
3. Once you have pressed “Go” on the screen shown, press “New” to enter the information for the homeless student. You must enter:
 - “Primary Night Time Residence”
 - “Start Date”
 - “End Date” should be entered as 07/31/YYYY where the year is the end of the current school year, as the status should continue through summer school, but end prior to the start of the new school year. If the student exits homeless status prior to the end of the school year, you may update the end date when notified.
 - If the student is an “Unaccompanied Youth” the option should be selected.
 - Be sure to save once you have entered the information.
4. Return to the “Index” tab and select “General”. It will display the student “Summary” tab. Click the “Flags” tab.
5. On the “Flags” tab, press the “New” button to add the Homeless Flag for the student. You should enter a “Start School Selection

All public schools including charter schools must accept homeless students. Per page 17 of the [Homeless Tool Kit for School Staff](#) provided by NDE:

6.4 IMMEDIATE ENROLLMENT

A school must **immediately** enroll a homeless student, even if the student does not have documents normally required for enrollment, such as academic and medical/immunization records or proof of residency. Once enrolled, the Homeless Education Liaison of the school must help the parent/guardian/unaccompanied youth obtain the necessary records and/or immunizations, and work with the parent/guardian/unaccompanied youth to determine appropriate placement in classes if records are not immediately available.

6.5 THE RIGHT TO CHOOSE WHAT SCHOOL TO ATTEND

Students have the right to continue attending their “school of origin”. The “school of origin” is the school where the child or youth was last enrolled or the school the child or youth was attending when they became homeless. The school district shall keep a student in the “school of origin” unless it goes against the wishes of the parent. The student also has the option of enrolling in school where he is currently living.

If the school district sends a student to a school other than the school of origin or a school requested by the parent, the district must provide the parent with a written explanation of the decision, which includes the right to appeal the decision to the NDE Homeless Liaison.

If a student obtains permanent housing during the school year, the student has the right to stay in their current school until the end of the school year.

All placement decisions must be made based on what is in the best interest of the student.

7 TRANSPORTATION

The transportation process in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following transportation process should be followed by all charter schools:

The parent or guardian (or, in the case of an unaccompanied youth, the school homeless liaison) of a homeless student may request that transportation be provided to and from school.

If the student is still in the same district as the school of origin, the school district must provide transportation.

If the student is not living within the district of the school of origin, the district of origin and the district where the student is living must determine how to share transportation costs and responsibility.

If the districts cannot come to an agreement, then the responsibility and costs must be shared equally. In general, transportation time should be limited to one hour or less in each direction.

Please note, the transportation provisions of McKinney-Vento only apply to students who are currently homeless. If a student obtains permanent housing and continues to attend his/her school of origin until the end of the school year, the continued provision of transportation is at the discretion of the district of origin.

Remember: The school district must make decisions based on the best interests of the student.

8 DISPUTES

The dispute resolution process in Nevada is specified by NDE on page 19 of the [Homeless Tool Kit for School Staff](#). Charter schools are public schools which must follow the same processes. The following dispute resolution process should be followed by charter schools:

If a charter school challenges the right of a homeless student to attend the school, the charter school must continue to provide transportation and other services to the student until the dispute is resolved.

The dispute resolution process begins when the charter school challenges the student's enrollment/continued enrollment in school. The same day the charter school challenges the enrollment of the student, the district must notify the Homeless Liaison and the parent/guardian or unaccompanied youth in writing. This notice must include the right of the parent/guardian or unaccompanied youth to appeal the decision. The charter school must also notify the NDE Homeless Liaison/Coordinator the same day and provide them with copies of all notices provided to the parent/guardian or unaccompanied youth.

The NDE Liaison must then provide the parent/youth with a clear, easy-to-understand, written explanation of dispute resolution process and include the contact information for the NDE Homeless Liaison.

The school district then has two working days to determine whether it will continue to challenge the right of the student to be enrolled in school. During this time, NDE may provide technical assistance to the school on the requirements of McKinney-Vento.

The final decision by the charter school must be made in writing by the Superintendent (or Executive Director, or equivalent at the charter school) and must state all factual reasons and the legal basis for the decision. If the final decision of the charter school is adverse to the student, the charter school must provide the NDE homeless liaison (NDE

then notifies the parent) with a copy of the Rights of Homeless Students under the McKinney-Vento Act the written decision that same day. The parent/youth then has the right to appeal the decision to NDE.

Once NDE has received the appeal, the NDE Homeless Liaison has two working days to make a decision. The decision made by NDE Homeless Liaison is final.

9 SERVICES

Homeless students have the same rights as all other students to participate in special education programs, after school programs, and any other programs available at the school.

9.1 HOMELESS EDUCATION LIAISON

Every school is required to have a Homeless Education Liaison (often referred to as the McKinney-Vento Liaison). It is the job of the Liaison to ensure that homeless students have the same opportunities as all other students, which includes ensuring that homeless students are able to attend school, arranging for transportation in a timely manner, keeping the school staff informed of the rights of homeless students and providing appropriate referrals to service providers.

The homeless liaison at our school is:

Irene Andrade, Title I H.O.P.E. Coordinator

702-638-0222

Irene.Andrade@rdacharter.org

Kristy Borg, McKinney-Vento Liaison

702-813-1672

Kristy.Borg@rdacharter.org

9.2 SPECIAL EDUCATION

Homeless students who qualify for special education services must be provided appropriate services based on the information that is available to the school. A school may not delay providing such services based on the non-receipt of school records. Homeless children are also included under child find requirements in the Individuals with Disabilities Education Act 20 U.S.C. 1412(a)(3).

9.3 AFTER SCHOOL PROGRAMS

Rainbow Dreams Early Learning Academy (RDELA) provides a supportive before and after school program called Dream Care designed to meet the needs of all students free of charge including those facing housing instability. This program offers a safe, structured environment where students receive academic support, enrichment activities, access to essential resources, and snacks. By providing extended care, homework assistance, and nutritious snacks, we help ensure that students experiencing homelessness have stability, continuity in learning, and a secure space beyond school hours. Our goal is to reduce barriers to education and support the well-being of every child in our community.

10 FREE MEALS

Homeless students have the same rights as all other students to participate in school nutrition programs. The process for identifying eligibility for free or reduced price meals in Nevada is specified by NDE on page 18 of the [Homeless Tool Kit](#)

[for School Staff](#). Charter schools are public schools which must follow the same processes. The following processes for determining free meal eligibility should be followed by all charter schools:

In order to determine the eligibility for free or reduced price meals, school officials must accept documentation that the student is homeless from the local Homeless Education Liaison or the director of the homeless shelter where the student resides. If a student is temporarily residing with another household, the household size and income of the host family are not taken into consideration when determining the free meal eligibility for the homeless student. However, the host family may include the homeless family as household members if the host family is providing financial support to the family.

Additionally, according to page 3 of the NCHE whitepaper titled "[Access to Food for Students Experiencing Homelessness](#)" the following must occur after eligibility is determined:

Once the above documentation has been provided to the school nutrition program, the student must be directly certified. School meals personnel do not have discretion to decline directly certifying children who have been documented to be categorically eligible. If a school administrator knows that a child is homeless but is concerned that there may be a delay in obtaining documentation from the local liaison, the administrator may complete an application on behalf of the child so the child can begin receiving free meals immediately. The administrator must then follow up with the local liaison to obtain the needed documentation.

Once a child is certified as eligible to receive free school meals, eligibility remains in effect for the duration of the current school year and for up to 30 days after the first operating day of the subsequent school year or until a new eligibility determination is made in the new school year, whichever comes first.

11 TRAINING

Training will be provided for the McKinney-Vento Liaison and for other school staff.

11.1 MCKINNEY-VENTO LIAISON

The McKinney-Vento Liaison and Title I H.O.P.E. Liaison have completed multiple trainings provided by the National Center for Homeless Education (NCHE) to better support students experiencing homelessness. These trainings include the following mandatory Webinars and :

1. **Title I Training Webinar** – This session covered how local educational agencies (LEAs) can determine the appropriate set-aside funding for children and youth experiencing homelessness under Title I, Part A. It also emphasized the importance of coordination between Title I and the Education for Homeless Children and Youth (EHCY) program to maximize support and resources ([Title I Training Webinar – National Center for Homeless Education](#)).
2. **Determining Eligibility Training** – This training reviewed the McKinney-Vento definition of homelessness and explored how to assess eligibility for services. It also covered the dispute resolution process for cases where eligibility is questioned, ensuring that students receive necessary support without unnecessary delays ([Updated Determining Eligibility Recorded Webinar – National Center for Homeless Education](#)).

These trainings have enhanced the ability of the liaisons to identify and support homeless students effectively, ensuring compliance with federal regulations while improving outreach and coordination between school services.

Trainings can be found at <https://nche.ed.gov/self-paced-online-training/>.

Upon completion of all training, records will be retained documenting that the McKinney-Vento liaison has attended training annually as NDE may request these records for desktop monitoring.

11.2 OTHER SCHOOL STAFF

All staff takes part in a mandatory professional development regarding how to support students experiencing housing instability including the homeless and foster populations.

Upon completion of all training, records will be retained documenting that school staff has attended training annually as NDE may request these records for desktop monitoring.

12 COORDINATION

12.1 COORDINATION WITH LOCAL SOCIAL SERVICE AGENCIES

Rainbow Dreams Early Learning Academy (RDELA) collaborates with local social service organizations, Clark County Commissioners' Office, and Nevada Partners to provide comprehensive support for students experiencing homelessness. These connections help address basic needs, education stability, and family well-being. Some key partnerships and services include:

1. Housing and Shelter Assistance

- **Nevada Partnership for Homeless Youth (NPHY)** – Emergency housing, rental assistance, and transitional housing for unaccompanied youth.
- **Clark County Social Services (CCSS)** – Emergency shelter placement and housing support for families.
- **HopeLink of Southern Nevada** – Rental and housing assistance programs to prevent evictions.

2. Food and Nutrition Support

- **Three Square Food Bank** – Provides access to food pantries, weekend meal programs, and assistance with SNAP applications.
- **RDELA Meal Program** – Ensures students receive **free breakfast, lunch, and snacks**, including additional meals for take-home when available.

3. Healthcare and Mental Health Services

- **Southern Nevada Health District (SNHD)** – Provides immunizations, health screenings, and referrals for medical care.
- **Nevada Health Centers – Mobile Clinic** – Offers free or low-cost healthcare services, including physicals and dental care.
- **The Harbor – Clark County Juvenile Assessment Center** – Offers behavioral health support, crisis intervention, and family counseling.

4. Educational and Family Support Services

- **Title I H.O.P.E. (Homeless Outreach Program for Education)** – Helps ensure educational stability, school supplies, and transportation services.
- **Boys & Girls Club of Southern Nevada** – Provides after-school programs, mentorship, and tutoring for students in unstable housing situations.
- **Nevada 2-1-1** – A centralized resource for connecting families with emergency services, housing aid, employment assistance, and legal aid.

12.2 RECORDS SHARING AND TRANSFER

Rainbow Dreams Early Learning Academy (RDELA) follows federal McKinney-Vento Act provisions to ensure the timely transfer of school records, transportation coordination, and social service referrals for homeless children and youth.

- 1. Transfer of School Records
 - Student records, including enrollment documents, Individualized Education Programs (IEPs), health records, and academic histories, are transferred immediately to receiving schools or Local Educational Agencies (LEAs) upon request.
 - Schools are prohibited from delaying enrollment due to missing documentation, ensuring that homeless students continue receiving uninterrupted education.
 - Records are transmitted electronically or securely mailed in compliance with FERPA (Family Educational Rights and Privacy Act), maintaining confidentiality.
- 2. Transportation Coordination
 - RDELA collaborates with LEAs and local transit providers to arrange school-of-origin transportation for homeless students, as required under McKinney-Vento.
- 3. Social Service Referrals and Confidentiality
 - Homeless students and families are connected to community resources, housing services, food assistance, and counseling through Title I H.O.P.E. Liaisons and McKinney-Vento coordinators and through our community partnership with Nevada Partners.
 - All referrals are made with parental/guardian consent (or the student's consent if they are unaccompanied youth).
 - Confidentiality is strictly maintained, and no information is disclosed without a legitimate educational interest or consent, following FERPA and McKinney-Vento guidelines.

These policies ensure seamless educational continuity, access to critical support services, and protection of student privacy, reducing barriers for homeless children and youth.

13 PRESCHOOL

According to page 4 of the NCHE whitepaper titled [Early Care and Education for Young Children Experiencing Homelessness](#):

The McKinney-Vento Act requires early care and education programs administered by SEAs and LEAs to enroll children immediately, even if they lack documents typically required for enrollment, including birth certificates, health records, and proof of residency. The Act, however, does not require these programs to exceed legal capacity limits or to enroll children once classes are full.

If a classroom is at capacity, the school will refer the homeless child to the closest preschool program with an available slot, as local liaisons must ensure that homeless children receive services for which they are eligible, including Head Start, early intervention (IDEA, Part C), and other preschool programs administered by the LEA (42 U.S.C. § 11432(g)(6)(A)(iii)).

14 FULL OR PARTIAL CREDIT REQUIREMENTS

Our school does not currently offer a middle school or high school program and is not subject to full or partial credit requirements.

15 REFERENCES

Throughout this manual a variety of resources are referenced from [NCHE](#) and the [NDE Homeless Tool Kit for School Staff](#).

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

16 APPENDIX A: LINKS

A variety of links have been provided throughout this manual and are listed below in the order that they appear in this manual:

- Subtitle VI-B of The McKinney-Vento Homeless Assistance Act
 - <https://uscode.house.gov/view.xhtml?path=/prelim@title42/chapter119/subchapter6/partB&edition=prelim>
- Every Student Succeeds Act (ESSA)
 - <https://www.govinfo.gov/content/pkg/PLAW-114publ95/pdf/PLAW-114publ95.pdf>
- NRS Chapter 385
 - <https://www.leg.state.nv.us/nrs/nrs-385.html>
- NRS Chapter 388
 - <https://www.leg.state.nv.us/nrs/nrs-388.html>
- Nevada SB147 (2019)
 - https://www.leg.state.nv.us/Session/80th2019/Bills/SB/SB147_EN.pdf
- NRS 388.205
 - <https://www.leg.state.nv.us/nrs/nrs-388.html#NRS388Sec205>
- NRS 388A.489
 - <https://www.leg.state.nv.us/nrs/NRS-388A.html#NRS388ASec489>
- NRS 389.320
 - <https://www.leg.state.nv.us/nrs/nrs-389.html#NRS389Sec320>
- Definition of McKinney-Vento from NCHE
 - <https://ncche.ed.gov/legislation/mckinney-vento/>
- Information regarding unaccompanied youth from NCHE
 - <https://ncche.ed.gov/wp-content/uploads/2018/10/youth.pdf>
- NCHE Whitepaper: The Educational Rights of Children and Youth Experiencing Homelessness
 - https://ncche.ed.gov/wp-content/uploads/2018/10/service_providers.pdf
- Educational Rights Poster (Youth) from NCHE
 - English: https://ncche.ed.gov/wp-content/uploads/2019/01/youthposter_eng_color.pdf
 - Spanish: https://ncche.ed.gov/wp-content/uploads/2019/01/youthposter_sp_color.pdf
- Educational Rights Poster (Parent) from NCHE
 - English: https://ncche.ed.gov/wp-content/uploads/2019/01/parentposter_eng_color.pdf
 - Spanish: https://ncche.ed.gov/wp-content/uploads/2019/01/parentposter_sp_color.pdf

- Higher Education Poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/he_poster_span.pdf
- Support for Students Whose Families Have Lost Their Homes to Foreclosure poster from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_post.pdf
- NCHE Brochure:
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-ENG.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/NCHE-Brochure-SPA.pdf>
- Support for Students Whose Families Have Lost Their Homes to Foreclosure brochure from NCHE
 - English: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch.pdf
 - Spanish: https://nche.ed.gov/wp-content/uploads/2018/11/fc_broch_esp.pdf
- Parent booklet from NCHE
 - English: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Eng.pdf>
 - Spanish: <https://nche.ed.gov/wp-content/uploads/2022/08/Parent-Booklet-Span.pdf>
- Student Housing Questionnaire
 - https://spsca.instructure.com/courses/42/files/2312?module_item_id=2142
- NDE Homeless Tool Kit for School Staff
 - https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Homeless/Homeless%20Tool%20Kit%20for%20School%20Staff%202022%20-2023_April-Draft.pdf
- NCHE Whitepaper – Access to Food for Students Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2022/08/Access-to-Food.pdf>
- NCHE Whitepaper – Early Care and Education for Young Children Experiencing Homelessness
 - <https://nche.ed.gov/wp-content/uploads/2019/09/Early-Care-and-Education-for-Young-Children-Experiencing-Homelessness.pdf>
- NCHE
 - <https://nche.ed.gov/>

17 APPENDIX B: FORMS

- Student Housing Questionnaire (SHQ)
 - https://spsca.instructure.com/courses/42/files/2312?module_item_id=2142



Rainbow Dreams Early Learning Academy Enrollment Lottery Policy

Overview

Rainbow Dreams Early Learning Academy (RDELA) is a tuition-free public charter school committed to equitable access for all eligible students. Admission is open to all students who meet statutory age and residency requirements of the state of Nevada. When the number of applicants exceeds available seats, RDELA will conduct a randomized and transparent lottery in compliance with NRS 388A.453–456.

Eligibility & Application Process

- Students must meet statutory age and residency requirements for enrollment in the designated grade level. Enrollment is not limited based on academic ability, disability, language, race, gender, income status, or prior school history, consistent with NRS 388A.453(2).
- Families must submit a completed enrollment application in person by the specified deadlines as well as complete online registration through Infinite Campus.
- Incomplete applications or those missing required documents or Infinite Campus registration will not be accepted nor submitted into the lottery.
- Applications received after the deadline will be placed on the waiting list in the order they are received.

Lottery Procedures

- Enrollment window opens. Applications accepted beginning **November 1st, 2026**.
- If the number of applicants exceeds available seats, or students cannot be enrolled based on priority enrollment criteria, a randomized lottery will be conducted.
- Applications must be received **1 business day prior** to each lottery draw to be included in that specific lottery.
- Applicants not pulled in a specific lottery are automatically considered for the subsequent lotteries until all seats are filled.
- Applications acceptance for enrollment for the next academic year and inclusion in the final lottery closes on **June 18th, 2027**.



The lottery will be held on the following dates:

- **January 5, 2027** (First Lottery)
 - 50% of seats filled
- **March 27, 2027** (Second Lottery)
 - 75% of seats filled
- **June 19, 2027** (Final Lottery)
 - Remaining 25% of seats and any seats not confirmed

Priority Enrollment

Per Nevada law (NRS 388A.456) and RDELA's enrollment policies based on the school's mission and grant-related obligations, priority enrollment may be given in the following order:

1. Returning students – Students currently enrolled at RDELA who submit their intent to return.
2. Siblings of enrolled students – Siblings of currently enrolled students receive priority placement.
3. Homeless families, students residing in foster care, English-Learners, and families residing on tribal land.
4. Children from households at or below 200% of the Federal Poverty Line.
5. Children of active-duty military.
6. Applicants living within a two-mile radius of RDELA
7. Children of RDELA staff and board members – Children of full-time employees and governing board members may receive priority admission if spots are open following the above priority placements.
8. General applicants – If seats remain available after priority enrollments, remaining applicants will be placed in the lottery for enrollment in accordance with NRS 386.580.
9. At the conclusion of the lottery process, we will open enrollment to the public by filling in any remaining openings on a first-come-first-served basis



Lottery Results & Waitlist

- Families of selected students will be notified via email and/or phone within **five (5) business days** of the lottery.
- Selected families must confirm acceptance within the timeframe specified in the notification. Failure to respond may result in forfeiture of the seat.
- Applicants who are not selected will be placed on a waitlist in the order drawn and will be notified if a spot becomes available.

Post-Lottery Enrollment

- If seats remain unfilled after the lottery process, enrollment will be granted on a first-come, first-served basis until all spaces are filled.
- Applications for current year enrollment reopen on the second week of the new school year for any spots that have been vacated. Admission is rolling based on the number of empty seats available.
- The waitlist does not roll over to the following academic year. Families must reapply for consideration in the next lottery cycle.

If more students have applied to meet the above criteria than there are spaces available, RDELA will enroll students based on a lottery system established and conducted in accordance with NRS 386.580 using the same criteria as outlined above for enrollment.

Non-Discrimination Statement

The school does not discriminate in enrollment or admission on the basis of race, color, national origin, religion, gender, disability, sexual orientation, gender identity, or any other legally protected status.

***ALL COMPLETED APPLICATIONS MUST BE SUBMITTED IN-PERSON TO THE MAIN OFFICE!**

Enrollment Process for the 2027-2028 School Year

Rainbow Dreams Early Learning Academy (RDELA) is currently accepting **Pre-K** and **Kindergarten** Enrollment Applications for the **2026-27** school year.

Note: Application submission does not automatically constitute acceptance of enrollment.

STEP 1: Complete Nevada State Online Registration Process

(Online registration is required for ALL students enrolling in Nevada public schools.)



- Families new to Rainbow Dreams Early Learning Academy must register online via Infinite Campus by logging onto: <https://rainbowdreamsacademy.org/ic-reg> or by simply scanning the QR code located above.
- Parents registering online must have an **active email account**. If you have questions regarding online registration, please contact our administrative office for assistance at: **(702) 638-0222**
- Once you have completed online registration process, bring all required documentation to RDELA **Main Office**.

STEP 2: Complete and Submit Rainbow Dreams Early Learning Academy Enrollment Application

- Complete the **RDELA New Scholar Enrollment Application** in its entirety and submit to RDELA Main Office with ALL required enrollment documentation. We **WILL NOT** accept incomplete applications.
- Review and acknowledge RDELA **Discipline, Attendance, and Dress Code** policies.
- A mandatory assessment will be scheduled for ALL Pre-K applicants.
- Any applications that cannot be accepted based on priority enrollment criteria will be moved to the enrollment lottery.

Priority Enrollment in **Rainbow Dreams Early Learning Academy** is conducted as follows:

- Returning students – Students currently enrolled at RDELA who submit their intent to return.
- Siblings of enrolled students – Siblings of currently enrolled students receive priority placement.
- Homeless families, students residing in foster care, English-Learners, and families residing on tribal land.
- Children from households at or below 200% of the Federal Poverty Line.
- Children of active-duty military.
- Applicants living within a two-mile radius of RDELA
- Children of RDELA staff and board members – Children of full-time employees and governing board members may receive priority admission if spots are open following the above priority placements.
- General applicants – If seats remain available after priority enrollments, remaining applicants will be placed in the lottery for enrollment in accordance with NRS 386.580.
- At the conclusion of the lottery process, we will open enrollment to the public by filling in any remaining openings on a first-come-first-served basis

If more students have applied who meet the above criteria than there are spaces available, RDELA will enroll students based on a lottery system established and conducted in accordance with **NRS 386.580** using the same criteria as outlined above for enrollment.

Additional Documentation Required for Enrollment

- | | | |
|--|--|---|
| ☐ Student's Original Birth Certificate | ☐ Photo ID of Parent(s)/Guardian(s) | ☐ Student's Immunization Records |
| ☐ 2 Proofs of Residence (<i>Utility statement, Lease/Mortgage Agreement or Residential Affidavit</i>) | | ☐ Individual Education Plan (IEP/IFSP) (<i>*if applicable</i>) |
| ☐ Copy of 504 (<i>*if applicable</i>) | ☐ Copy of Student's Report Card (<i>*if applicable</i>) | ☐ 2 Proofs of Income (Pre-K) |
| ☐ Proof of Custody (<i>if applicable</i>) | ☐ Proof of Active-Duty Military Status (<i>if applicable</i>) | |

For Office Use Only: Date Received: _____ Received by: _____ IC App Number: _____

Birth Certificate: ☐ Parent/Guardian(s) Photo ID: ☐ Immunization Records ☐ 2 Proofs of Residence ☐ IEP/IFSP (if applicable) ☐ Copy of 504 (if applicable) ☐

Student Report Card (if applicable) ☐ 2 Proofs of Income (Pre-K Only) ☐ Proof of Custody (if applicable) ☐ Proof of Active-Duty Military Status (if applicable) ☐

STUDENT PERSONAL DATA

Student **MUST** be enrolled using **LEGAL NAME** (As per birth certificate or other acceptable legal document) (PLEASE PRINT)

Last Name First Name MI Age Date of Birth

Male Female Grade (2026-2027) Is Student a Foster Child? ☐ Yes ☐ No Shirt Size Pant Size

Ethnicity: (mark only one) ☐ Hispanic or Latino ☐ Not Hispanic or Latino

Race (mark all that apply) ☐ Black or African American ☐ White ☐ Asian ☐ American Indian or Alaskan Native ☐ Native Hawaiian or other Pacific Islander

LANGUAGE SURVEY **(REQUIRED)*

What is the first language learned by student? ☐ English ☐ Spanish ☐ Other (please specify) _____

Language spoken by student with friends? ☐ English ☐ Spanish ☐ Other (please specify) _____

Primary language spoken in home? ☐ English ☐ Spanish ☐ Other (please specify) _____

PARENT/LEGAL GUARDIAN INFORMATION (Please print legibly)

Parent/Legal Guardian #1

Parent/Guardian Last Name Parent/Guardian First Name MI Relationship to child

Street Address City State Zip Code

()
Home Phone Cell Phone Email Address

Occupation Employer Work Phone ()

Parent/Legal Guardian #2

Parent/Guardian Last Name Parent/Guardian First Name MI Relationship to child

Street Address City State Zip Code

()
Home Phone Cell Phone Email Address

Occupation Employer Work Phone ()

If Guardian, do you currently have legal custody of child? ☐ Yes (Please submit custodial documents) ☐ No (Please use separate page to explain)

EDUCATION HISTORY *(Please print legibly)*

Type of school child most recently attended.

☐	CCSD/Nevada	☐	Charter	☐	Private	☐	Homeschooled	☐	First Time Attending School
☐	Out-of-State Public	☐	Out-of-State Charter	☐	Out-of-State Private	☐	Other <i>(Please Specify)</i> _____		

Name of most recent school/facility attended

Address of most recent school/facility attended (please include zip code)

Grade

Date

Was child in Special Education Program? ☐ Yes ☐ No If YES, where? _____ Month/Year? _____
(Please include copy of latest **(IEP/IFSP)** Individual Education Plan)

Does child have a 504? ☐ Yes ☐ No If YES, please provide a copy of 504 Implementation Plan.

SIBLING INFORMATION *(Be certain to list **ALL** siblings applying for or currently attending Rainbow Dreams Early Learning Academy)*

Sibling #1

Sibling Last Name

Sibling First Name

MI

Age

Date of Birth

Is sibling presently attending a school? ☐ Yes ☐ No _____
(If YES, provide name of School/Facility.)

Grade

Sibling #2

Sibling Last Name

Sibling First Name

MI

Age

Date of Birth

Is sibling presently attending a school? ☐ Yes ☐ No _____
(If YES, provide name of School/Facility.)

Grade

***AN INCOMPLETE ENROLLMENT PACKET WILL NOT BE ACCEPTED! ***

2026-2027 DREAM CARE PARTICIPANT INFORMATION FORM

Student Name		Grade (Circle one) PRE-K3 PRE-K KINDER	Date of Birth
Home Address	City	Age	
Parent/Guardian #1 - Full Name		State	Zip Code
Employer Address		Cell Number ()	
Parent/Guardian #2 - Full Name		Work Phone ()	
Employer Address		Cell Number ()	
Email Address		Work Phone ()	

EMERGENCY CONTACT

Provide the names of at least two persons other than parent/guardian who can be contacted in the event of an emergency. These individuals have authorization to pick up the child in the event parent/guardian is unable to. This individual must have valid state issued ID and be at least 18 years of age. **(Note: It is your responsibility to provide current phone numbers.)**

Name	Relationship	Phone ()
_____	_____	_____
Name	Relationship	Phone ()
_____	_____	_____
Name	Relationship	Phone ()
_____	_____	_____
Name	Relationship	Phone ()
_____	_____	_____

MEDICATION: ☐ NO ☐ YES (If YES, please fill out additional medication form and attach photo.)

ALLERGIES OR SPECIAL NEEDS? _____

FEES: Our Dream Care after care program is offered to RDELA families free of charge. However, please be advised that there will be a late fee charged if your child(ren) is/are not picked up within the scheduled timeframe.

LATE PICK-UP FEE: I understand that if my child is not picked up by 5 p.m., I will incur a late fee of **\$10.00 for the first minute** over (5:01) with an additional fee of **\$1 per minute** thereafter. More than 3 late pick-up violations will result in the child's removal from the Dream Care program and future use of before and after school services.

RDELA is legally obligated to contact **Child Protective Services (CPS)** and/or local authorities if parent or guardian is more than half an hour late for pick up from Dream Care.

REFUNDS: I understand that no refunds of late fees will be given with **NO EXCEPTIONS!**

SIGN-IN/SIGN-OUT: I understand that each child must be signed in and/or out daily. The only person(s) authorized to pick up the child are those listed on this form and a photo ID must be shown.

Waiver of Claim

For ourselves, and/or on behalf of our child named above, our heirs, executors, and administrators, we hereby do expressly and forever waive and release RAINBOW DREAMS EARLY LEARNING ACADEMY, DREAM CARE and all of their respective officers, employees, agents, or representatives from any and all liability for personal injury or damages, sustained, incurred, arising from, or connected with Dream Care, and all activities related to, or in connection with said activity by ourselves or by our child.

Signature of Parent/Legal Guardian

Date

PARENT RESPONSIBILITY AGREEMENT

- _____ **Initial** I/We agree to support my/our child(ren) in all aspects of his or her education because I/we understand and value the importance of early learning.
- _____ **Initial** I/We agree to be active in my/our child(ren)'s education by attending school events and understand attending a minimum of 3 parent literacy nights per semester will be required.
- _____ **Initial** I/We agree to enforce RDELA's Code of **Conduct/Behavior Policy**: RDELA has a **zero-tolerance** discipline policy. Guidelines are established and in place to correct inappropriate behavior at the onset. A plan for restorative discipline and on-site review of disciplinary decisions, annual review, and revision of plan. **NRS.392.4644**
- _____ **Initial** I/We agree to adhere to the Rainbow Dreams Early Learning Academy mandatory student dress code and appearance policy. **ALL** students **MUST** be dressed in official Rainbow Dreams Early Learning Academy approved uniform attire. All RDELA Uniform apparel will be provided to students free of charge.
- _____ **Initial** I/We agree to complete family engagement surveys.
- _____ **Initial** I/We agree to review and familiarize myself/ourselves with the **RDELA Parent/Student Handbook** to ensure I/we understand RDELA's policies and procedures.

ACKNOWLEDGEMENT

I **certify** that all answers provided in this enrollment application are accurate and complete to the best of my/our knowledge. I/We understand that if my/our child is enrolled based on false or misleading information that I/We have provided via application forms, residency forms, or other required documentation, or if I/We knowingly and willingly omit required information there from, it may result in the discharge of my/our child from the school.

_____		_____	
Student's Full Name		Grade	
_____	_____	_____	_____
Parent/Legal Guardian Full Name (Print)	Signature	Relationship to Student	Date
_____	_____	_____	_____
Parent/Legal Guardian Full Name (Print)	Signature	Relationship to Student	Date

STUDENT MEDIA RELEASE FORM

At Rainbow Dreams Early Learning Academy, we like to celebrate your child and showcase his/her work and participation in certain programs or events.

During the school year, Rainbow Dreams Early Learning Academy staff as well as various media outlet representatives may wish to interview, photograph, and/or videotape your child for use in print publications, television news segments, public presentations, RDELA recruiting/advertising materials, RDELA social media accounts, and on our official RDELA website. Pictures may be of groups of students or individuals, and students' names may sometimes be used. For student protection online, a student's photo and last name will never appear together on school websites or social media.

Rainbow Dreams Early Learning Academy is requesting permission for your child's image and/or name to be published in accordance with the previously stated guidelines. Please check the choice below that is most appropriate for you and your child. Once you have made the appropriate selection, please sign the form.

Please be advised that your permission will remain in effect for the duration of the child's attendance at Rainbow Dreams Early Learning Academy. However, in the event you wish to change this permission status, you may do so at any time by submitting a written request to the school principal. Once received by the school principal, your request will be honored immediately.

☐	I DO give permission for my child to be photographed and interviewed and I DO give permission for my child's first name ONLY to be used on the RDELA school website.
☐	I DO give permission for my child to be photographed, however, I DO NOT wish for my child's name used.
☐	I DO NOT give permission for my child photographed or interviewed and I DO NOT want his/her name used.

Student's Full Name

Grade

Parent/Legal Guardian Full Name (Print)

Signature

Relationship to Student

Date

Parent/Legal Guardian Full Name (Print)

Signature

Relationship to Student

Date

HOW DID YOU HEAR ABOUT RAINBOW DREAMS EARLY LEARNING ACADEMY?

☐ Academy Website

☐ Social Media Ad

☐ Flyer/Advertisement

☐ Referral

☐ SPSCA

☐ Other (Please specify)

ATTENDANCE: GRADES PRE-K AND KINDERGARTEN

Nevada Law requires daily attendance by all students, ages 4-18. Parents are asked to call the school before 8:00 a.m. to report a child's absence. An absent note signed by a parent or guardian must be written and returned to the school's attendance clerk within 3 school days of an absence.

A student who arrives at school **later than 8:00 a.m.** will be recorded as tardy. Three (3) tardies are equivalent to one (1) absence.

The school clerk is required to contact parents of students who are excessively tardy and/or absent. A Juvenile Court referral will be made for students accruing large numbers of absences.

Please be advised that RDELA does **NOT** provide transportation for students to or from RDELA. **ALL** transportation must be provided by student's parent/guardian.

ATTENDANCE POLICY

Regular attendance in school leads to increased student achievement. Attendance allows students to benefit from the educational opportunities provided by our excellent staff. The following information outlines the major attendance procedures implemented by Rainbow Dreams Early Learning Academy: See Attendance Policy **NRS.392.122**.

- Attendance enforcement is a shared responsibility between Rainbow Dreams Early Learning Academy and the student's parent/guardian.
- A student who exceeds twenty (20) absences during the school year may be retained in the current grade.
- Unavoidable medical and dental appointments that cannot be scheduled any other time and that will result in a **partial day absence** do not count in the absence total for purposes of attendance enforcement.
- A student that is declared truant three (3) times during a school year could be referred for educational neglect.
- Parents are to request makeup work within three (3) days of an absence. Students will be allowed a maximum of three (3) days to complete makeup work.

The following definitions are provided for your information:

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

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

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

- When the parent explains the cause of the absence within (3) days after the student returns to school. **(NOTE REQUIRED!)**
- When the approval of the principal has been given for an unavoidable absence due to an emergency.
- When a student is participating in a school sanctioned activity outside the classroom during school hours, as approved by the principal.
- When a student is absent due to a required court appearance or a required religious holiday. **(NOTE REQUIRED!)**

Unexcused Absences: When a parent / guardian fails to notify the school to excuse the student's absence within three (3) days after the student returns to school. (Does not necessarily equate to truancy.)

Tardy: When a student is not physically present in the classroom at the start of the instructional day. Please be advised that three (3) tardies will equal one day's absence.

Makeup Work: Assigned classroom work which can be made up following an absence (i.e., worksheets, textbook assignments, etc.).

Early Pick Up: NO early pick up will be allowed after 2:30 pm unless prior arrangement has been made and approved through the administrative office.

DISCIPLINE POLICY

At Rainbow Dreams Early Learning Academy, we believe effective discipline is necessary to establish and maintain a high-quality educational environment in which teachers can teach and children can comfortably learn with minimal disruptions and, thus, maximum achievement. A quality educational setting is based on respect, courtesy, care, and productivity. It is the duty of all RDELA staff to teach and reinforce behaviors the school deems appropriate with all students being responsible for meeting classroom and school expectations. Please review the **Parent/Student Manual** that is published in our webpage, www.rainbowdreamsacademy.org you can find there our **"Student Self-Responsibility Program"** explained in detail.

Rainbow Dreams Early Learning Academy follows a restorative discipline model. Students are recognized and rewarded for appropriate behavior through praise, encouragement, and tangible rewards with logical consequences being used to redirect misbehaviors. Students are given the opportunity to monitor their own behaviors and abide by the school creed. Self-responsibility is fostered as students make choices and accept the consequences for their choices.

You will also find in the handbook a detailed version of the "Parent-Student-Community Rules and Expectations" it is expected for all to act in a responsible and cooperative manner treating all adults and students with courtesy and respect. Respect and care for school property and the property of others, display the appropriate behavior in and out of the facilities, walk in a safe, quiet, and orderly manner while in the corridors and restrooms, follow all safety procedures, demonstrate responsible behavior while eating, play safely in assigned playground areas. We believe an effective school behavior program is dependent upon the support of parents/guardians in partnership with the school to support student's social-emotional learning and development.

NON-DISCRIMINATION POLICY

Rainbow Dreams Early Learning Academy is a Nevada state approved public charter school. All students have an equal opportunity to attend. Rainbow Dreams Early Learning Academy does not discriminate in its enrollment based on an individual's sex, sexual orientation, gender, gender identity, gender expression, genetic information, age, ethnic group identification, race, ancestry, national origin, immigration status, religion, color or mental or physical disability or any other basis protected by federal, state, local law, ordinance, or regulation. RDELA provides educational opportunities to students who are considered at risk. To serve this population, our application for admissions and determination of enrollment, are governed by **NRS 386.580**

UNIFORM DRESS CODE

Rainbow Dreams Early Learning Academy has adopted a practice that requires all students to wear a prescribed uniform. All students are to come to school neat and clean with hair combed neatly. Jewelry, though acceptable, is discouraged. Excessive accessories or jewelry that pose a safety risk, or any jewelry/accessories depicting inappropriate themes is not allowed. All clothing articles must be clean, unstained and in good repair. **ONLY RAINBOW DREAMS EARLY LEARNING ACADEMY SCHOOL LOGO UNIFORMS MAY BE WORN.**

GIRLS: Green polo shirts with the school logo, short or long sleeved, with navy skirt or pants.

White Peter Pan blouse, short/ long sleeved with Plaid jumper dress and ascot necktie. Shorts can be worn under the dress for modesty, black or navy and must be shorter than the dress.

Cardigan sweater or navy outer jacket with logo. Hair ornaments must be school colors, blue, white, black, or green. Shoes must be CLOSED casual or sneakers, plain white, black, or navy. Socks, (must be always visible) tights or stockings (must be opaque not transparent), only on solid white or blue.

BOYS: Green polo shirt long or short sleeved with the logo, navy blue; long pants with black or navy belt, white oxford shirt short or long sleeved with navy necktie. Navy pullover sweater or navy outer jacket with logo.

STUDENTS: are only allowed to wear shorts from **August to October** and from **April to June**. Shoes must be CLOSED casual or sneakers, plain white, black, or navy. Socks, (must be always visible) only on solid white, black or blue. For more details, please refer to the parent/student handbook posted on our website.

RAINBOW DREAMS EARLY LEARNING ACADEMY ENROLLMENT LOTTERY POLICY

Overview

Rainbow Dreams Early Learning Academy (RDELA) is a tuition-free public charter school committed to equitable access for all eligible students. Admission is open to all students who meet statutory age and residency requirements of the state of Nevada. When the number of applicants exceeds available seats or for students who do not meet the priority enrollment criteria, RDELA will conduct a randomized and transparent lottery in compliance with **NRS 388A.453–456**.

Eligibility & Application Process

- Students must meet statutory age and residency requirements for enrollment in the designated grade level. Enrollment is not limited based on academic ability, disability, language, race, gender, income status, or prior school history, consistent with **NRS 388A.453(2)**.
- Families must submit a completed enrollment application in person by the specified deadlines as well as complete online registration through Infinite Campus.
- Incomplete applications or those missing required documents or Infinite Campus registration will not be accepted.
- Applications received after the deadline will be placed on the waiting list in the order they are received.

Lottery Procedures

- If the number of applicants exceeds available seats, a randomized lottery will be conducted.
- The lottery will be held on the following dates:
 - **January 5, 2026** (First Lottery)
 - 50% of seats filled
 - **March 27, 2026** (Second Lottery)
 - 75% of seats filled
 - **June 19, 2026** (Secondary Lottery)
 - Remaining 25% of seats and any seats not confirmed
 - Applicants not pulled in a lottery are automatically considered for the subsequent lotteries until all seats are filled.

Lottery Results & Waitlist

- Families of selected students will be notified via email and/or phone within five (5) business days of the lottery.
- Selected families must confirm acceptance within the timeframe specified in the notification. Failure to respond may result in forfeiture of the seat.
- Applicants who are not selected will be placed on a waitlist in the order drawn and will be notified if a spot becomes available.

Post-Lottery Enrollment

- If seats remain unfilled after the lottery process, enrollment will be granted on a first-come, first-served basis until all spaces are filled.
- The waitlist does not roll over to the following academic year. Families must reapply for consideration in the next lottery cycle.

If more students have applied who meet the above criteria than there are spaces available, RDELA will enroll students based on a lottery system established and conducted in accordance with **NRS 386.580** using the same criteria as outlined above for enrollment.



Nevada Department of Education

**Instructions for Running and Certifying the
Homeless Report via IC Validation Tool**

SY 24 - 25

NDE SAIN Support Helpdesk
<https://sain.nde.support>

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INSTRUCTIONS FOR RUNNING AND CERTIFYING THE HOMELESS REPORT VIA IC VALIDATION TOOL

PURPOSE

The annual Homeless data validation typically opens as of August 1st each year and is due by the second Friday in September. However, due to upgrades and the IC release schedule with changes to the validation process in IC, this year's Homeless data validation was delayed.

The Nevada Department of Education (NDE) uses the Homeless data validation dataset to produce the FS 118 Homeless Students Enrolled reporting for the U.S. Department of Education (EDFacts), and any data requests from internal and external entities regarding **total homeless counts for the prior school year**.

INTRODUCTION

The Nevada Department of Education (NDE) will use a similar method as was used last year to collect the annual homeless data for the 2024 – 2025 school year. We'll pull the data directly from Infinite Campus (IC) to submit to the federal government. First, though, you will need to review and validate the IC data for your district/charter.

The instructions below will step you through the process of running the Homeless Data Validation Report in IC that retrieves the homeless students' data for SY24 - 25, including **homeless designation**, **primary nighttime residence**, **unaccompanied youth** (1 [True], 0 or blank [False]), **served**, etc. These are derived from the IC homeless module (*IC > Main Menu (or Index in the old look) > Student Information > Program Participation > Homeless*).

The main report, "Homeless Report", is the one to be validated. The supporting report, "Homeless Data Warnings", is FYI only, and can be used to assist with validation of the main homeless report. It contains a section, "BLANK Residence", and another one, "Same Start and End Date". Since a student marked as homeless **cannot have a BLANK (null) primary nighttime residence**, these students **are not included in the main homeless report**. Similarly, **students with the same start and end date** in their homeless record **are also not included in the main homeless report** because this scenario should not correctly exist. (Note: the homeless record start date is the identified date, and the end date should always just be the last date of the school year. Once designated as "homeless" in a school year, a student is considered as "homeless" for the entire school year.) For the students on the supporting report to appear in the main Homeless Report, they must have corrections made to their IC homeless record. Again, only the main homeless report is to be validated, and will be used for federal reporting.

NOTE: The "**StateStudentID**" (SUID) field remains consistent between districts, but the "**StudentNumber**" field will pull the local district number for the student's most recent district. The Student Number in the report does **NOT** need to match the Student Number in your district edition of IC.

The **deadline** to review your data and send a **SAIN Support Helpdesk (Freshservice) ticket** to NDE confirming its validation, along with the **total number of homeless students**, is **Tuesday, November 11th, 2025, by 3:00 p.m.**! However, NDE would appreciate your **validation prior to that date**, if possible. If your district or charter school had **zero/no homeless students** for the **2024 – 2025** school year, please still perform the "**Data Certification**" in IC and then **send NDE a SAIN Support Helpdesk (Freshservice) ticket** to let us know you had a **zero (0) count** for the school year. Once the data snapshot has been taken by NDE, you will need to review the snapshot and ensure it shows **0 records**. If all looks good, you'll still need to go into the **Event Certification** to **Certify & Submit** that official validation to NDE.

Thank you,

SAIN Support

BUSINESS RULES

To show up in the homeless report, students must meet the following criteria.

Table 1

Field	Options/Rules	Comments/Notes
Start Status	E1	NOTE: For R2s, the report will revert to the previous E1 enrollment record for the school year. If the first E1 record for the SY24-25 is a “No Show” (No Shows are not counted as an actual enrollment record) then they will need to come in as an E1 if they return , not an R2.
	E3	
	E7	
	H3	AD where students are under 18
Grade Level	PK	Age 3 and above (prior to 07/01/25)
	KG – 12, AD (under 18)	NOTE: If there is an AD with a previous enrollment record that falls within KG-12 or UG in SY24-25, the report will revert to the KG-12 or UG enrollment record. AD where the student is under 18 years of age.
	UG	
Enrolled in School	1 or more days	Must have a valid enrollment record for the SY24-25 school year. All “No-Shows” will be excluded .
School Calendar	≠ State Exclude	School calendar must <u>not</u> be marked as State Exclude .
Identified as Homeless	Yes	To be identified as homeless in the report, they must have a homeless record for SY24-25 (i.e., homeless record must have a start date of 07/01/2024 or later to be valid for this year).
Homeless Record Start Date	07/01/2024 – 06/30/2025	Start date must be between these dates to be counted in the report.
Homeless Record End Date	06/30/2025 or prior during the year	We use an end date of 06/30/YYYY for most homeless records created each year. This is due to the rule: “If a student is homeless one day in a year (runs 07/01 through 06/30 each year) they are counted as homeless for the entire year.” This date can be earlier if the student leaves (moves) before the last day of school. End date is not a determining factor for this report, but each year’s record needs to be closed out appropriately in IC.
Homeless Record Start & End Date Rule	Start Date ≠ End Date =	Start and end date must not be the same date. End date must be a later date than the start date.
Homeless Record Primary Night-time Residence	≠ Blank	To be counted in the report, a primary night-time residence must be designated . Primary nighttime residence cannot be left blank.
Unaccompanied Youth (UY)	Checkbox must be checked if they are “UY”	A student who is doubled up or living with an adult or guardian (aunts, uncles, grandparents, etc.) but the adult or guardian does not have guardianship rights through the court or legal process.

EVENT CERTIFICATION SCREEN OVERVIEW

Please take a few minutes to familiarize yourself with the **Event Certification** sections and what each section is used for in the screenshot below.

Familiarize yourself with the **EVENT CERTIFICATION area.**

Click Path: **Reporting > Data Certification > Event Certification**

Click on "**Homeless Certification**" in the **Event Certification Editor** to **open** the event information below.

You can view the event information here in the "**Event Detail**" section.

You can run the **Homeless Validation Report** with the State Dataset by clicking on the "**Run At State**" link within the **Event Detail** section.

You can view **State Comments** under the **Recertification Comments** section. This is only used if **SAIN Support** needs to let you know something else needs to happen or be corrected with your **Homeless Validation Report**.

When you click the "**Review Snapshot**" button under the **Review Snapshot** section, it will trigger the **Homeless Validation Report** to run in the **Batch Queue List** section with the latest snapshot at the State. This **ONLY** works to show you the snapshot **IF** NDE has taken a snapshot of the dataset.

Only if you are 100% sure your **Homeless Data Validation** report is accurate in the **STATE** dataset, then click "**Certify & Submit**" button under the **Status** section. This will **LOCK** your dataset at the **STATE**. It also indicates you are officially certifying the data with NDE. View your districts Certification status by clicking on the "**View District Certification Status**" link.

The **State-Report Output** section is where the reports run and you can see your data results for "**Run At State**" and "**Review Snapshot**" report links above. The "**Refresh**" button updates the **Download** status under the **Batch Queue List** area.

Event Certification Editor

Event Name	Due Date	Certification Status
Homeless Certification	11/28/2025	

Event Detail

Event Name: Homeless Certification

Reporting Year: 2025

Event Start: 07/01/2025

Snapshot Available: 10/15/2025 12:00 PM

Certification Opens: 10/15/2025 12:00 AM

Event End: 11/28/2025

Data Certification Type: Homeless Certification

Event Description: Homeless Data Validation & Certification Event

External Data Links:

Ad Hoc Data Links:

Data Validation Groups: Homeless Report | **Run At State**

Recertification Comments

Recertification Requested by: Haggerty, Test on 07/10/2025 16:25

Test 1: Please include missing student Corina Catwalk and let us know when you are ready for a new SNAPSHOT. Thank you, Test Haggerty

Recertification Requested by: Haggerty, Test on 07/15/2025 08:00

This is a Campus Support test to replicate issue.

Recertification Requested by: Haggerty, Test on 07/22/2025 13:43

Testing Comments to see if DE user can view

Review Snapshot

Snapshot has been captured. Click below to review the data.

Review Snapshot

Status

Please review all data for this event before clicking the Certify & Submit button.

- Certified on 07/28/2025 13:42

Certify & Submit

View District Certification Status

State-Report Output

Refresh Show top 50 tasks submitted between 10/17/2025 and 10/24/2025

Batch Queue List	Task Name	Status	Download
10/24/2025 11:00:02 AM	Review Data Certification Snapshot	Completed	Get the report
10/24/2025 10:44:28 AM	Data Validation Output	Completed	Get the report
10/24/2025 10:41:40 AM	Data Validation Output	Completed	Get the report
10/24/2025 10:36:38 AM	Review Data Certification Snapshot	Completed	Get the report

PROCESS OVERVIEW

Since this process is a bit more complex, a basic overview of the order in which tasks must be completed is listed below.

Table 2

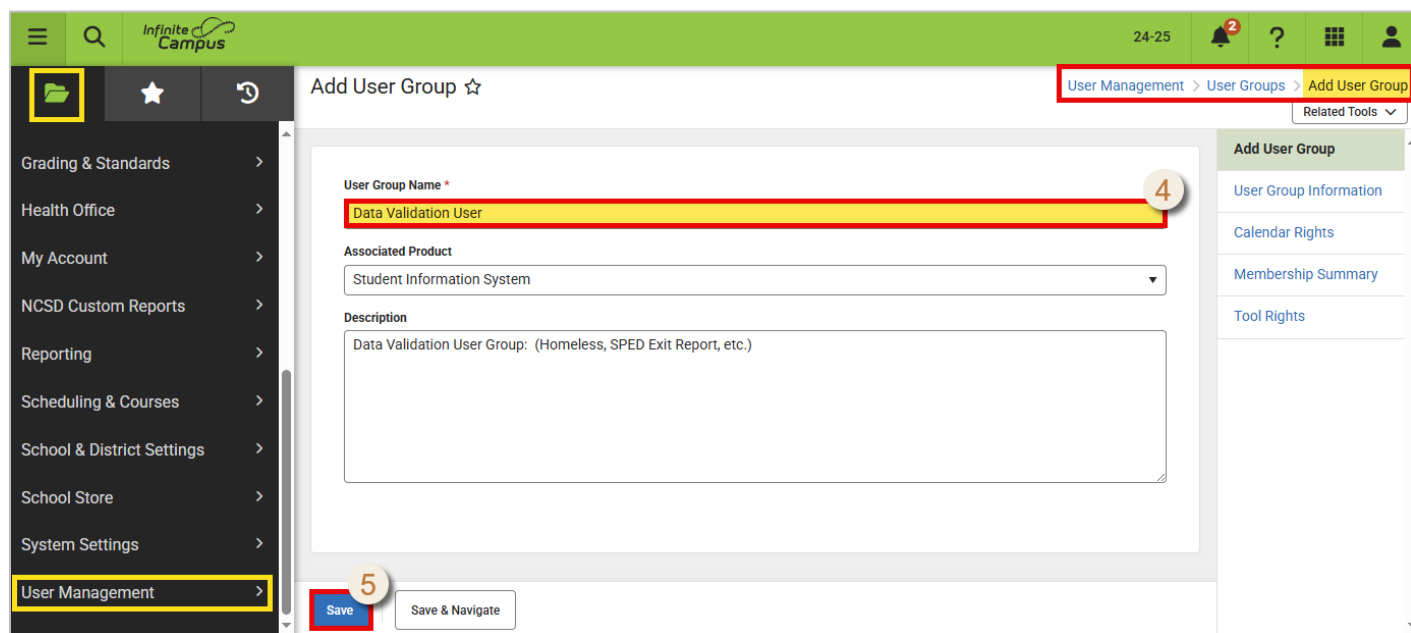
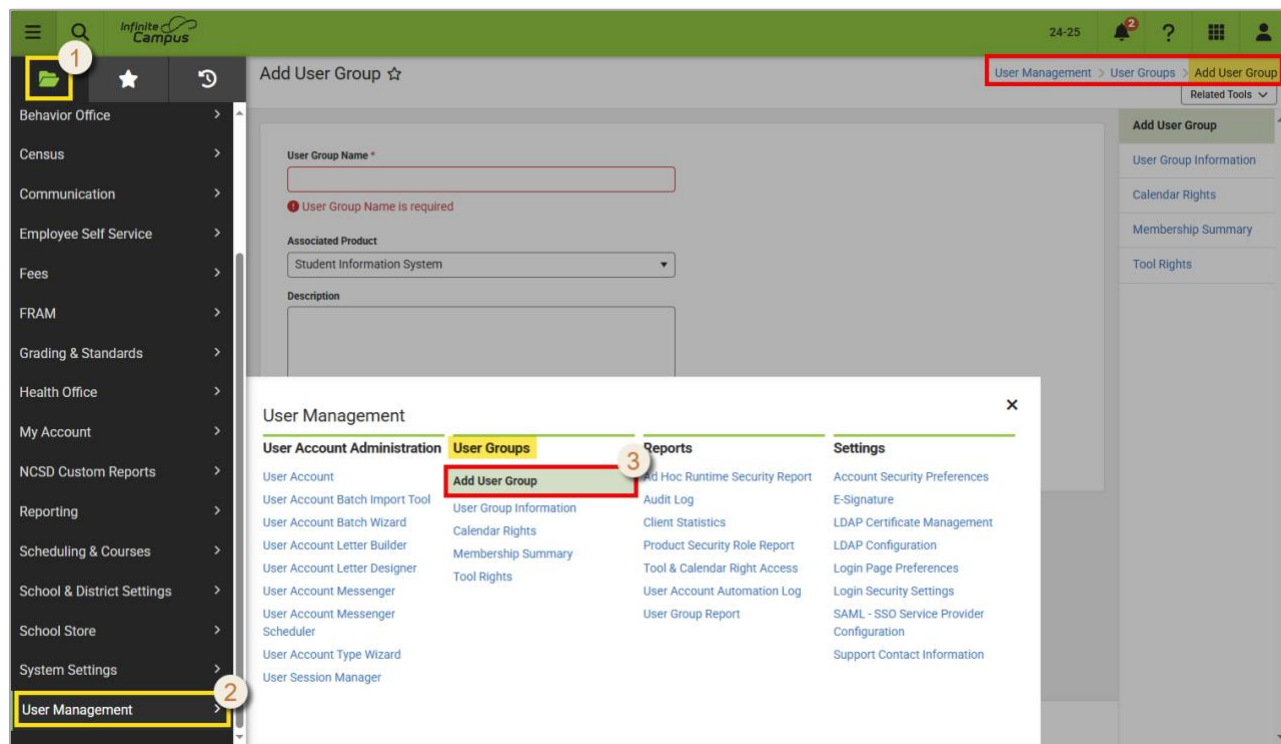
#	Task	Section
1.	DISTRICT IC ADMIN: Create the “Data Validation User” group.	Section 1
2.	DISTRICT IC ADMIN: Add appropriate users to the “Data Validation User” group and add necessary calendar rights and tool rights to the “Data Validation User” group as well.	Section 2
3.	DISTRICT IC ADMIN: Add the “Data Validation User” group to the Homeless Report.	Section 3
4.	DISTRICT IC ADMIN: Add primary members to the “24-25 Homeless Certification” data certification type membership.	Section 4
5.	Run the Homeless Report and remediate all errors.	Section 5
6.	Go to the Event Certification and click “Run at State” for a final Homeless Report review.	Section 6
7.	Turn in a SAIN Support Helpdesk ticket to notify NDE of the total count and that you are ready for NDE to take a snapshot of your data.	Section 7
8.	**PAUSE** until NDE has taken the data snapshot.	Section 7
9.	Once the snapshot has been completed, review the data snapshot results.	Section 8
10.	If the data snapshot is accurate, click on the Event Certification’s Certify & Submit button.	Section 8
11.	NDE will review and Approve the Certification, which will lock the data on the State’s side.	Section 9
12.	NDE will notify you via the helpdesk ticket that your 24-25 Homeless Certification is now complete. Thank you for validating!	Section 9
How to correct errors found after the data has been approved & locked:		
13.	If a district finds errors after the data has been certified, you can turn in a SAIN Support Helpdesk ticket to have NDE reopen the event for Recertification.	Section 9
14.	Once the dataset has been unlocked, run the Homeless Report and remediate the dataset errors.	Section 5
15.	Go back to the Event Certification and click “Run at State”.	Section 6
16.	Turn in a SAIN Support Helpdesk ticket to notify NDE of the total count and that you are ready for NDE to take a snapshot of your data.	Section 7
17.	**PAUSE** until NDE has taken the data snapshot.	Section 7
18.	Once the data snapshot has been taken again, review the results.	Section 8
19.	If everything is correct, go to the Event Certification and click “Certify & Submit”.	Section 8
20.	NDE will review and Approve the Certification, which will lock the data on the State’s side.	Section 9
21.	NDE will notify you via the helpdesk ticket that your 24-25 Homeless Certification is now complete. Thank you for validating!	Section 9

SECTION 1: IC ADMIN - CREATE A USER GROUP, IF NECESSARY

Navigation Path: Main Menu > User Management > User Groups [Category] > Add User Group [Link]

CREATING A NEW USER GROUP

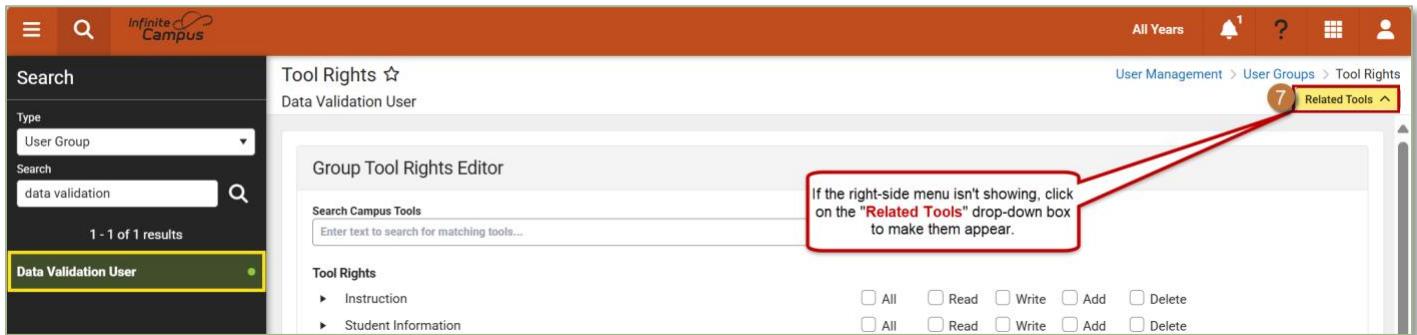
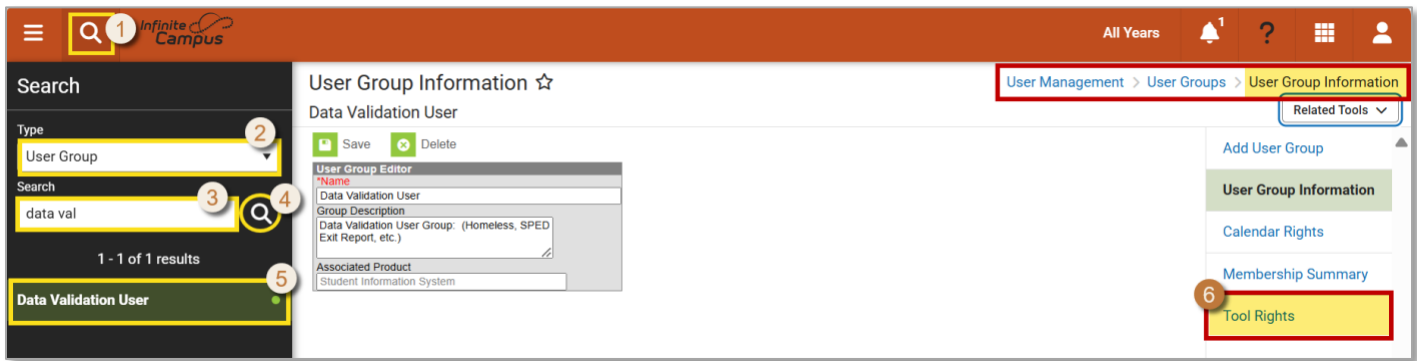
In IC, navigate to **User Management > User Groups > Add User Group** (#1-3). Under the **User Group Name** enter **"Data Validation User"** (#4) and click on **Save** (#5).



ADDING TOOL RIGHTS

Navigation Path: Look Up (Magnifying glass [#1]) > Select "User Group" from the Type drop-down [#2] > Type in the name of your user group [#3] and click enter [#4] > Click on your User Group name in the search results [#5]

> Click on the “Tool Rights” link [#6] on the right-side menu > It should take you right into the “Group Tool Rights Editor” [#7]



Tool Rights Needed: *Group Tool Rights Editor > Reporting [Section]*

- *Ad Hoc Reporting [Sub-section]*
 - *Data Viewer*
 - *Filter Designer*
 - *State Owned Filters*
- *Data Certification [Sub-section]*
 - *Event Certification*
- *Data Validation [Sub-section]*
 - *Data Validation Report*
 - *Data Validation Remote Run*

IMPORTANT NOTE: If you have already set up **Sections 1-3**, please skip to **Section 4 “Add Members to Certification”**. **Section 4** must be completed by the **district’s IC Administrator**. IC Administrator’s need to make sure the person/people certifying the data or reviewing the data have a **District Assignment** on their account and appropriate tool rights to “**Data Validation & Data Certification**” (#3, *Figure 1 below*) as well as read permissions to the “**Ad Hoc Filter Designer**” and “**State-Owned Filters**” (#2, *Figure 1 below*) sub-right in each of their IC user accounts by adding it to the **Data Validation User** group’s **Tool Rights** (#1, *Figure 1 below*) to complete this activity. If the person validating the record set cannot access the **State’s Dataset**, you will also need to add the sub-right “**DataValidationRemoteRun**” (#4, *Figure 2 below*) found under the **Data Validation** sub-section under the **Data Validation** section, then click “**Save**” (#5, *Figure 2 below*). **Sections 5-9** can be completed by the person/people responsible for certifying this dataset once **Sections 1-4** have been completed properly by the **district IC Administrator**.

Figure 1

Tool Rights ☆

Data Validation User

User Management > User Groups > Tool Rights

Related Tools

1. Tool Rights

2. Data Viewer

Tool	All	Read	Write	Add	Delete
Reporting	☐	☒	☐	☐	☐
Ad Hoc Reporting	☐	☒	☐	☐	☐
TEST SSRS Report	☐	☐	☐	☐	☐
Batch Queue	☐	☐	☐	☐	☐
Set Task Expiration	☐	☐	☐	☐	☐
Set Task Priority	☐	☐	☐	☐	☐
Data Export	☐	☐	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☐	☐	☐	☐
Data Viewer	☐	☐	☐	☐	☐
Filter Designer	☐	☒	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☒	☐	☐	☐
Pass-through SQL Filters	☐	☒	☐	☐	☐
Query Wizard Filters	☐	☒	☐	☐	☐
Selection Editor Filters	☐	☒	☐	☐	☐
User Group Filters	☐	☒	☐	☐	☐
State Owned Filters	☐	☒	☐	☐	☐
Export Filters	☐	☒	☐	☐	☐
Letter Builder	☐	☐	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☐	☐	☐	☐
Letter Designer	☐	☐	☐	☐	☐
User Group Formats	☐	☐	☐	☐	☐
Pivot Designer	☐	☐	☐	☐	☐
Group Rights	☐	☐	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☐	☐	☐	☐
Civil Rights Data Collection (CRDC)	☐	☐	☐	☐	☐
Data Certification	☐	☒	☐	☐	☐
Data Validation	☐	☒	☐	☐	☐
NV State Reporting	☐	☐	☐	☐	☐
Scheduling & Courses	☐	☐	☐	☐	☐
School & District Settings	☐	☐	☐	☐	☐

3. Data Validation

Save Reset

Figure 2

Tool Rights ☆

Data Validation User

User Management > User Groups > Tool Rights

Related Tools

1. Tool Rights

Tool	All	Read	Write	Add	Delete
Letter Builder	☐	☐	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☐	☐	☐	☐
Letter Designer	☐	☐	☐	☐	☐
User Group Formats	☐	☐	☐	☐	☐
Pivot Designer	☐	☐	☐	☐	☐
Group Rights	☐	☐	☐	☐	☐
Data Warehouse: Allow live data as source	☐	☐	☐	☐	☐
Civil Rights Data Collection (CRDC)	☐	☐	☐	☐	☐
Data Certification	☐	☒	☐	☐	☐
Data Validation	☐	☒	☐	☐	☐
Stored Procedure Setup	☐	☒	☐	☐	☐
Validation Rules	☐	☒	☐	☐	☐
Validation Groups	☐	☒	☐	☐	☐
Data Validation Report	☐	☒	☐	☐	☐
DataValidationRemoteRun	☐	☒	☐	☐	☐
NV State Reporting	☐	☐	☐	☐	☐
Scheduling & Courses	☐	☐	☐	☐	☐
School & District Settings	☐	☐	☐	☐	☐
School Store	☐	☐	☐	☐	☐
System Settings	☐	☐	☐	☐	☐
User Management	☐	☐	☐	☐	☐

4. Data Validation Remote Run

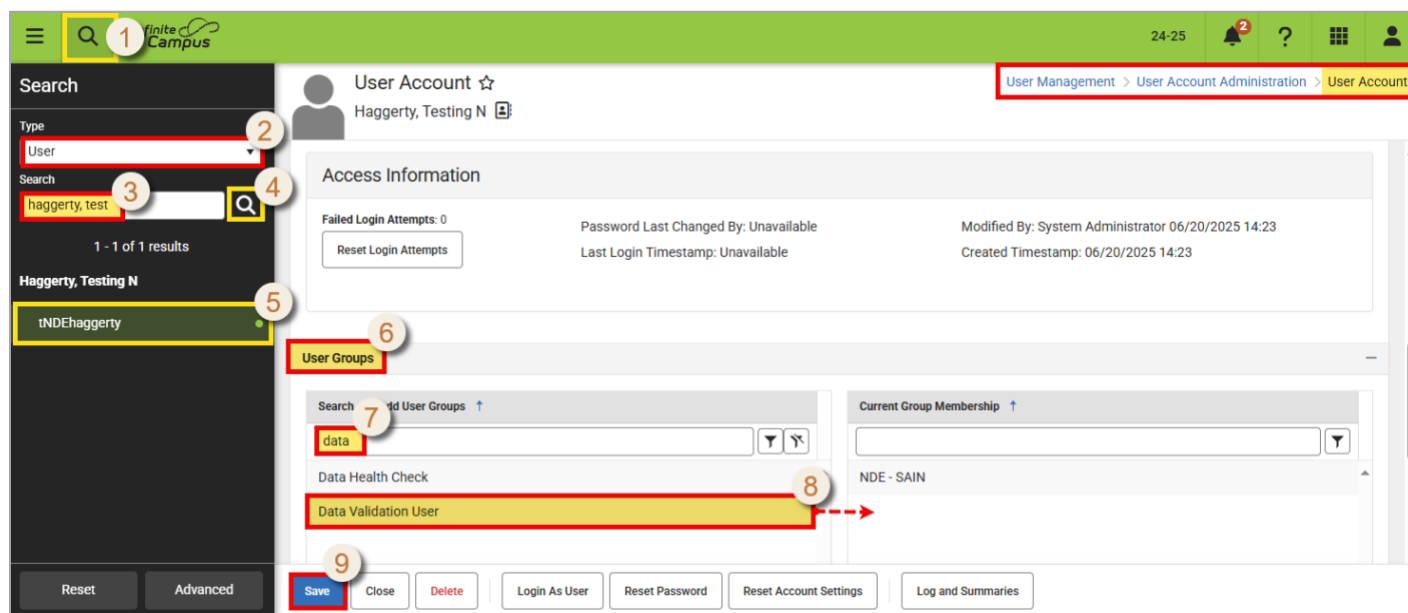
5. Save Reset

SECTION 2: IC ADMIN - ADD USERS TO THE USER GROUP, AS NECESSARY

Navigation Path: [User Management](#) > [User Account Administration](#) [Category] > [User Account](#) [Link]

Then go to: [Search](#) > type in the user's name, last name first, and click on the username > [User Account Detail](#) > [User](#) [Section]

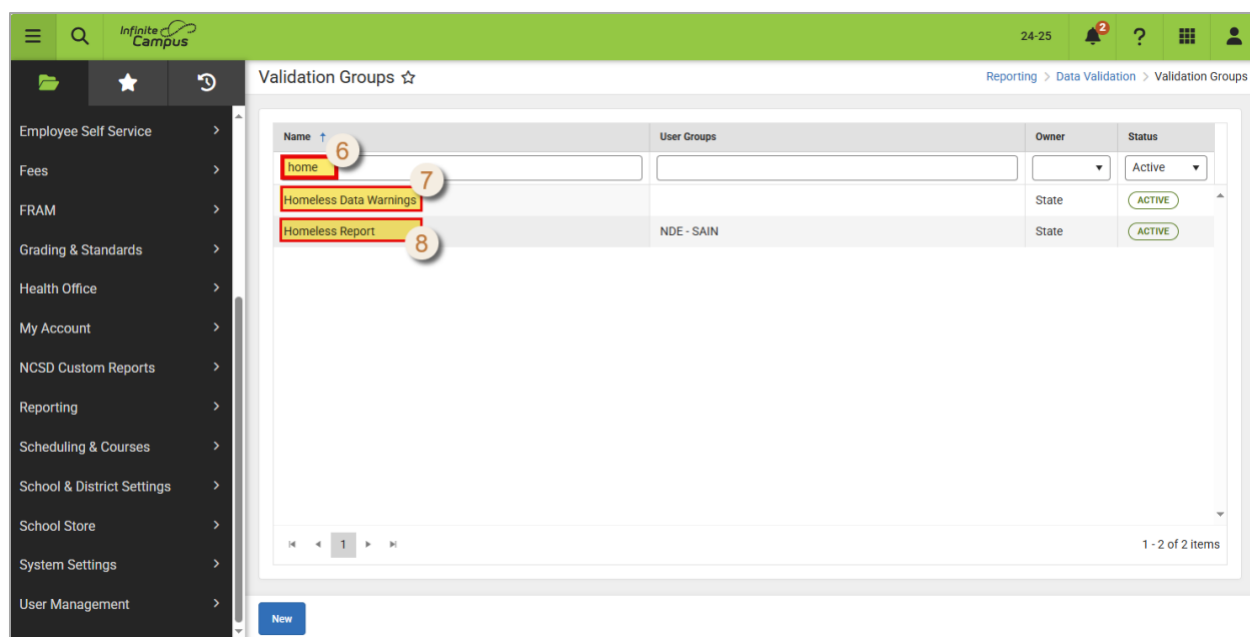
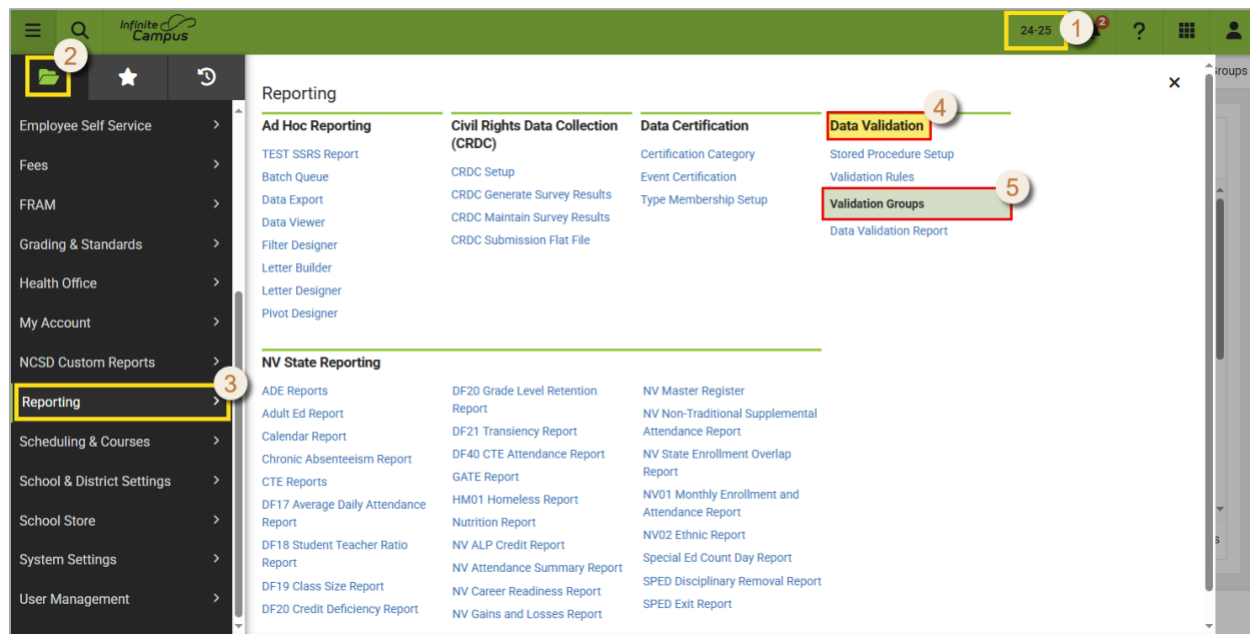
Next go to [User Management](#) > [User Account Administration](#) [Category] > [User Account](#) [Link] then click on [Search](#) > [User](#) (drop-down) (#1-2) and enter a user in the search bar (#3). Click on the “Go” (#4) button. Click on a user (#5). Scroll down until you find the [User Groups](#) (#6) section. In the [Search and Add User Groups](#) section filter for “Data” (#7). Click on the newly created “Data Validation User” (#8) group in the left column section ([Search and Add User Groups](#)) to move the “Data Validation User” group to the right column section under the header “Current Group Membership”. Click “Save” (#9).



SECTION 3: IC ADMIN - ADD THE NEW VALIDATION GROUP

Navigation Path: [Main Menu](#) > [Reporting](#) > [Data Validation \[Category\]](#) > [Validation Groups \[Link\]](#)

Select the year range **24-25** (*Save*) and then go to **Main Menu** > **Reporting** > **Data Validation [Category]** > **Validation Groups [Link]** (#1-5). Type “Home” or “Homeless” (#6) into the search box and click on “Homeless Report” (#8).

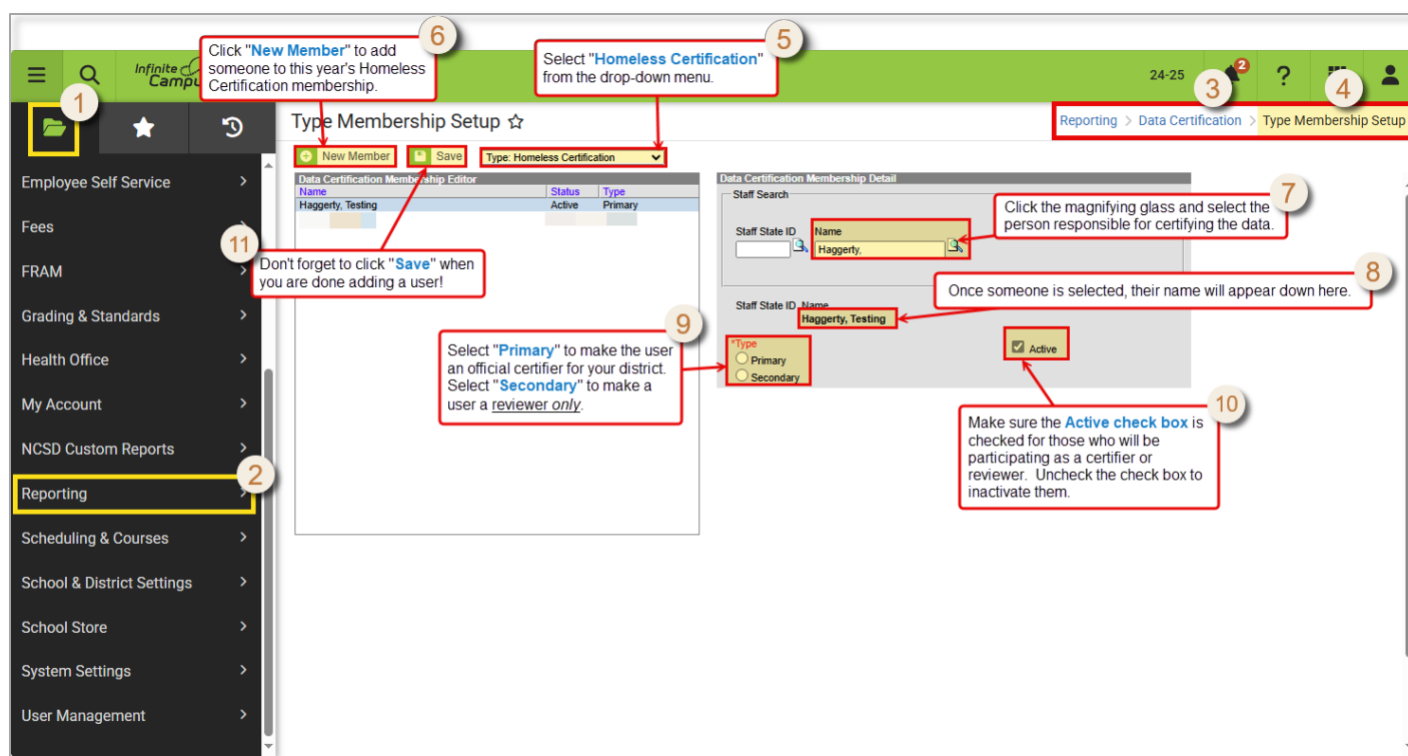


This will open the section just **below**. Click in the “User Groups” box (#1). This will bring up a list. Select “Data Validation User” (#2) by clicking on it from the list. You may need to type the first little bit of the name to get the group to surface in the list. Click on the **Save & Stay** (#3) button. Repeat the process as it is spelled out in **Section 3** for the **Homeless Data Warnings** (#7 in screenshot above) report.

SECTION 4: IC ADMIN - ADD MEMBERS TO CERTIFICATION

Navigation Path: [Main Menu](#) > [Reporting](#) > [Data Certification \[Category\]](#) > [Type Membership Setup \[Link\]](#)

Finally, the district's IC Administrator will need to add an authorized user as the "primary" certifier. Districts can opt to add one certifier (primary), or they can add more than one in the event someone is out. However, all primary certifiers must complete their portion. It is best to set the backup as "secondary" where it can be easily switched to the primary (and vice versa) in the event the primary cannot complete the certification. Districts can opt to have more than one secondary certifier set up to "review" the data but only do this if it is required by your district that more than one person review the dataset outside of the primary and secondary already assigned. Navigate to **Main Menu > Reporting > Data Certification [Category] > Type Membership Setup [Link]** (#1-4). Click on the Type Membership drop-down (#5) and select "**Homeless Certification**". Click on **+ "New Member"** (#6) to bring up the **Data Certification Membership Detail [box]**. Click on the magnifying glass  to the right of the **Name** field (#7) to bring up a list of users in the system. Search for and select (#8) the appropriate person's name responsible for certifying the Homeless Data Validation. Select the "**Primary**" role type (#9). Make sure the "**Active**" check box (#10) is checked, then click on the **Save** button (#11). If districts would like to have someone set as a reviewer, then follow the same process and select the "**Secondary**" role type. They will also need to have the "**Active**" checkbox checked. If someone needs to be **removed** as a primary certifier or as a secondary data reviewer navigate back to the **Main Menu > Reporting > Data Certification [Category] > Type Membership Setup [Link]** and select "**Homeless Certification**" from the Type Membership drop-down. Click on the person's name and **uncheck** the "**Active**" checkbox, then click on the **Save** button.



The screenshot displays the 'Type Membership Setup' interface in Infinite Campus. The left sidebar shows the navigation menu with 'Reporting' highlighted. The main content area is titled 'Type Membership Setup' and contains a 'Data Certification Membership Editor' table and a 'Data Certification Membership Detail' form. The table has columns for Name, Status, and Type, with one entry: 'Haggerty, Testing', 'Active', 'Primary'. The detail form includes a 'Staff Search' section with a magnifying glass icon next to the 'Name' field, a dropdown for 'Type' (Primary/Secondary), and an 'Active' checkbox. The interface is annotated with 11 numbered callouts: 1 points to the 'Reporting' menu item; 2 points to the 'Reporting' menu item; 3 points to the 'Data Certification' breadcrumb; 4 points to the 'Type Membership Setup' breadcrumb; 5 points to the 'Type: Homeless Certification' dropdown; 6 points to the '+ New Member' button; 7 points to the magnifying glass icon; 8 points to the search results list; 9 points to the 'Primary' radio button; 10 points to the 'Active' checkbox; and 11 points to the 'Save' button. A red box highlights the 'Reporting > Data Certification > Type Membership Setup' breadcrumb path.

1 Click "New Member" to add someone to this year's Homeless Certification membership.

2

3

4

5 Select "Homeless Certification" from the drop-down menu.

6

7 Click the magnifying glass and select the person responsible for certifying the data.

8 Once someone is selected, their name will appear down here.

9 Select "Primary" to make the user an official certifier for your district. Select "Secondary" to make a user a reviewer only.

10 Make sure the Active check box is checked for those who will be participating as a certifier or reviewer. Uncheck the check box to inactivate them.

11 Don't forget to click "Save" when you are done adding a user!

SECTION 5: RUN THE DATA VALIDATION REPORT

Navigation Path: Main Menu > Reporting > Data Validation [Category] > Data Validation Report [Link]

Navigate to **Main Menu > Reporting > Data Validation > Data Validation Report (#2-5)**. From there, after **ensuring the appropriate Year (#1) is selected at the top** ("24-25" for this year's validation), select "**Homeless Report**" (#6) and/or "**Homeless Data Warnings**" from the **Data Validation Group** dropdown. Then, select **State Dataset** (#7), choose the appropriate Output Options / **Report Processing = Submit to Batch Queue** (#8), and Output Options / **Format Type = CSV** (#9). Ignore the Start/End Dates and click on **Generate** (#10).

The screenshot shows the 'Data Validation Report' configuration page. The left sidebar contains a 'Main Menu' with 'Reporting' highlighted. The top navigation bar shows '24-25' selected. The main content area has several sections: 'Instructions', 'Report Options' (with 'Data Validation Group' set to 'Homeless Report' and 'Report Data Source' set to 'State Dataset'), 'Output Options' (with 'Report Processing' set to 'Submit to Batch Queue' and 'Format Type' set to 'CSV'), and a 'Batch Queue List' table. A 'Generate' button is at the bottom left.

If you scroll down a bit you can click on the "**Refresh**" button (#11). to see the updated status of the report you have run.

The screenshot shows the 'Batch Queue List' table with the following data:

Report Title	Queued Time	Status
Homeless Report	10/15/2025 2:38:17 PM	QUEUED
Homeless Report	10/15/2025 2:33:46 PM	COMPLETED
Review Data Certification Snapshot	07/22/2025 1:41:34 PM	COMPLETED

A red dashed arrow points from the 'Refresh' button (labeled #11) to the 'Status' column of the table. The bottom of the table shows '1 - 3 of 9 items'.

SECTION 6: VALIDATE DATA

Navigation Path: Main Menu > Reporting > Data Certification > Event Certification

Review the resulting **“Homeless Report”** and supporting **“Homeless Data Warnings”** report; check for and remediate any errors you see in the State dataset Homeless report within your district edition of IC; You may need to request a sync from the State to get the updates to show up in the State dataset (rerun the report to make sure changes made it to the State).

❖ **Important!** *Send a SAIN Support Helpdesk ticket to NDE once your homeless data is validated and you are ready for **NDE to take a data snapshot**.*

Once the review/remediation process is completed and you’re satisfied with the homeless count and accuracy of your data, please validate the report by submitting a ticket via the SAIN Support Helpdesk to let NDE know you are ready for the data snapshot to be taken. With the appropriate IC tool rights applied, and the actual certifier(s) set up at the district level by your **district IC Admin** (**Main Menu > Reports > Data Certification [Section] > Type Membership Setup [Link] > Type Membership [tab]**), go to the same **“Data Integrity Tools”** location in IC by navigating back to **Main Menu > Reports > Data Certification [Section] > Event Certification [Link] > Homeless Certification (#1-5)**. From there, select the **“Run At State”** link (#6) to create your official snapshot and to review if all changes synced with the State Edition. You can review the results in the **Even Certification** screen by clicking on the **“Get the Report”** link under the **Batch Queue List** section located at the bottom of the screen. If the download is still queued, you can click the **“Refresh”** button to update the results if they are ready.

Notify NDE via a **ticket** in the **SAIN Support Helpdesk** when you are ready for a snapshot to be taken. Make sure to **include** the **total number of Homeless students**.

*****PAUSE FOR STATE SNAPSHOT*****
DO NOT PROCEED UNTIL NDE HAS PERFORMED THIS EVENT

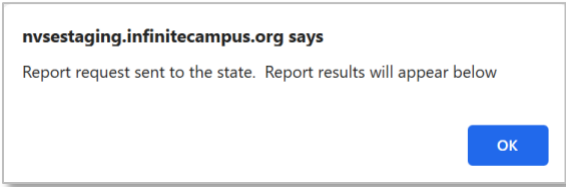
How will you know when to proceed? NDE has scheduled the **24-25 Homeless Certification Event** to proceed with daily **snapshots** that will **automatically be taken at 7:00 PM daily beginning 07/28/2025**. However, NDE will review the snapshot in the State’s system to ensure the snapshot was successfully taken as expected, and then **SAIN Support** will let the district know they can proceed by posting a message in your **district’s SAIN Support Helpdesk ticket**. **Do not proceed until NDE has confirmed this with you via your helpdesk ticket.**

The screenshot shows the Infinite Campus 'Event Certification' page. The interface includes a top navigation bar with a date selector (1 24-25), a left sidebar with a menu (2), and a main content area. The main content area has a breadcrumb trail (4) 'Reporting > Data Certification > Event Certification' and a table (5) titled 'Event Certification Editor'. The table has columns for 'Event Name', 'Due Date', and 'Certification Status', with one row for 'Homeless Certification' due on 11/28/2025. Below the table is an 'Event Detail' section showing information for the 'Homeless Certification' event, including the reporting year (2025), event start (07/01/2025), snapshot availability (10/15/2025 12:00 PM), certification opens (10/15/2025 12:00 AM), event end (11/28/2025), data certification type (Homeless Certification), event description (Homeless Data Validation & Certification Event), and data validation groups (Homeless Report, Run All State). A red dashed arrow points from the 'Run All State' link (6) to a yellow callout box containing the text: 'Put in a SAIN Support Help Desk Ticket & **Pause** for NDE to take the **SNAPSHOT**!'.

SECTION 8: CERTIFY & SUBMIT

Navigation Path: Main Menu > Reporting > Data Certification > Event Certification

Once confirmed by NDE, you can click on the “[Review Snapshot](#)” button (#8) to review the contents of the snapshot taken by NDE. It will generate under the **Batch Queue List** (#9) section. You will see this pop-up that indicates the report is being run to pull the State data for the Homeless Validation Report.



If needed, click “[Refresh](#)” (#10) to access the completed report.

Review Snapshot

Snapshot has been captured. Click below to review the data.

Review Snapshot

Status

Please review all data for this event before clicking the Certify & Submit button.

Certify & Submit

View District Certification Status

State-Report Output

Refresh

Show top 50 tasks submitted between 10/24/2025 10:36:38 AM and 10/24/2025 12:39:15 PM

Batch Queue List

Queued Time	Report Title	Status	Download
10/24/2025 03:22:57 PM	Review Data Certification Snapshot	Queued	
10/24/2025 12:39:15 PM	Data Validation Output	Completed	Get the report
10/24/2025 12:37:01 PM	Homeless Report	Completed	Get the report
10/24/2025 11:00:02 AM	Review Data Certification Snapshot	Completed	Get the report
10/24/2025 10:44:28 AM	Data Validation Output	Completed	Get the report
10/24/2025 10:41:40 AM	Data Validation Output	Completed	Get the report
10/24/2025 10:36:38 AM	Review Data Certification Snapshot	Completed	Get the report

Once NDE has completed the snapshot and notified you via the ticket you submitted in the *SAIN Support Help Desk Portal*, you can click the “[Review Snapshot](#)” button. It will queue the report under the **Batch Queue List**. Click “[Refresh](#)” to update the download status. Once you see the “[Get the report](#)” link appear, you can click on it to see what your snapshot looks like.

Once that has been through a final review, and the results from that snapshot are good, return to the same location and click on the “[Certify & Submit](#)” (#11) button from the **Status** section of the page. You will get a pop-up confirming your event has been certified.



[Note: You can click on “[View District Certification Status](#)” (#12) in the same section to review the certifier(s)/certification status as shown in the screenshot below].

Certification Detail

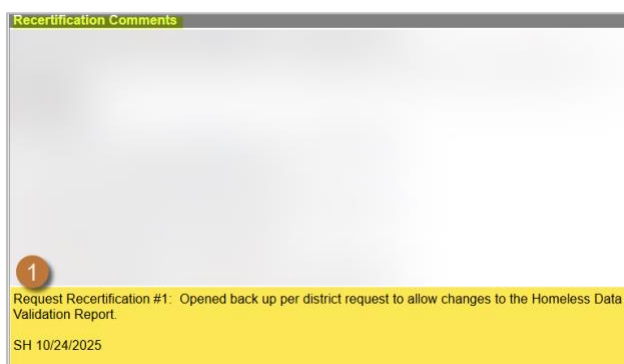
Certifier	Certified
Test Haggerty	Yes

IMPORTANT:

- Districts are not certifying the information in their *district*-edition of IC. They are certifying the data in NDE's State data snapshot of their data.
- The State has scheduled data snapshots to be taken once daily at 7:00 PM upon the **opening** of the certification event, **October 27th, 2025**, until the close of the certification event. If a district has certified and submitted their validation to NDE, the snapshot for that district will lock and additional snapshots will NOT overwrite the data. If a district has not certified and submitted their data, the snapshot will continue to overwrite the existing data each time the snapshot is taken.

SECTION 9: RECERTIFY & SUBMIT

NDE has the capability to request that a district/school go through the recertification of their data, within Infinite Campus' **Event Certification** tool, if the district's certified count does not match, or if the district requests the State to reopen it for them. Once the State has released the process the district/school will see a **Recertification Comment** (#1) show up within the **Event Certification** tool.



This will allow districts/schools to **repeat the steps in Sections 5-8 above**.

IMPORTANT: Please note districts/schools will still need to pause for NDE to retake the snapshot prior to recertification. Districts will need to wait to hear a reply from the SAIN Support Helpdesk ticket **BEFORE** continuing on to complete the steps in **Section 8 (Certify & Submit)**.

Once the count is finalized, NDE will change the status for your school/district in the Event Certification to "Approved" on the State's side. This status cannot be seen in the district editions.

The deadline for certification is **Tuesday, November 11th, 2025, by 3:00 p.m.**! However, NDE would appreciate completion prior to this date, if possible. If your district or charter school had **no homeless** students for the 2024 – 2025 school year, please **still complete** the "Data Certification" in IC and send NDE a **SAIN Support Helpdesk** (*Freshservice*) ticket to let us know you had a **zero (0) count** for the school year.

Please let NDE know via a **SAIN Support Helpdesk** (*Freshservice*) ticket if you experience any problems with the process or will not be able to meet the deadline.

Thank you for your help with this important data collection event.

SAIN Support Helpdesk (*Freshservice*) **Portal:** <https://sain.nde.support>

SAIN Support contacts: sheri.haggerty@doe.nv.gov , gene.walters@doe.nv.gov , vdouglas@doe.nv.gov , apurvaa.kaamesh@doe.nv.gov

English Learner Pupil and Parental Rights

1. A pupil who is an English learner has the right to:
 - a. Receive a free appropriate public education regardless of the immigration status or primary language of the pupil or the parent or legal guardian of the pupil;
 - b. Equal access to all programming and services offered to pupils in the same grade level who are not English learners by the school or school district in which the pupil is enrolled;
 - c. Receive instruction at the same grade level as other pupils who are of a similar age as the pupil who is an English learner, unless the school or school district in which the pupil is enrolled determines it is appropriate for the pupil who is an English learner to be placed in a different grade level;
 - d. Equal access to participate in extracurricular activities;
 - e. Receive appropriate services for academic support provided by the school or school district to pupils enrolled in the school or school district who are not English learners;
 - f. Be evaluated each year to determine the progress of the pupil in learning the English language and to obtain information about the academic performance of the pupil, including, without limitation, the results of an examination administered pursuant to NRS 390.105; and
 - g. Be continuously placed in a program for English learners for as long as the pupil is classified as an English learner unless the parent or legal guardian of the pupil declines for the pupil to be placed in a program for English learners.
2. The parent or legal guardian of a pupil who is an English learner has the right to:
 - a. Enroll his or her child in a public school without disclosing the immigration status of the pupil or the parent or legal guardian;
 - b. To the extent practicable, have a qualified interpreter in the primary language of the parent or legal guardian with the parent or legal guardian during significant interactions with the school district;
 - c. To the extent practicable, receive written notice in both English and the primary language of the parent or legal guardian that the pupil has been identified as an English learner and will be placed in a program for English learners;
 - d. Receive information about the progress of the pupil in learning the English language and, if the pupil is enrolled in a program of bilingual education, the progress of the pupil in learning the languages of that program;
 - e. At the request of the parent or legal guardian, meet with staff of the school in which the pupil is enrolled at least once a year, in addition to any other required meetings, to discuss the overall progress of the pupil in learning the English language;
 - f. Transfer the pupil to another school within the school district if the school in which the

pupil is currently enrolled does not offer a program for English learners or has been placed on a corrective action plan pursuant to NRS 388.408;

- g. Receive information related to any evaluations of the pupil pursuant to paragraph (f) of subsection 1; and
- h. Contact the Department or the school district, as applicable, if the school or school district in which the pupil is enrolled violates the provisions of this section

Proyecto de Ley 195: Resumen

El proyecto de Ley 195 (AB 195) revisa las provisiones relacionadas a los alumnos que son aprendientes de inglés. AB 195 amplía los derechos de los alumnos aprendientes de inglés y los derechos de los padres. La sección tres del proyecto de ley que se incluye a continuación proporciona un resumen general de estos derechos

Derechos de Alumnos Aprendiente del idioma Inglés y Derechos de los Padres

1. Un alumno aprendiente del idioma inglés tiene el derecho a:
 - a. Recibir una educación pública gratuita y apropiada sin importar su estado migratorio o el idioma natal del alumno o de los padres o tutores del alumno;
 - b. Tener acceso equitativo a todos los programas y servicios ofrecidos a los alumnos del mismo nivel de grado que no son aprendientes del idioma inglés por la escuela o el distrito escolar en el que está inscrito el alumno;
 - c. Recibir instrucción en el mismo nivel de grado que otros alumnos que tienen una edad similar a la del alumno que es aprendiente de inglés, a no ser que la escuela o distrito escolar en el que está inscrito el alumno determine que es apropiado que al alumno aprendiente de inglés sea ubicado en un nivel de grado diferente;
 - d. Acceso equitativo para participar en actividades extracurriculares;
 - e. Recibir los servicios apropiados de apoyo académico proporcionados por la escuela o el distrito escolar a los alumnos inscritos en la escuela o el distrito escolar que no sean aprendientes de inglés;
 - f. Ser evaluado cada año para determinar el progreso del alumno en el aprendizaje del idioma inglés y para obtener información sobre el desempeño académico del alumno, incluyendo, sin limitación, los resultados de un examen administrado de acuerdo con NRS 390.105; y
 - g. Ser ubicado continuamente en un programa para aprendientes de inglés durante todo el tiempo que el alumno esté clasificado como aprendiente de inglés, a menos que los padres o tutores del alumno rechace que el alumno sea ubicado en un programa para aprendientes de inglés.
2. Los padres o tutores de un alumno que es aprendiente de inglés tiene el derecho a:
 - a. Inscribir a su hijo en una escuela pública sin revelar el estado migratorio del alumno o
 - b. En la medida de lo posible, tener un intérprete calificado en el idioma natal de los padres o tutores con los padres o tutores durante las interacciones importantes con el distrito escolar;
 - c. En la medida de lo posible, recibir avisos por escrito tanto en inglés como en el idioma natal de los padres o tutores, de que el alumno ha sido identificado como un aprendiente de inglés y será ubicado en un programa para aprendientes de inglés;

- d. Recibir información sobre el progreso del alumno en el aprendizaje del idioma inglés y, si el alumno está inscrito en un programa de educación bilingüe, el progreso del alumno en el aprendizaje de los idiomas de ese programa,
- e. Según los soliciten los padres o tutores, reunirse con el personal de la escuela en la que está inscrito el alumno al menos una vez al año, además de cualquier otra reunión requerida, para hablar del progreso general del alumno en el aprendizaje del idioma inglés;
- f. Trasladar al alumno a otra escuela dentro del distrito escolar si la escuela en la que el alumno está actualmente inscrito no ofrece un programa para aprendientes de inglés, o si se le ha ubicado en un plan de acción correctiva de acuerdo con NRS 388.408;
- g. Recibir información relacionada con cualquier evaluación del alumno de acuerdo al párrafo (f) de la subsección 1; y
- h. Comunicarse con el Departamento o el distrito escolar, cuando sea necesario, si la escuela o distrito escolar en la que está inscrito el alumno infringe las disposiciones de esta sección.

English Learner Pupil and Parental Rights – Amharic

1. የኢንግሊዝኛ ትምህርት ተማሪ የሆነ የሚከተሉት መብቶች አሉት፡

- (a) የተማሪው የስደተኝነት ሁኔታ ወይም የመጀመሪያ ቋንቋ ወይም የወላጁ ሆነ የሞግዚቱ መጀመሪያ ቋንቋ ምንም ይሁን ምንም ተማሪው ነጻ ተገቢ የሆነ የህዝብ ትምህርት ይቀበላል፤
- (b) ተማሪው በተመዘገበበት ትምህርት ቤት ወይም የትምህርት ቤት ወረዳ በተመሳሳይ ደረጃ የኢንግሊዝኛ ቋንቋ ተማሪ ላልሆኑት ተማሪዎች የቀረቡትን መርሃግብሮች እና አገልግሎቶች አኩል ተደራሽነት አለው፤
- (c) ተማሪው የተመዘገበበት ትምህርት ቤት ወይም የትምህርት ቤት ዲስትሪክት የእንግሊዝኛ ተማሪ በሌላ የክፍል ደረጃ መመደቡ ተገቢ ነው ብሎ ካልወሰነ በስተቀር፣ የእንግሊዝኛ ተማሪ ከሆነው ተማሪ ጋር ተመሳሳይ ዕድሜ ካላቸው ሌሎች ተማሪዎች ጋር በተመሳሳይ የክፍል ደረጃ ትምህርትን የመቀበል
- (d) ከመደበኛ ትምህርት ውጪ በሚደረጉ አንቅስቃሴዎች ለመሳተፍ አኩል ተደራሽነት
- (e) በትምህርት ቤቱ ውይም በትምህርት ቤቱ ወረዳ የተመዘገቡና የኢንግሊዝኛ ትምህርት ተማሪ ላልሆኑ ተማሪዎች በትምህርት ቤቱ ወይም በትምህርት ቤቱ ወረዳ ለአካዳሚክ ድጋፍ የቀረቡትን ተገቢ አገልግሎቶች መቀበል፤
- (f) የእንግሊዝኛ ቋንቋን በመማር ረገድ የተማሪውን እድገት ለመለየት እና ስለ ተማሪው የትምህርት ውጤት መረጃ ለማግኘት በየአመቱ የመገምገም፣ በ NRS 390.105 መሠረት የተካሄደ የምርመራ ውጤትን ጨምሮ፣ ነገር ግን በነዚህ ሳይወሰን፤ እና
- (g) የተማሪው ወላጅ ወይም የሕግ ሞግዚት ተማሪው ለእንግሊዝኛ ተማሪዎች ፕሮግራም ውስጥ እንዲቀመጥ ካልተቀበለ በስተቀር፣ ተማሪው የእንግሊዝኛ ተማሪ እስከሆነ ድረስ በተከታታይ ለእንግሊዝኛ ተማሪዎች ፕሮግራም ውስጥ የመመደብ።

2. የኢንግሊዝኛ ትምህርት ተማሪው ወላጅ ወይም ህጋዊ ሞግዚት የሚከተሉትን መብት አሉት፡

- (a) የተማሪውን ወይም የወላጁን ወይም የህጋዊ ሞግዚቱን የስደት ሁኔታ ሳይገልጹ ልጃቸውን በህዝባዊ ትምህርት ቤት የማስመዝገብ፤
- (b) በተግባራዊነት፣ በወላጅ ወይም በህጋዊ ሞግዚት እና በትምህርት ቤቱ ወረዳ መካከል ጉልህ ግንኙነት ሲደረግ ወላጁ ወይም ህጋዊ ሞግዚቱ የመጀመሪያ ቋንቋቸው አስቸርጓሚ ይዞ መገኘት
- (c) በተግባራዊነት፣ ተማሪው የኢንግሊዝኛ ተማሪ ተብሎ መለየቱ እና የኢንግሊዝኛ ተማሪዎች ፕሮግራም ውስጥ መግባቱን የሚነገር የጽሁፍ ማስታወቂያ ለወላጁ ወይም ለህጋዊ ሞግዚት በወላጁ ወይም በህጋዊ ሞግዚቱ የመጀመሪያ ቋንቋ መቀበል
- (d) የእንግሊዝኛ ቋንቋን ለመማር ስለ ተማሪው እድገት መረጃ የመቀበል፣ እና ተማሪው በሁለት ቋንቋ ተናጋሪ ትምህርት መርሃግብር ውስጥ ከተመዘገበ፣ የዚያ ፕሮግራም ቋንቋዎችን በመማር የተማሪው እድገት የመቀበል፤
- (e) በወላጅ ወይም በሕጋዊ ሞግዚት ጥያቄ መሠረት ፣ የእንግሊዝኛ ቋንቋን ለመማር አጠቃላይ እድገቱን ለመወያየት ተማሪው ከሚያስፈልገው ትምህርት ቤት በተጨማሪ ከማንኛውም አስፈላጊ ስብሰባዎች በተጨማሪ ቢያንስ በዓመት አንድ ጊዜ ከሚመደብበት የትምህርት ቤት ሠራተኞች ጋር መገናኘት ይችላል ፤
- (f) ተማሪው በአሁኑ ጊዜ የተመዘገበበት ትምህርት ቤት ለእንግሊዝኛ ተማሪዎች ፕሮግራም የማያቀርብ ከሆነ ወይም በ NRS 388.408 መሠረት በማስተካከያ የድርጊት መርሃ ግብር ላይ ከተቀመጠ ተማሪውን ወደ ሌላ ትምህርት ቤት በትምህርት ቤቱ ወረዳ ውስጥ የማዛወር፤
- (g) በንዑስ ቁጥር 1 በአንቀጽ (f) መሠረት ከተማሪው ማናቸውም ግምገማዎች ጋር የሚዛመድ መረጃ የመቀበል፤ እና

ተማሪው የተመዘገበበት ትምህርት ቤት ወይም ትምህርት ቤት የዚህን ክፍል ድንጋጌዎች የሚጥስ ከሆነ እንደአስፈላጊነቱ መምሪያውን ወይም የትምህርት ቤቱን ዲስትሪክት የማግኘት

English Learner Pupil and Parental Rights – Chinese-Zhongwen

1. 学习英语的学生有权：

- (a) 接受免费的适当的公共教育，无论学生或学生的父母或法定监护人是否为移民身份或其
主要语言为何都无妨；
- (b) 享有参与或获得学生就读的学校或学区向同年级非英语学习者学生提供的所有课程计划
和服务的平等机会；
- (c) 接受与英语学习者年龄相仿的其他学生相同年级水平的教学，除非学生就读的学校或学
区确定适合将英语学习者安排在不同的年级水平；
- (d) 享有参与课外活动的平等机会；
- (e) 获得学校或学区向在该学校或学区就读但非英语学习者学生提供的适当的学术支持服务；
- (f) 每年进行评估确定学生在学习英语方面的进展，并获取有关学生学业成绩的信息，包括但不
限于根据
NRS 390.105 的考试结果；以及
- (g) 除非学生的父母或法定监护人拒绝将学生安排在英语学习者课程中，只要学生被归类为英语
学习者，
他们就会一直安排在英语学习者课程中。

2. 英语学习者学生的父母或法定监护人有权：

- (a) 在不披露学生或父母或法定监护人的移民身份的情况下安排他或她的孩子在公立学校就读；
- (b) 在可行的情况下，在与学区的重要互动期间，为家长或法定监护人配备一名合格的父母
或法定监护人主要语言的口译员；
- (c) 在可行的情况下，收到以英语和父母或法定监护人的主要语言书写的书面通知，告知学
生已被确定为英语学习者并将被安排在英语学习者课程计划中；
- (d) 收到有关学生学习英语的进展情况，以及如果学生参加了双语教育课程计划，则此学生
在学习该课程计划语言方面的进展情况的信息；
- (e) 应家长或法定监护人的要求，除任何其他必要的会议外，每年至少与学生所在学校的工作人
员会面一
次，讨论学生在学习英语方面的总体进展情况；
- (f) 如果学生目前就读的学校不提供英语学习者课程计划或根据 NRS 388.408 实施有纠正
行动计划，则将该学生转至学区内的另一所学校；
- (g) 根据第 1 小节 (f) 段接收与学生的任何评估相关的信息；以及
- (h) 如果学生就读的学校或学区违反本节的规定，请联系教育部或学区（如适
用）

English Learner Pupil and Parental Rights – Tagalog

1. Ang isang mag-aaral na English learner (nag-aaral ng Ingles) ay may karapatang:

- (a) Tumanggap ng libreng naaangkop na pampublikong edukasyon, anuman ang katayuan sa imigrasyon o pangunahing wika ng mag-aaral o magulang o ligal na tagapag-alaga ng mag-aaral;*
- (b) Pantay na access sa lahat ng programa at serbisyong iniaalok ng paaralan o distrito ng paaralan kung saan naka-enroll ang mag-aaral sa mga mag-aaral sa parehong baitang na hindi nag-aaral ng Ingles;*
- (c) Tumanggap ng tagubilin sa baitang na pareho sa ibang mga mag-aaral na kaedad ng mag-aaral na nag-aaral ng Ingles, maliban kung tinukoy ng paaralan o distrito ng paaralan kung saan naka-enroll ang mag-aaral na naaangkop para sa mag-aaral na nag-aaral ng Ingles na mailagay siya sa ibang baitang;*
- (d) Pantay na access upang lumahok sa mga extracurricular na aktibidad (mga gawain sa paaralan na dagdag sa karaniwang kurikulum);*
- (e) Tumanggap ng mga naaangkop na serbisyo para sa akademikong suporta na ibinibigay ng paaralan o distrito ng paaralan sa mga mag-aaral na hindi nag-aaral ng Ingles na naka-enroll sa paaralan o sa distrito ng paaralan;*
- (f) Masuri kada taon para matukoy ang pag-unlad ng mag-aaral sa pag-aaral ng wikang Ingles at para makakuha ng impormasyon tungkol sa academic performance (mga marka sa paaralan) ng mag-aaral, kabilang nang walang limitasyon ang mga resulta ng pagsusulit na ibinigay alinsunod sa NRS 390.105; at*
- (g) Patuloy na mailagay sa isang programa para sa mga nag-aaral ng Ingles hangga't nauuri ang mag-aaral bilang isang nag-aaral ng Ingles, maliban kung tumanggi ang magulang o ligal na tagapag-alaga ng mag-aaral na ilagay ang mag-aaral sa isang programa para sa mga nag-aaral ng Ingles.*

2. Ang magulang o ligal na tagapag-alaga ng isang mag-aaral na nag-aaral ng Ingles ay may karapatang:

- (a) Ipadala ang kanyang anak (o batang inaalagaan) sa isang pampublikong paaralan nang hindi ipinapaalam ang katayuan sa imigrasyon ng mag-aaral o ng magulang o ligal na tagapag-alaga;*
- (b) Sa abot ng makakaya, magsama ang magulang o ligal na tagapag-alaga ng kwalipikadong tagasalin sa pangunahing wika ng magulang o ligal na tagapag-alaga tuwing may mahahalagang pakikipag-ugnayan sa distrito ng paaralan;*
- (c) Sa abot ng makakaya, tumanggap ng nakasulat na paunawa sa parehong Ingles at pangunahing wika ng magulang o ligal na tagapag-alaga na nagsasabing tinukoy ang mag-aaral bilang isang nag-aaral ng Ingles at ilalagay siya sa isang programa para sa mga nag-aaral ng Ingles;*
- (d) Tumanggap ng impormasyon tungkol sa pag-unlad ng mag-aaral sa pag-aaral ng wikang Ingles at, kung naka-enroll ang mag-aaral sa isang programa sa edukasyong bilingual (dalawang wika ang ginagamit), ang pag-unlad ng mag-aaral sa pag-aaral ng mga wika ng programang iyon;*

(e) Kung hihilingin ng magulang o ligal na tagapag-alaga, makipagpulong sa mga tauhan ng paaralan kung saan naka-enroll ang mag-aaral kahit isang beses kada taon, bukod sa anumang iba pang mga kinakailangang pagpupulong, para talakayin ang pangkalahatang pag-unlad ng mag-aaral sa pag-aaral ng wikang Ingles;

(f) Ilipat ang mag-aaral sa iba pang paaralan sa loob ng distrito ng paaralan kung hindi nag-aalok ang paaralan kung saan kasalukuyang naka-enroll ang mag-aaral ng programa para sa mga nag-aaral ng Ingles o inilagay siya sa isang corrective action plan (plano sa pagwawasto ng pagkilos), alinsunod sa NRS 388.408;

(g) Tumanggap ng impormasyong nauugnay sa anumang mga pagsusuri ng mag-aaral, alinsunod sa talata (f) ng subseksyon 1; at

(h) Makipag-ugnayan sa Departamento o sa distrito ng paaralan, ayon sa naaangkop, kung nilabag ng paaralan o distrito ng paaralan ang mga probisyon ng seksyong ito.

English Learner Pupil and Parental Rights - Vietnamese

1. Học sinh học tiếng Anh có quyền:

- (a) Được học chương trình giáo dục công lập phù hợp, miễn phí bất kể tình trạng nhập cư hoặc ngôn ngữ chính của học sinh hay phụ huynh hoặc người giám hộ hợp pháp của học sinh;
- (b) Được tiếp cận công bằng với tất cả các chương trình và dịch vụ do trường học hoặc học khu mà học sinh theo học cung cấp cho các học sinh trong cùng cấp lớp không phải là người học tiếng Anh;
- (c) Được giảng dạy theo cùng cấp lớp với các học sinh khác có độ tuổi tương tự với học sinh là người học tiếng Anh, trừ khi trường học hoặc học khu mà học sinh theo học xác định rằng việc sắp xếp cho học sinh là người học tiếng Anh theo học ở một cấp lớp khác là phù hợp;
- (d) Có quyền tiếp cận công bằng vào các hoạt động ngoại khóa;
- (e) Được nhận các dịch vụ thích hợp giúp hỗ trợ học tập do trường học hoặc học khu cung cấp cho học sinh không phải là người học tiếng Anh theo học tại trường học hoặc học khu;
- (f) Được đánh giá hàng năm để xác định tiến độ học tiếng Anh của học sinh và để thu thập thông tin về thành tích học tập của học sinh, bao gồm nhưng không giới hạn ở, kết quả của kỳ thi được thực hiện theo Nevada Revised Statutes (Các Đạo Luật Được Sửa Đổi Của Nevada, NRS) 390.105; và
- (g) Được liên tục theo học trong một chương trình dành cho người học tiếng Anh, miễn là học sinh vẫn được xếp loại là người học tiếng Anh, trừ khi phụ huynh hoặc người giám hộ hợp pháp của học sinh từ chối cho học sinh theo học chương trình dành cho người học tiếng Anh.

2. Phụ huynh hoặc người giám hộ hợp pháp của học sinh là người học tiếng Anh có quyền:

- (a) Ghi danh cho con em mình vào một trường công lập mà không phải tiết lộ tình trạng nhập cư của học sinh hoặc phụ huynh hay người giám hộ hợp pháp;
- (b) Trong phạm vi hợp lý, có thông dịch viên có chuyên môn về ngôn ngữ chính của phụ huynh hoặc người giám hộ hợp pháp đi cùng phụ huynh hoặc người giám hộ hợp pháp trong những dịp tương tác quan trọng với học khu;
- (c) Trong phạm vi hợp lý, được nhận văn bản thông báo bằng cả tiếng Anh và ngôn ngữ chính của phụ huynh hoặc người giám hộ hợp pháp thông báo rằng học sinh đã được xếp loại là người học tiếng Anh và sẽ được theo học một chương trình dành cho người học tiếng Anh;
- (d) Được nhận thông tin về tiến độ học tiếng Anh của học sinh và, tiến độ học tập ngôn ngữ trong chương trình song ngữ nếu học sinh có theo học;
- (e) Gặp gỡ nhân viên của trường mà học sinh đang theo học ít nhất một lần mỗi năm theo yêu cầu của phụ huynh hoặc người giám hộ hợp pháp, ngoài bất kỳ cuộc họp cần thiết nào khác, để thảo luận về tiến độ tổng quát trong việc học tiếng Anh của học sinh;
- (f) Chuyển học sinh đến một trường khác trong học khu nếu trường mà học sinh hiện đang theo học không cung cấp chương trình dành cho người học tiếng Anh hoặc học sinh đã được đưa vào kế hoạch khắc phục sửa chữa theo NRS 388.408;

Federal Title Program Grants Funding Meeting

SPCSA Sponsored School
School Name:
Date:

For auditing purposes, do not remove slides. You may add additional slides to this presentation.

Agenda

- Purpose of Meeting
- Stakeholder Engagement
- School Needs Overview
- Alignment to School Plan
- Overview of Federal Title funds
 - Use of funds
 - Alignment to needs
 - Monitoring of effectiveness
- Summary of Funding
- Team updates
- Team reminders
- Stakeholder Feedback
- Next Steps

Purpose of Meeting

- The purpose of this meeting is to provide stakeholders with an overview of federal grant allocations and planned use of funds, review how grant-funded activities align with identified needs within the Comprehensive Needs Assessment (CNA) in the School Improvement Plan (SIP), gather stakeholder feedback, and promote transparency and collaboration in funding decisions.
- This meeting also supports ESSA compliance requirements and continuous school improvement efforts by ensuring that federal funds are used strategically to improve student outcomes.

Stakeholder Engagement

- Feedback informs decisions
 - School Improvement Team
 - Fiscal/Grants Staff
 - Staff
 - Families
 - Community

School Needs Overview

- Data analysis
- Comprehensive Needs Assessment
- SIP priorities and aligned goals

Alignment to School Plan

- Aligned to SIP & [SPCSA Strategic Plan](#)
- Supports [Evidence-Based Interventions \(EBI\)](#)

FY27

FEDERAL TITLE GRANT FUNDING

Title I, Part A: Status

Please check the box that applies for FY27 Title I, Part A funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Title I: Purpose

- The purpose of this title is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Title I: Use of Funds

- Please describe how FY27 Title I, Part A funds will be used to support student achievement and school improvement efforts. Responses should align with the activities, programs, staffing, interventions, PD, curriculum, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and the intended use of funds.

Title I: Alignment to Needs

- Please explain how the use of FY27 Title I, Part A funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, PD, curriculum, staffing, and/or interventions support the identified student achievement goals and priority needs (problem statement/critical root cause) within your SIP in Plan4Learning.

Title I: Monitoring of Effectiveness

- Please describe how your school will monitor the effectiveness of the use of FY27 Title I, Part A funds.
- Please include how student progress, program implementation, and overall impact on student achievement will be evaluated, including any data sources, progress monitoring tools, stakeholder feedback, or review processes that will be used.

Title I, Part A, Section 1003a: Status

Please check the box that applies for FY27 Title I, 1003(a) funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Title I, Section 1003a: Purpose

- School improvement - The purpose of Title I is to provide all children with a significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps. **Title I, Section 1003** outlines requirements to support any school identified in need of either comprehensive support and improvement, or targeted support and improvement, and includes requirements for such identified schools.

Title I, 1003a Use of Funds

- Please describe how FY27 Title I, Part A 1003(a) funds will be used to support student achievement and school improvement efforts. Responses should align with the activities, programs, PD, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and the intended use of funds.

Title I, 1003a Alignment to Needs

- Please explain how the use of FY27 Title I, Part A 1003(a) funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, PD, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning.

Title I, 1003a Monitoring of Effectiveness

- Please describe how your school will monitor the effectiveness of the use of FY27 Title I, Part A 1003(a) funds.
- Please include how student progress, program implementation, and overall impact on student achievement will be evaluated, including any data sources, progress monitoring tools, stakeholder feedback, or review processes that will be used.

Title II, Part A/State Off Set: Status

Please check the box that applies to FY27 **Title II, Part A Federal** funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Please check the box that applies to FY27 **Title II, Part A, State Off Set** funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Title II: Purpose

- Supporting Effective Instruction: The purpose of this title is to increase student academic achievement by improving the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.

Title II: Use of Funds

- Please describe how FY27 Title II, Part A funds will be used to support educator effectiveness, professional learning, recruitment, retention, and/or instructional improvement efforts. Responses should align to the activities, programs, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.

Title II: Alignment to Needs

- Please explain how the use of FY27 Title II, Part A funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning.

Title II: Monitoring of Effectiveness

- Please explain how the use of FY27 Title II, Part A funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning.

Title III: Status

Please check the box that applies for FY27 Title III funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Title III: Purpose

- English Language Acquisition, Language Enhancement, and Academic Achievement: The purpose of this title is to ensure that English learners attain English proficiency, achieve at high levels in academic subjects, assist educators in establishing, implementing, and sustaining effective language acquisition programs, enhance the capacity of educators to provide effective instructional programs for English learners, and to promote parent, family, and community engagement.

Title III: Use of Funds

- Please describe how FY27 Title III funds will be used to support English Learner (EL) students and language acquisition programs. Responses should align with the activities, programs, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.

Title III: Alignment to Needs

- Please explain how the use of FY27 Title III funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning, particularly for English Learner students.

Title III: Monitoring of Effectiveness

- Please describe how your school will monitor the effectiveness of the use of FY27 Title III funds.
- The following items must be included:
 - English Learner student progress
 - Language acquisition progress
 - Program implementation
 - How the overall impact on student achievement will be evaluated, including any data sources, stakeholder feedback, language proficiency data, progress monitoring tools, or review processes that will be used.

Title IV, Part A: Status

Please check the box that applies to FY27 Title IV funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

Title IV, Part A: Purpose

- Student Support and Academic Enrichment: The purpose of this title is to improve students' academic achievement by providing all students with access to a well-rounded education; improving school conditions for student learning; and improving the use of technology to improve the academic achievement and digital literacy of all students.

Title IV, Part A: Use of Funds

- Please describe how FY27 Title IV, Part A funds will be used to support well-rounded educational opportunities, safe and healthy students, and/or effective use of technology. Responses should align with the activities, programs, curriculum, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.

Title IV, Part A: Alignment to Needs

- Please explain how the use of FY27 Title IV, Part A funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, curriculum, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning.

Title IV, Part A: Monitoring of Effectiveness

- Please describe how your school will monitor the effectiveness of the use of FY27 Title IV, Part A funds.
- Please include how program implementation, student engagement, school climate, technology integration, and overall impact on student achievement and well-being will be evaluated, including any data sources, stakeholder feedback, survey results, or review processes that will be used.

McKinney-Vento: Status

Please check the box that applies for FY27 MKV funding.

- ☐ Received funding
- ☐ Applied and waiting to receive funding
- ☐ Not applicable

McKinney-Vento: Purpose

- The McKinney-Vento Education for Homeless Children and Youth Program provides subgrant funds to offer such activities as coordination and collaboration with other agencies to provide comprehensive services to homeless children and youths and their families. Services also include expedited evaluations of the needs of homeless children to help them enroll in school, attend regularly, and achieve success.

McKinney-Vento: Use of Funds

- Please describe how FY27 McKinney-Vento (MKV) funds will be used to remove barriers to enrollment, attendance, participation, and academic success for students experiencing homelessness. Responses should align with the activities, programs, staffing, interventions, budget details, and written components identified within your FY27 Spring Grant Application.
- If funding is allocated at the network level, please explain how the use of funds supports the various campuses within the network. If any funding streams are allocated only to a specific campus, please clearly identify the campus and intended use of funds.

McKinney-Vento: Alignment to Needs

- Please explain how the use of FY27 McKinney-Vento (MKV) funds aligns with your school's identified needs within the Comprehensive Needs Assessment (CNA) tab of your School Improvement Plan (SIP) in Plan4Learning.
- Please include how the selected activities, programs, staffing, and/or interventions support the identified student achievement goals, priority needs, problem statements, and critical root causes identified within your SIP in Plan4Learning for students experiencing homelessness.

McKinney-Vento: Monitoring of Effectiveness

- Please describe how your school will monitor the effectiveness of the use of FY27 McKinney-Vento (MKV) funds.
- Please include how student attendance, enrollment stability, participation, academic progress, and overall effectiveness of supports for students experiencing homelessness will be evaluated, including any data sources, stakeholder feedback, progress monitoring tools, or review processes that will be used.

Summary of Funding

- How do funds support student success, staff, and school climate?

Team Updates

- Beginning in the 2027-28 SY, each federal Title grant application submitted by the school **MUST** align with identified problem statements and critical root causes documented within the Needs Assessment tab in Plan4Learning. Additionally, the budget details, written components, narratives, activities, staffing, curriculum, and interventions included in the Spring Grant Application should align with those identified needs.

Team Updates Cont'd

For Example:

- If a school's Comprehensive Needs Assessment identifies a problem statement indicating that students are not meeting proficiency targets in reading, and the critical root cause identifies a lack of targeted intervention opportunities for struggling readers, then the Spring Grant Application should include budget details, activities, staffing, PD, curriculum, and/or interventions designed to address that need. Examples may include after-school tutoring, evidence-based literacy curriculum, intervention staff, professional development in literacy instruction, or educational technology that supports reading achievement.

Team Updates Cont'd

- Beginning in the 2027-28 SY, schools will be required to hold an additional stakeholders meeting prior to submitting the FY28 Spring Grant Applications. The purpose of this meeting is to review the effectiveness of current federal grant-funded activities; evaluate the use of funds and their alignment with identified school needs in the Needs Assessment (CNA) tab within the SIP; analyze available data; and gather stakeholder feedback to inform future funding decisions.
- Using this information, stakeholders should discuss:
 - Which federal Title grants should the school apply for during the SY27-28 Spring Grant Application season
 - Whether current grant-funded activities should continue, be modified, or be discontinued
 - Additional needs that may require federal funding support

Team Reminders

- Please note that allocations/projected allocations from the Spring Grant Applications should be entered within the Fund Source Budgets tab in Plan4Learning and linked to the aligned SIP goal. Problem statements and critical root causes should be prioritized and linked to the corresponding goals and improvement strategies within the SIP.
- For additional guidance, please see the SPCSA 2026-27 SIP Guidance:
https://spcsa.instructure.com/courses/68/files/30990?module_item_id=9449

Stakeholder Feedback

- Please provide any questions, feedback, recommendations, or concerns regarding the school's federal grant allocations and proposed use of funds.
- Stakeholder input should be documented and considered when making decisions regarding the implementation of federal grant-funded activities, programs, staffing, curriculum, and interventions.

Next Steps

- Review stakeholder feedback from the Federal Title Grants Funding meeting and incorporate revisions into the School Improvement Plan (SIP), as appropriate.
- Monitor the implementation and effectiveness of grant-funded activities, programs, staffing, curriculum, and interventions throughout the school year.
- Update the SIP during required Status Checks and ensure indicators, progress monitoring data, and funding sources remain aligned within Plan4Learning.

Next Steps Cont'd

- Hold a Federal Grants Planning Meeting with stakeholders listed in your school's SIP **before** submitting the SY27-28 Spring Grant Applications to review:
 - Program effectiveness
 - Stakeholder feedback
 - Identified needs
 - Future funding priorities
- Ensure the FY28 federal grant applications align with the SY27-28 SIP within Plan4Learning, including:
 - Problem statements
 - Critical root causes
 - Goals
 - Fund Source Budgets

Contact Information

School Leader:

School Contact:

School Contact Email:

School Contact Phone:

FEDERAL SUPPLEMENT, NON-SUPPLANTING (SNS)
CHARTER HOLDER/SCHOOL ATTESTATION

SPCSA SPONSORED CHARTER HOLDER/SCHOOL ATTESTATION STATEMENT:

The undersigned hereby attests and certifies that _____ uses an allocation methodology that distributes State and local funds to schools without regard to the schools' eligibility for federal funds, including Title I, Part A funds. The charter holder/campus further certifies that all federal grant funds received through the State Public Charter School Authority are used to supplement, and not supplant, State and local funds in accordance with 20 U.S.C. § 6321(b)(1) and all applicable federal program requirements.

_____ Our charter holder/campus maintains sufficient documentation to demonstrate we are allocating State and local funds using a neutral methodology, only to supplement educational services that would otherwise be provided with State and local funds and will share this evidence upon request.

_____ On behalf of our charter holder/school, I confirm that school staff responsible for authorizing federal grant allocations understand that supplanting violations may result in a range of penalties, including but not limited to suspension of future federal funds, suspension or debarment from federal grants, recoupment of monies provided under the federal grants as a result of supplanting violations, and civil and/or criminal penalties.

Printed Name of Certifying Official

Title/Role

Signature of Certifying Official

Date



SAMPLE: FEDERAL SUPPLEMENT, NON-SUPPLANTING (SNS) CHARTER HOLDER/SCHOOL ATTESTATION TEMPLATE

CHARTER HOLDER ATTESTATION STATEMENT ON SCHOOL LETTER HEAD (EXAMPLE)

The undersigned hereby attests and certifies that SPCSA Charter Holder uses an allocation methodology that distributes State and local funds to schools without regard to the schools' eligibility for federal funds, including Title I, Part A funds. The charter holder/campus further certifies that all federal grant funds received through the State Public Charter School Authority are used to supplement, and not supplant, State and local funds in accordance with 20 U.S.C. § 6321(b)(1) and all applicable federal program requirements.

SA Our charter holder/campus maintains sufficient documentation to demonstrate we are allocating State and local funds using a neutral methodology, only to supplement educational services that would otherwise be provided with State and local funds and will share this evidence upon request.

SA On behalf of our charter holder/school, I confirm that school staff responsible for authorizing federal grant allocations understand that supplanting violations may result in a range of penalties, including but not limited to suspension of future federal funds, suspension or debarment from federal grants, recoupment of monies provided under the federal grants as a result of supplanting violations, and civil and/or criminal penalties.

Sal Authority

Printed Name of Certifying Official

Principal

Title/Role

Sal Authority

Signature of Certifying Official

09/30/2027

Date

[illegible]

Epicenter Task Instructions:
NDE Desktop Monitoring: Federal Title Grants Meeting & Stakeholder Consultation Instructions

Requirements

Beginning with the 2026–27 school year, the State Public Charter School Authority (SPCSA) is implementing the Federal Title Grants Funding Meeting & Stakeholder Consultation requirement to align with the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Nevada Department of Education (NDE) Desktop Monitoring, and Plan4Learning continuous improvement requirements.

This meeting is intended to promote transparency, meaningful stakeholder consultation, and alignment between identified school needs, the Comprehensive Needs Assessment (CNA), the School Improvement Plan (SIP), Federal Title Spring Grant Applications, and the use of federal funds. By bringing programmatic and fiscal planning together, schools can ensure that federal funds are strategically allocated to address documented needs and support continuous school improvement.

Schools receiving Title I, Part A; Title I, Part A School Improvement (1003); Title II, Part A; Title III, Part A; and/or Title IV, Part A funding must conduct a Federal Title Grants Funding Meeting & Stakeholder Consultation within the first 30 days of school.

Schools that did not receive Title I–Title IV federal grant funds during the 2026–27 school year are not required to hold this meeting. Instead, schools must upload a statement on school letterhead confirming that the school did not receive Title I–Title IV federal grant funding for the 2026–27 school year. No additional submissions will be required.

Instructions

Schools receiving federal grant funds must conduct a **Federal Title Grants Funding Meeting & Stakeholder Consultation** within the first **30 days of school**.

The meeting must include:

- Members of the **School Improvement Team (SIP Team)** identified within the Plan4Learning Stakeholders tab.
- Fiscal and/or grants staff, as applicable, to support discussions regarding grant allocations, allowable uses of funds, budget development, fiscal compliance, and alignment between programmatic and fiscal requirements.

During the meeting, schools must review:

- An overview of each federal grant allocated to the school.
- The amount of funding received for each grant.
- The allowable uses of each federal grant.
- How each federal grant supports the identified needs documented in the **Comprehensive Needs Assessment (CNA)**.
- Alignment between federal grant expenditures and the **School Improvement Plan (SIP)**.
- Stakeholder consultation, discussion, and feedback regarding the proposed use of federal funds.

Schools should be prepared to explain how each federal grant supports the identified **Priority Problem Statements, Critical Root Causes, goals, strategies, and interventions** documented in the **Comprehensive Needs Assessment (CNA) and School Improvement Plan (SIP)**. This discussion should clearly demonstrate alignment with the corresponding Federal Title Spring Grant Application(s), including the proposed activities, services, staffing, and budgeted expenditures.

Schools utilizing network-level funding should clearly explain:

- How network-allocated funds support multiple campuses.
- Which funding streams are specific to individual campuses, if applicable.

Following the meeting, schools must document the meeting within **Plan4Learning > Stakeholders > Meeting Logs**.

Submit

Schools receiving **Title I–Title IV** federal grant funds must upload **ALL** of the following:

- Completed **Federal Title Grants Funding Meeting & Stakeholder Consultation PowerPoint Presentation**.
- PDF copy of the meeting agenda.
- PDF copy of the sign-in sheet **or** a memo stating the meeting date and total number of attendees.
- Evidence of notification of the meeting (e.g., flyer, email, website posting, newsletter announcement, etc.).
- Meeting notes documenting stakeholder discussion and feedback **or** stakeholder survey results.
- Evidence of the completed **Plan4Learning Stakeholder Meeting Log** (PDF or screenshot).

Schools that did **not** receive **Title I–Title IV** federal grant funding during the **2026–27 school year** must instead upload:

- A statement on school letterhead confirming that the school did not receive **Title I–Title IV** federal grant funding during the **2026–27 school year**.

Important Reminder

The **Federal Title Grants Funding Meeting & Stakeholder Consultation PowerPoint template** is a **required audit document** designed to support SPCSA compliance reviews and Nevada Department of Education (NDE) Desktop Monitoring.

Schools may:

- Add additional slides to the presentation, as needed.
- Hide funding slides that are **not applicable** when presenting to stakeholders.

Schools may **not**:

- Delete slides from the required presentation template.

For submission to the SPCSA, schools **must upload the complete PowerPoint presentation**, including **all funding status slides**, regardless of whether the school receives funding under each federal program.

For **each federal grant included in the presentation template**, schools must indicate the funding status by selecting whether they **receive** funding for that grant. This requirement applies even to funding sources the school does not receive and ensures the SPCSA has a complete record for compliance reviews while allowing programmatic and fiscal staff to efficiently verify funding sources during desktop monitoring.

This meeting serves as the bridge between the Comprehensive Needs Assessment (CNA), School Improvement Plan (SIP), Federal Title Spring Grant Applications, and fiscal budgeting. Schools should ensure that the identified needs, Priority Problem Statements, Critical Root Causes, planned strategies and interventions, proposed activities, staffing, and budgeted expenditures are consistently aligned across all federal planning and grant documents. During desktop monitoring, the SPCSA Program and Fiscal Teams will review these documents collectively to verify compliance and alignment.

For questions or additional support, please contact Brettani Weinhold at BrettaniWeinhold@spcsa.nv.gov.

Epicenter Task Instructions: Comprehensive Needs Assessment (CNA) Instructions

Requirements

Pursuant to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Nevada Department of Education (NDE) Desktop Monitoring requirements, and Plan4Learning continuous improvement processes, schools must conduct a Comprehensive Needs Assessment (CNA) and ensure alignment among the CNA, School Improvement Plan (SIP), and each Federal Title grant application. The narrative, budget, programmatic written components, activities, expenditures, staffing, interventions, curriculum, and professional development supported through each Federal Title grant must directly address the identified Priority Problem Statements and Critical Root Causes documented in the CNA and reflected in the SIP goals.

Beginning with the 2026-27 school year, all federal grant applications submitted to the SPCSA and NDE must align with the identified problem statements and critical root causes documented in the Comprehensive Needs Assessment (CNA) within the School Improvement Plan (SIP) in Plan4Learning (P4L). This documentation will also be reviewed during NDE's desktop monitoring for federal Title grants.

Instructions

Before generating and submitting your Comprehensive Needs Assessment report, schools must complete the following steps within Plan4Learning (P4L):

Step 1: Access the School Improvement Plan

1. Log in to Plan4Learning.
2. Select the **2026-27 SIP** from the drop-down menu at the top of the screen.
3. Select the **Needs Assessment** tab from the left navigation menu.
4. Select the **Summary** tab.

Step 2: Complete the Comprehensive Needs Assessment

Using available data sources, identify and document data-driven needs within the following inquiry areas:

- Student Success
- Adult Learning Culture
- Connectedness

Schools should ensure that problem statements and critical root causes are supported by data and accurately reflect the identified school needs.

Step 3: Prioritize Needs

1. Select the **Priority Problem Statements** tab.
2. Prioritize the school's identified problem statements and critical root causes.

Step 4: Align Needs to SIP Goals

1. Select the **Inquiry Areas** tab.
2. Select **Goals**.
3. Ensure the problem statement(s) and critical root cause(s) identified within the CNA are aligned to the appropriate SIP goal(s).

Step 5: Align Each Grant Application

Each Federal Title grant application must directly support identified needs.

Schools should ensure that:

- Each Title grant application narrative, budget details, and written components align to identified problem statements and critical root causes.
- Each Title grant application activities, staffing, curriculum, interventions, technology, and professional development align to identified needs.

Examples may include:

- Intervention teachers
- Paraprofessionals

- Educational technology
- Evidence-based curriculum
- Professional development
- Tutoring programs
- Extended learning opportunities

Step 6: Add Funding Source

Within the applicable SIP goal(s):

1. Navigate to the **Resources and Funding Needed** section.
2. Add the projected/allocated **Title funds** to the fund source section in P4L.
3. Ensure the funding source is connected to the goal, problem statement, and critical root cause being addressed.

Generate the Required Report

After completing the steps above:

1. Select the **Print** button at the top of Plan4Learning.
2. Select **Comprehensive Needs Assessment**.
3. Generate the report.
4. Download the PDF using the download arrow located at the top of the report.
5. Save the file to your computer.

File Naming Convention

Save the file using the following format:

26-27_[School Name]_CNA

Example:

26-27_Bright Star Charter School_CNA

Submit

- PDF copy of the school's Comprehensive Needs Assessment (CNA) generated from Plan4Learning.

Important Reminder

Schools receiving Title funds must ensure that:

- Problem statements are data-driven.
- Critical root causes are clearly identified.
- Expenditures align to identified needs.
- Title grant application narratives, budget details, and written components align to identified needs.
- SIP goals align to identified needs.
- Funding sources are connected to the applicable goals, problem statements/critical root causes, and strategies in the SIP.

Failure to align Title grant application narratives, budget details, and written components to identified needs may result in findings during SPCSA compliance reviews, federal grant application reviews, and NDE's desktop monitoring for federal Title grants.



September 22, 2026

Dear Parent or Guardian,

In December 2015, the Every Student Succeeds Act (ESSA) was signed into law. Highlights of ESSA include holding all students to high academic standards and ensuring that the lowest performing schools are provided the appropriate supports for school improvement. RDELA serves an early learning population and does not qualify for a star rating.

The purpose of this letter is to notify you about important information regarding your child's school.

School Specific Information

To provide support and meet school and district goals, RDELA intends to use allocated Title I funding to support our school performance plan goals focusing on student growth in mathematics and literacy.

Specific information regarding the plan for continuous improvement can be located on the school's website in the School Performance Plan (SPP): A Roadmap to Success.

Sincerely,

Janice D. Henry

Principal

Rainbow Dreams Early Learning Academy



22 de octubre de 2026

Estimados Padres o Tutores,

En diciembre de 2015, se promulgó la Ley Cada Estudiante Tiene Éxito (ESSA). Entre los aspectos más destacados de la ESSA se encuentra el de mantener a todos los estudiantes en estándares de nivel académico alto y garantizar que las escuelas con muy bajo desempeño reciban los apoyos adecuados para la mejora escolar.

El propósito de esta carta es notificarle sobre información importante relacionada con la escuela de su hijo.

Información Específica de la Escuela

To provide support and meet school and district goals, RDELA intends to use allocated Title I funding to support our school performance plan goals focusing on student growth in mathematics and literacy.

La información específica sobre el plan de mejora continua puede encontrarse en la página web de la escuela en el Plan de Desempeño Escolar (SPP): Un camino hacia el éxito.

Atentamente,

Janice D. Henry

**RAINBOW DREAMS ACADEMY CHARTER SCHOOL
GOVERNING BOARD**

September 30, 2026, 6:00 PM
950 W. Lake Mead Blvd, Las Vegas NV 89106

Phone Conference Number

Call in Number (1-848-220-3300)

Conference ID: 977-5128

AGENDA

NOTICE OF PUBLIC MEETING

This public meeting will be conducted in accordance with Nevada's Open Meeting Law, NRS 241.020(2)(d)(6) and (7)

1. Call to Order and Roll Call (For possible action)
2. Adoption of the Agenda (Discussion/ For possible action)
3. Review and Approval of the Minutes (Discussion/For possible action)
 - A. 8/26/2026 Board Meeting Action Minutes
4. Public Comments and Discussion (Discussion)
Any persons who wish to speak on an agenda item may do so at this time. (3 minutes)
5. Report from the Principal/ Executive Director (Discussion/ For possible action)
 - A. Human Resource Committee Report (Closed Discussion/ For possible action)
 1. Resignation(s) or Termination(s) (Information and Discussion)
 2. New Hire(s) or Appointment(s) (Information and Discussion)
 - Hiring for the 26-27 Academic Year
 3. Facilities Report (Discussion/ For possible action)
 - Playground Field expansion.
 4. Nevada Ready! PK .
 5. Student Achievement (Information and Discussion)
 6. Site Visits (Information and Discussion)
 - RDA Board Site Visit 9/25/2026
 7. Budget (For possible action)
 - 25-26 Grant Cycle (Information and Discussion)
 - \$12 remained unspent <0.01%
 - 5-10% remained unspent nationwide according to Knowledge Alliance
 - Fundraising Efforts (Information and Discussion)
 8. School Business (Discussion/ For possible action)
 - Homelessness Data Certification 10/14
 - AB 245 (2023) Power-Based Violence MOU (10/16)
 - SafeVoice- MDT Spreadsheet Update – Need Board Representatives added and training completed (10/31)
 - Validation Data (10/22)
 - Federal Supplement/not supplant attestation (10/20)
 - RBG3 Assessment Certification (10/23)
 - School Performance Plan Status Check and Review (10/24)

6. Committee Reports

- A. Student Recruitment (Discussion/ For possible action)
- B. Board Member Transitions (Discussion/ For possible action)

7. Financial Committee Report ((Discussion/ For possible action)

- A. Quarterly Year to Date Financials

8. Unfinished/New Business (Discussion/ For possible action)

- 1. Member Transitions (Discussion/ For possible action)
- 2. Board Bylaw revision (Discussion/ For possible action)
- 3. Parent Student Handbook (Discussion/ For possible action)
- 4. NDE Desktop Monitoring (Discussion/ For possible action)
 - EL Policy
 - Federal Grants
 - Title I
 - McKinney-Vento
- 5. Organization Performance Framework (Discussion/ For possible action)
- 6. Facility Lease/Purchase documents with all applicable Signatures(Discussion/ For possible action)
- 7. Student Lottery Procedures (Discussion/ For possible action)
- 8. Safevoice training Board representatives (Discussion/ For possible action)
 - At least Chair must complete training
 - <https://spcsa.instructure.com/courses/90>,
- 9. Federal Single Audit Requirement (Discussion/ For possible action)
- 10. Expanded Board Meeting Calendar (Discussion/ For possible action)
 - Dates
- 11. SPCSA Governing Board Oversight (Information and Discussion)
- 12. Board Meeting recording due 11/15 (Information and Discussion)
- 13. Personnel: Contracted personnel permissions (Discussion/ For possible action)
- 14. Executive Director Contract Renewal (Closed Discussion/ For possible action)
- 15. Next Board Meeting: November 18th at 6:00 pm

9. General Discussion by Board Members (Discussion/ For possible action)

10. Public Comments and Discussion (Discussion)

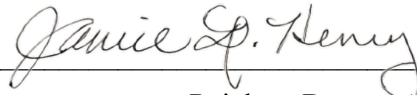
Any persons who wish to speak on an agenda item may do so at this time. (3 minutes)

1. Questions, Comments, Concerns (Discussion)
11. Adjourn (For possible action)

Declaration of Posting

Pursuant to NRS 53.045, I declare under penalty of perjury that the following is true and correct:

That on or before at 9:00AM, this Public Notice and Agenda was posted at the above-referenced websites and locations.

A handwritten signature in cursive script, reading "Jamie S. Henry", is written over a horizontal line.

Rainbow Dreams Academy

Posted

1. Rainbow Dreams Academy Charter School, 950 W. Lake Mead Blvd., Las Vegas, NV 89106
2. Doolittle Community Center, 1950 J. Street, Las Vegas, NV 89106
3. West Las Vegas Library, 1861 N. Martin Luther King Jr. Blvd., Las Vegas, NV 89106
4. Nevada Partners, 710 W. Lake Mead Blvd, N. Las Vegas, NV 89030

**STUDENT/PARENT
HANDBOOK
2026-2027**

**950 W. LAKE MEAD BLVD.
LAS VEGAS, NV 89106
PHONE: (702) 638-0222
FAX: (702)638-0220**

<https://rainbowdreamsacademy.org/>

**Student/Parent Handbook
2026– 2027 SCHOOL YEAR**

The Rainbow Dreams Early Learning Academy

WHY?

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

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

The program will encourage all students in an academically demanding and challenging curriculum in the

four core content areas: Social Studies, Language Arts, Mathematics, with special attention to social emotional wellness. Students will be provided with distinguished instruction in which the core curriculum is extended while including the depth, intricacy, innovation, and expectations for each student individual needs. This is in part achieved through an extended school day and school year.

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

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

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

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

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

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

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

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

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

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

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

INTRODUCTION: Why Rainbow Dreams Early Learning Academy?

It is with great pleasure that the Rainbow Dreams Early Learning Academy staff welcomes you to the 2026-27 school year. As a sponsored charter under the State Public Charter School Authority, we recognize that parents, teachers, and staff play an integral role in helping our students achieve excellence. Our team is committed to creating a robust educational program and providing engaging instructional opportunities to enrich our students' academic experiences. We are dedicated to fostering a child-centered environment, understanding that when children love school and learning, student achievement will naturally follow.

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

By signing and returning the Student/Parent Handbook Acknowledgement Form included in the Handbook, you confirm that you have read, understood, and agree to abide by the established policies and procedures of Rainbow Dreams Early Learning Academy. This ensures we maintain a safe and productive learning environment that prioritizes our children's needs. The Acknowledgement Form must be returned to your child's teacher by Friday, September 18, 2026. Please include your child's name and signature, indicating that you have shared the Handbook's information with your child and discussed its contents and expectations as a family. The Handbook is yours to keep, and we hope it contributes to a meaningful, productive, and enjoyable school experience.

We look forward to a successful school year and to you joining us in striving for high expectations and excellence in 2026-27.

RAINBOW DREAMS GOVERNING BOARD

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

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

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SCHOOL CREED

I have Faith in myself.

I have Faith in my teachers.

I will accept my duties and responsibilities.

I respect others and seek their respect.

I have self-respect. I have

self-control.

I can learn if I study hard.

I will learn because I will study hard.

I love myself, and loving myself, I will be

myself and know myself.

~ **Molefi K. Asante**

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

RAINBOW DREAMS EARLY LEARNING ACADEMY BELIEF STATEMENTS

1. We believe that all students can learn.
2. We believe that all individuals are gifted.
3. We believe that learning is continuous and has no limits.
4. We believe that all students have the right to be educated and the responsibility to learn.
5. We believe that education fosters the development of each individual: emotionally, socially, intellectually, and physically.
6. We believe that high expectations foster academic excellence.
7. We believe that school personnel should respect and promote diversity.
8. We believe that learning occurs in a safe, nurturing environment with mutual respect and responsibility.
9. We believe that parents and the school share responsibility for developing character, ethics, and manners.
10. We believe that school prepares individuals to positively contribute to a changing society.
11. We believe that students are responsible for their behavior and for solving problems in a positive way.
12. We believe that individuals are accountable for their actions and will accept logical consequences for behavior.
13. We believe that a positive relationship between families and schools is a crucial element in a student's educational success.
14. We believe that education is a cooperative partnership in which students, parents, staff, business/labor, and community share responsibility.

POLICY OF CIVIL CONDUCT

I. Rainbow Dreams Code of Civility

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

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

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

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

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

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

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

This means that:

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

2. Treat each other with kindness.

This means that:

- We treat each other as we would like to be treated.
- We do not threaten or cause physical or bodily harm to another.
- We do not threaten or cause damage to the property of another.
- We do not bully, belittle or tease another and we do not allow others to do so in our presence.
- We do not demean and are not abusive or obscene in any of our communications.

3. Take responsibility for our own actions.

This means that:

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

4. Cooperate with one another.

This means that:

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

• II. Authority and Enforcement of the Code of Civility

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

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

Therefore:

1. A student who believes that he/she has not been treated in a manner reflective of the Code of Civility shouldreport such behavior to their teacher.
2. A parent, guardian, or community member who believes that he/she has not been treated in a manner reflective of the Code of Civility should report such behavior to the staff member's immediate supervisor or formally in writing to the Director of Compliance.
3. An employee who believes that he/she has not been treated in a manner reflective of the Code of Civility by a parent should use the following guidelines:

- a. If personal harm is threatened, the employee may contact law enforcement.
- b. Anyone on Rainbow Dreams Early Learning Academy School property without authorization may be directed to leave the premises by any administrator or security officer. Anyone who threatens or attempts to disrupt school or Rainbow Dreams Early Learning Academy School operations, physically harm someone, intentionally cause damage, use loud or offensive language, gestures, profanity or shows a display of temper may be directed to leave the premises by an administrator or security officer.
 - i. If such person(s) does not immediately and willingly leave, law enforcement shall be called.
- c. If a telephone call recorded by an answering machine, e-mail, voice mail message or any type of written communication is demeaning, abusive, threatening or obscene the employee is not obligated to respond.
 - i. If personal harm is threatened, the employee may contact law enforcement.
 - ii. The employee shall save the message and contact his/her immediate supervisor or school district security.
 - iii. The message may be saved in the student's permanent file.
- d. If any member of the public uses obscenities or speaks in a demeaning, loud or insulting manner, the employee to whom the remarks are directed shall take the following actions:
 - i. Calmly and politely ask the speaker to communicate civilly.
 - ii. If the verbal abuse continues, give appropriate notice to the speaker and terminate the meeting, conference, or telephone conversation.
 - iii. If the meeting or conference is on school district premises, request that an administrator or authorized person direct the speaker to promptly leave the premises.
 - iv. If the speaker does not immediately leave the premises an administrator or other authorized person shall notify law enforcement to take any action deemed necessary.

i. DAILY SCHEDULE 2026-2027

7:30 AM	Breakfast available
8:00 AM.....	School Begins
10:00 AM –10:30 AM	1st Lunch (PK)
10:30 AM –11:00 AM	2nd Lunch (PK)
11:00 AM – 11:30 PM	3rd Lunch (K)
3:00 PM	Dismissal

DREAM CARE BEFORE/AFTER SCHOOL PROGRAM

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

RAINBOW DREAMS LUNCH PROGRAM

(No Cost Breakfast, Lunch)

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

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

Lunch from home Policy: Promoting Safety and Nutrition

At RDELA we prioritize the well-being and safety of all our students. To ensure a healthy and inclusive lunchtime experience, we have established the following policy for parents who choose to send their child's lunch from home:

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

Allergen Restriction: For the safety of students with nut allergies, **we strictly prohibit the inclusion of nuts or nut-based products** in packed lunches. Please be mindful of potential allergens and avoid packing foods that contain nuts or are processed in facilities that handle nuts. Other allergen restrictions may be instituted based on the needs of the current student population. Home lunches should include balanced options including fruit, vegetables, and proteins in addition to snack items. The school may offer a school lunch in addition to a lunch from home at the discretion of administration

ADDRESS OR TELEPHONE NUMBER CHANGE

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

ARRIVAL AT SCHOOL

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

- Parents dropping off students for Dream Care between 6:30 am – 7:20 am are allowed to enter the main gate (Gate 4) on Lake Mead Blvd.
- At 7:30 am the main front gate is closed and we will begin allowing students to enter through their respective gates as denoted on their enrollment. Teachers or support staff will be posted at each gate to escort students to their classrooms with designated staff members supervising the outside during arrival.
 - Gate 1: La Salle Street
 - Gate 2: Hart Street
 - Gate 3: Hart Street
 - Gate 4: Lake Mead Blvd

ASSEMBLIES

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

ATTENDANCE – GRADES K - PK

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

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

Regular attendance in school leads to increased student achievement. Attendance allows students to benefit from the educational opportunities provided by our excellent staff. The following information outlines the major attendance procedures implemented by Rainbow Dreams Early Learning Academy:

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

The following definitions are provided for your information:

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

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

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

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

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

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

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

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

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

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

Due Process: The parent/guardian of a student with excessive absences shall be notified by the school in writing

of the absences and the parent/guardian has three (3) days to respond in writing to the notice to appeal the decision. The administrator shall review the records for any suspected errors or extenuating circumstances and make a final determination of the accuracy of the attendance records.

BIRTHDAY CELEBRATIONS

BIRTHDAY PARTIES ARE NOT PERMITTED AT THE ACADEMY. PLEASE DO NOT ASK FOR SPECIAL ACCOMMODATIONS. IT IS THE INTENT OF THE ACADEMY TO USE INSTRUCTIONAL TIME TO ITS FULLEST ADVANTAGE AND TO CREATE EQUALITY WITH OUR SCHOLARS. WE ASK FOR YOUR COOPERATION IN THIS EFFORT. If you would like to bring a gift for the entire classroom, the only items allowed are non-edible sensory based toys. These items include playdoh, fidgets, poppers, crayons, washable markers, or stickers. Please reach out to your child's teacher for the specific rules.

BULLYING, CYBER-BULLYING, HARASSMENT & INTIMIDATION

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

CHARACTER EDUCATION

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

CITIZENSHIP PROGRAMS

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

CLASSROOM DISCIPLINE PLAN

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

CLASS CHANGES

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

CLASS SIZE

Classes are required to be in compliance with Nevada Law and our agreement with Clark County. Pre-K classrooms will have a maximum ratio of 10 students to each teacher or teaching assistant. Kindergarten classrooms have a maximum ratio of 20 students to 1 teacher.

CODE OF CONDUCT

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

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

COMPUTER INSTRUCTION

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

CONFERENCES

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

CURRICULUM

Instruction at Rainbow Dreams Early Learning Academy is based on the Nevada Academic Content Standards and Nevada Ready! Pre-K standards. These documents serve as the required basic structure for classroom experiences in grades kindergarten through 2nd grade and common core standards. Included are the essential understandings, which form both the content and philosophical base of elementary curriculum. The Nevada Academic Content Standards delineates instructional content with essential skills, concepts, and experiences. It is around these understandings that teachers plan lessons. Discussions, demonstrations, films, computer activities, workbooks, etc., are ways that teachers help students understand skills and concepts. At Rainbow Dreams Early Learning Academy, emphasis is placed on learning being both meaningful and enjoyable. At the same time, students share responsibility for learning. The most carefully planned and exciting lesson still requires an attentive and receptive student.

READING PHILOSOPHY

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

MATH PHILOSOPHY

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

DISCIPLINE AND RESTORATIVE PRACTICES

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

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

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

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

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

RULES AND EXPECTATIONS

1. Act in a responsible and cooperative manner:

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

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

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

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

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

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

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

Rainbow Dreams Early Learning Academy may regulate dress and grooming in the interest of health, safety, and effective instruction. Children are expected to be neat and well-groomed. Forms of dress which are considered distracting or disruptive to the learning atmosphere will not be permitted. Hair Beads are not permitted for safety reasons (See Uniform Dress Code).

6. **Follow all safety procedures when walking or riding bicycles to and from school.** A. Upon dismissal, wait in designated areas for friends and relatives.

B. Cross streets at crosswalks

C. Walk on sidewalks and designated walkways.

D. Do not climb over walls and fences.

E. Skateboards, rollerblades, or “wheelies” are not allowed on school grounds.

7. **Keep toys, candy, electronic devices, cell phones and sports equipment at home** (*unless requested by the teacher for educational purposes*). These items will be taken from the students and returned only to the parent/guardian.

8. **Demonstrate responsible behavior in the lunchroom.**

A. Walk in a quiet and orderly manner.

B. Remain seated at assigned tables.

C. Talk quietly and be courteous; use good table manners.

D. Clean the table and floor area before being dismissed.

E. No talking when an adult is using the microphone to give directions.

F. Raise hand and wait to be dismissed by an adult.

G. Throwing food or other items will not be tolerated.

9. **Play safely in assigned playground areas.**

A. Play in designated areas only.

B. Rough play and tricks on playground equipment (flipping off of the equipment, etc.) are not permitted.

C. Climbing fences or leaving the playground to retrieve balls is not allowed without express permission of playground supervisor.

D. Balls will not be bounced against the building.

E. Students must remain on the playground at recess. Entering the building is not permitted without a pass.

F. Tackle football and other contact sports or play are not permitted.

G. There will be no throwing of sand, rocks, or other dangerous items.

H. Restrooms are not a play area. Proper behavior is expected.

I. Good sportsmanship and honesty are expected when playing games. The vote of the students waiting in line to play four square or tether ball serves as referee should there be a disagreement about game rules. Games are to be played as instructed.

J. No food shall be taken onto the playground except during a teacher-directed activity.

K. Above all, children should strive to get along with one another in a friendly cooperative manner.

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

Bullying, Cyber-Bullying, Discrimination Based on Race, Harassment and Intimidation Are Prohibited in Public

Schools. According to the NRS 388.122 Bully means a willful act which is written, verbal or physical, or a course of conduct on the part of one or more persons which is not authorized by law and which exposes a person one time or repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and:

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

DISMISSAL FROM SCHOOL P.M.

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

DISMISSAL PROCEDURE

The key goals for this procedure are:

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

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

EARLY DISMISSAL

If, for some reason, your child must leave school before our regular dismissal time, a dated note is given to the teacher in the morning. State the time and reason for early dismissal. Your child's departure will be recorded and may affect his attendance for the remainder of the school day. Picture identification is required for release of all students. Please Note: Students will not be dismissed for extra-curricular activities that are not related to Rainbow Dreams Early Learning Academy.

No early dismissal is allowed after 2:30pm.

DIVERSE LEARNING NEEDS

Rainbow Dreams Early Learning Academy is committed to ensuring that all students, including those with diverse learning needs, have equal access to a high-quality education in an inclusive and supportive environment. Students with disabilities, exceptional talents, or unique learning profiles have the right to individualized supports, reasonable accommodations, and specialized services as outlined by state and federal laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Our staff works collaboratively with families to develop and implement educational plans that promote academic success, personal growth, and full participation in all aspects of school life.

DRUGS AND ALCOHOL

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

EMERGENCY CLOSING OF SCHOOL

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

State law requires that schools have regular fire and other emergency drills. Careful procedures are worked out to

provide protection for students in the event of fire or other emergencies. Teachers review the procedures with students periodically. It is mandatory that all students obey the procedures for such drills. Successful drills can mean lives saved in an emergency.

FIELD TRIP POLICY

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

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

Any parent that volunteers must be volunteer approved.

FORMAL COMPLAINT POLICY

This policy is adopted in accordance with **NRS 388A.366** and other applicable Nevada laws governing charter schools, which require schools to establish a process for receiving and resolving complaints.

Filing a Formal Complaint

- Complaints should first be addressed through informal communication with the appropriate teacher, staff member, or administrative department whenever possible.
- If the issue remains unresolved, the complainant may submit a **Formal Complaint** to the school administration or the Director of Compliance.
- The formal complaint must be:
 - Submitted in writing
 - Signed and dated
 - Include a detailed description of the concern, any supporting evidence, and the steps already taken to resolve the matter.

Administrative Complaints

- If the complaint concerns a teacher, staff member, or school program and does not involve the administration directly, it should be submitted to the school's Principal/Executive Director or Director of Compliance.
- The administration will review and acknowledge receipt of the complaint within 5 business days and provide a written response within 15 business days after completing any necessary investigation.

Complaints Involving Administration

- If the complaint pertains to the Principal/Executive Director or other members of the administration, it must be submitted directly to the Rainbow Dreams Academy Governing Board.
- Complaints to the Board should be sent via email to Board@rdacharter.org or in writing to the Board's mailing address listed on the school website.
- The Governing Board will acknowledge receipt within 5 business days and follow its established procedures for investigation and resolution.

Confidentiality

All complaints will be handled with the highest degree of confidentiality possible while still allowing for a thorough investigation. Retaliation against any individual filing a complaint in good faith is strictly prohibited.

Resolution & Recordkeeping

The outcome of the complaint process will be provided in writing to the complainant. All complaint records will be maintained for three years.

GRADING POLICY

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

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

HABITUAL DISCIPLINARY PROBLEM PROCEDURES

Progressive and Restorative Discipline Plan

School-wide Behavior Intervention Policy

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

Minor Infractions:

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

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

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

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

Proactive Steps to Ensure a Safe and Positive Environment

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

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

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

Major Infractions;

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

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

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

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

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

Required Parent or Caregiver Conference:

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

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

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

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

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

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

Please Note:

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

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

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

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

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

- (A) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and
- (B) Less restrictive interventions have not been effective.

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

- (A) The student's behavior imposes a reasonable risk of imminent and serious bodily injury to the student or others; and
- (B) Less restrictive interventions have not been effective.

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

Students with Disabilities:

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

Plan for Restorative Discipline:

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

- **Social Restoration**

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

- **Self-Restoration**

- Tell me what's been happening. What has not been working for you?

- What do you thinking about this situation? How are you feeling about it?
- How is this getting in the way of your learning?
- How is this getting in the way of you being the person you want to be in our community?
- What do you need to learn/to do to make things better?
- What might you do differently next time you find yourself in a similar situation?

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

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

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

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

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

Relief for any victim of the pupil:

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

(4) Changing the behavior of the pupil:

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

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

Supervision:

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

Interventions/Activities:

- School wide Multi-Tiered System of Supports (MTSS)
- Behavior contracts

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

Distance Learning Addendum.

Our current educational landscape in light of burgeoning viral pandemics require a modification of the discipline plan to suit periods when school closures are mandated. RDELA does not currently conduct Distance Learning Classes, however, should they become necessary the following addendum is intended to support safety and respect in physical classroom. Distance learning will require the same cooperation for our students and their families. The following is the plan for progressive discipline for minor infractions while distance learning is being employed.

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

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

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

Major Discipline and Firearms Incident Report Form

Incident Details:

Date of Incident: _____

Time of Incident: _____

Location of Incident: _____

Incident Type:

☐ Discipline Incident

☐ Firearms Incident

Incident Description:

****Persons Involved:****

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

1. Full Name:

Role/Position (if applicable):

Age:

Contact Information (Parent/Guardian if applicable)

- Phone:

- Email:

- Relation to School:

2. Witnesses (if any):

Full Name:*

Role/Position (if applicable):

Contact Information:

- Phone:

- Email:

- Description of the Incident:

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

- Action Taken:

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

to authorities.

- Injuries or Damages:

Firearms Incident Specifics (if applicable):

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

Law Enforcement Contacted (if applicable):

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

Follow-Up and Actions:

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

Preventative Measures:

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

Report Filing:

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

Report Prepared By:

Full Name

Position:

Date Prepared:

Signature:

HEALTH / ILLNESS

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

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

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

INJURY AT SCHOOL

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

INTERIM PROGRESS REPORTS

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

LOST AND FOUND

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

LUNCH

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

MEDICATION AT SCHOOL

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

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

NEWSLETTERS

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

PARENT LITERACY NIGHTS

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

PARENT/TEACHER INVOLVEMENT

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

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

We believe that all children can behave in a positive manner while at school. Teachers and students have the right to a classroom free of disruption, one that is conducive to the teaching/learning process. In order to guarantee the optimal environment and the integrity of instruction and learning, Rainbow Dreams Early Learning Academy will implement a plan for Progressive Behavior Intervention consisting of interventions for school-related minor and major behavior infractions.

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

Minor Infractions:

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

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

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

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

- Bullying, including harassment, discrimination based on race, and/or exhortation.
- Threats to inflict bodily harm on another.
- Physical aggression including fighting and throwing objects at others.

- Insubordination including disrespect by using profanity or obscene gestures.
 - Major classroom disruption with sustained loud talk, yelling, rough housing; and or sustained out of seat behavior.
 - Possession of weapons.
 - Actual or threatened use of an object resembling a weapon with intention to intimidate or cause disruption.
 - Possession of flammable and explosive materials including matches, lighters, firecrackers.
 - Chronic or excessive abusive.
- Lewd or immoral behavior such as exposing body parts and/or touching another student's inappropriate manner.

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

Required Parent Conference:

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

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

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

Please Note:

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

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

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

If a student is suspended or expelled from a public school, the governing body shall provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. A notice provided must: a) Include information regarding the timelines for appealing the suspension or expulsion; b) Be written clearly and in a manner that allows a student and parent or legal guardian to understand each provision of the policy; and c) Be provided in as many languages as possible, to the extent practicable.

- The student and/or parent/guardian has five school days to file an appeal pursuant to the policy adopted by the governing body of the charter.
- Not later than five school days after receiving notification of the appeal of a suspension or expulsion, the governing body of the charter school or university school for profoundly gifted pupils must schedule a hearing.
- The pupil who is suspended or expelled or is being considered for suspension or expulsion:
 - a) Must be provided education services to prevent the pupil from losing academic credit during the period of suspension or expulsion; and
 - b) May be considered for temporary alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:
 - The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4673; and
 - The pupil does not pose a serious threat to the safety of the school.

Students with Disabilities:

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

REPORT CARDS

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

RDA GOVERNING BOARD MEETINGS

In accordance with the Nevada Open Meeting Law (NRS Chapter 241), all meetings of the Rainbow Dreams Academy Governing Board are open to the public, except for those portions permitted by law to be conducted in closed session. Members of the public, including parents, guardians, staff, and community members, have the right to attend, observe, and participate in meetings as provided by law. Public comment will be accepted during designated agenda periods in compliance with NRS 241.020, and individuals may address the Board on matters within its jurisdiction. Meeting agendas will be posted in advance as required, and accommodations will be provided to ensure access for individuals with disabilities.

PROMOTION AND RETENTION POLICY FOR ELEMENTARY GRADE STUDENTS

- I. It is the policy of the Rainbow Dreams Early Learning Academy Governing Board that students work toward achievement of the State's educational goals in a continuous program of learning through an established grade-sequential curriculum.
 - A. Advance through the curriculum, retention on accordance with NRS 392.033, or double promotion shall be based upon a student's demonstrated achievement rather than age or years in school.
 - B. Before any student is retained in the same grade rather than promoted, a reasonable effort to arrange meetings with the parents or guardians to discuss the reasons and circumstances will be made. The principal in joint agreement with the teacher(s) have the final authority to retain a student.
 - C. . NRS 388A.487 Adoption of rules for academic retention; annual report concerning academic

retention.(Effective July 1, 2019.)

1. The governing body of a charter school shall adopt rules for academic retention of pupils who are enrolled in the charter school that are consistent with NRS 392.759, 392.760 and 392.765. The rules must:
 - (a) Prescribe the conditions under which a pupil may be retained in the same grade rather than promoted to the next higher grade for the immediately succeeding school year.
 - (b). Require a pupil enrolled in the grade 3 to be retained in the same grade rather than promoted to grade 4 when required pursuant to NRS 392.760.
2. On or before September 1 of each year, the governing body of each charter school shall:
 - (a). Prepare a report concerning the number and percentage of pupils at the charter school who were:
 - (1) Retained in grade 3 pursuant to NRS 392.760 for a deficiency in the subject area of reading, including whether or not any such pupils were previously retained in kindergarten or grade 1 or 2; and
 - (2) Not retained in grade 3 because a good cause exemption was approved pursuant to NRS 392.760 but who were previously retained in kindergarten or grade 1 or 2 for a total of 2 years;

STUDENT PROMOTION (K-2)

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

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

SCHOOL FIRST AID

Students with health problems are referred to the office. Parents will be contacted for serious health referrals. Identified school staff have been trained to render basic first aid to the students. In case of emergencies, students will be transported to emergency facilities as defined in NRS (Nevada Revised Statutes).

SCHOOL PROPERTY

Our school building and equipment cost the taxpayers a great deal of money. Parents of students who destroy or vandalize school property will be required to pay for losses or damages. If students willfully destroy school property,

Each principal will begin working with teachers to provide appropriate interventions to address each identified student's deficiency(ies).

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

- f. Student decisions will be entered into Infinite Campus.

Procedures for Retaining an Elementary Student

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

SCHOOL SUPPLIES

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

SCHOOL PERFORMANCE FEES

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

STUDENT RIGHTS AND RESPONSIBILITIES

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

certain that the rights of all students and school personnel are carefully protected. In order to carry out this policy, the Rainbow Dreams Early Learning Academy has developed general guidelines for conduct which promote the order in school that is conducive to learning while still protecting the rights of all individuals.

STUDENT ENROLLMENT

Students entering Rainbow Dreams Early Learning Academy for the first time must present an enrollment/transfer form from the last school of attendance. Online enrollment is required, parent must enroll in Infinite Campus.

STUDENT RECORDS

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

FERPA RIGHTS

According to the Family Educational Rights and Privacy Act (FERPA), school records of students are confidential. FERPA allows school officials to provide what is called "directory information" without parental consent. However, public notice must be made before directory information may be made available. Parent notification is included in the Back to School Report, and registration materials inform parents of the right to restrict the distribution of directory information. Directory information includes the student's name, address, grade level, date and place of birth, participation in officially recognized activities and sports, weight and height if a member of an athletic team, years of attendance, degrees and awards received, and schools attended. In addition, two federal laws require local educational agencies to provide military recruiters, upon request, with three directory information categories – names, addresses and telephone listings – unless parents have advised the school that they do not want their student's information disclosed without their prior written consent. As our students are early learners, information other than directory information is not released without the written consent of the parent/guardian or by court order.

Parents or guardians also have a right to review educational records kept by the district. To inspect these records, parents/guardians should contact the principal to schedule a records review. In addition, parents may by written request, to the principal of the school, challenge the contents of student records that they believe are inaccurate. School personnel are to respond to all requests within a reasonable length of time not to exceed ten (10) school days from the date of receipt of the request.

Information other than directory information is inaccessible without parent/guardian consent unless by school officials with "legitimate educational interest" including administrators, licensed employees, and educational support staff.

PUBLIC RECORD REQUESTS

Rainbow Dreams Early Learning Academy (RDELA) complies with the Nevada Public Records Act (NRS Chapter 239), which grants the public the right to inspect or receive copies of public records maintained by the school, except those records declared confidential by law.

Requests for public records must be submitted in writing to the school's administrative office or by email to Kristy.Borg@rdacharter.org. Each request should clearly describe the records sought to allow for efficient retrieval. RDELA will acknowledge receipt of the request within 5 business days as required by law and will either provide the records, provide a timeline for production, or explain any denial citing the specific legal authority.

Reasonable fees may be charged for copies, staff time, or other costs associated with fulfilling a request, consistent with NRS 239.052. Certain records, including student educational records protected under FERPA, personnel records, and security information, are exempt from disclosure.

STUDENT WITHDRAWAL

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

TRANSFER

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

TELEPHONE USE

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

TEXTBOOKS and DEVICES

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

TOYS AND ELECTRONIC DEVICES

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

VISITING SCHOOL

RDELA is currently operating under a CLOSED CAMPUS protocol. No unauthorized visitors will be allowed to access student classrooms or hallways during school hours.

If community health and RDA Board decision allows for school visitation or there is a meeting scheduled with administration, we ask that all visitors comply with Rainbow Dreams Early Learning Academy Policy and report to the school office after entering the building and are processed through our visitor management software to obtain a visitor's pass. This applies to all non-staff persons entering our school and is required to maintain security for all students and staff. **Please contact your child's teacher 24 hours in advance for clearance.**

VOLUNTEER POLICY

Rainbow Dreams Early Learning Academy recognizes the important role that volunteers can play in supporting our mission to provide high-quality education and enrichment to our students. However, For the 2026-2027 academic year the Governing Board of RDELA has voted to maintain a closed campus policy for the safety and security of students and staff.

- Volunteers are not permitted on campus during school hours at this time.
- Volunteers may be permitted for off-campus or after school outreach events.
- The Board will review this policy periodically and may revise it to allow limited volunteer opportunities in the future

Eligibility

- Volunteers must be at least 18 years of age.
- Volunteers may include parents, guardians, community members, and approved partners.

Application & Background Check

- All potential volunteers must complete the Volunteer Application Form which includes registering through Centegix visitor management.
- A background check through the Nevada Department of Public Safety and/or other approved agencies is required for all volunteers who will have contact with students.
- Volunteers are responsible for paying any applicable background check fees unless otherwise covered by a grant or board-approved funding.
- Background checks must be renewed every three years or as required by law.

Mandatory Training

- Prior to volunteering, individuals must attend **Volunteer Orientation & Training**, which will include:

- Campus safety and emergency procedures
- Student privacy and confidentiality (FERPA compliance)
- Appropriate boundaries and conduct with students
- Mandated reporting requirements
- Training will be scheduled at designated times throughout the school year.

Check-In and Identification

- All volunteers must check in at the front office through the Centegix portal upon arrival and check out upon departure.
- Volunteers will be issued a visitor/volunteer badge that must be worn visibly at all times while on campus.
- Volunteers are permitted only in the areas approved for their assigned duties.

Supervision & Conduct

- Volunteers will work under the direct supervision of RDELA staff at all times.
- Volunteers may not be left alone with students unless specifically cleared and assigned by administration.
- Volunteers are expected to conduct themselves in a professional manner consistent with school policies.

Confidentiality

- All information about students, families, and staff obtained while volunteering is confidential and may not be disclosed outside the school.

RAINBOW DREAMS EARLY LEARNING ACADEMY:

A PARTNERSHIP BETWEEN STUDENTS, STAFF, PARENTS AND COMMUNITY

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

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

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

APPENDIX A:

DREAM CARE OVERVIEW

CONDUCT OF PARENT

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

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

DREAM CARE BENEFITS

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

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

BENEFITS OF DREAM CARE are endless.

EMERGENCY INFORMATION/PARTICIPANT FORM

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

HOLIDAYS

Dream Care will be closed to observe the following holidays:

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

LATE PICKUP

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

MISSION STATEMENT

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

PARENTAL RIGHTS AND GUARDIANSHIP

Rainbow Dreams Early Learning Academy/Dream Care Programs realize that often times, children come from a

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

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

PROGRAM DESCRIPTIONS

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

PROGRAM DISCLAIMER

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

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

PROGRAM STAFF

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

SIGN -IN AND OUT PROCEDURES

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

STEPS TAKEN TO CORRECT INAPPROPRIATE BEHAVIOR

The following steps may be taken to correct inappropriate behavior:

1. COMMUNICATE APPROPRIATE BEHAVIOR
2. REMOVAL FROM ACTIVITY OR OTHERS
3. DISCIPLINARY ACTION REPORT, CONTACT PARENT/GUARDIAN
4. BEHAVIOR PLANS (if applicable).

Guidelines are set up to correct inappropriate behavior. However, this procedure may not resolve the situation.

If inappropriate behavior continues, a student may be suspended from Dream Care.

STUDENT CODE OF CONDUCT

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

As students, I will:

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

SUSPENSION POLICY

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

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

TELEPHONE USE (DREAM CARE ONLY)

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

EXPULSION PROCEDURES

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

- A. The School shall report any violation of the law to the appropriate law enforcement agency.
- B. The school shall suspend the student pending further investigation of the facts by school personnel and review of the incident which may lead to an expulsion recommendation.

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

1. During the period of suspension, the pupil will be provided with distance learning packets to prevent the student from losing academic credit during the period of suspension or expulsion.
2. Student may be considered for temporary alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:
 - The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4676; and
 - The pupil does not pose a serious threat to the safety of the school.

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

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

E. If the parent(s)/legal guardians(s) elect to contest the expulsion recommendation to the Board of Trustees, within five days of receiving notice of the recommendation, the parent(s)/legal guardian(s) must notify the Administration that the expulsion will be contested. Within 5 days of receiving the notification of appeal, the Director of Compliance will then schedule a hearing of the Expulsion Review Board of the Governing Board, which shall consist of three current Board members, assigned on a rotating basis, except if the Board member is the parent or other relative of the student being recommended for expulsion. Two members of the Expulsion Review Board shall constitute a quorum and two votes shall constitute a decision. The ERB will conduct an evidentiary hearing at which both, school and the parent(s)/legal guardian(s) may present evidence, testimony, and argument related to the student's alleged misconduct and the appropriate discipline in light of all the circumstances, including any prior disciplinary intervention by the school. The evidence and testimony may be directed to the incident itself and/or in the student's character.

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

The ERB must make the following determinations:

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

Due Process Procedure Available:

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

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

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

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

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

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

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

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

enrolled.

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

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

(b) The days on which a pupil is physically or mentally unable to attend school must be credited towards the required days of attendance if the pupil has completed course-work requirements.

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

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

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

PROVISION OF SAFE AND RESPECTFUL LEARNING ENVIRONMENT

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

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

NRS 388.122 “Bullying” defined.

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

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

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

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

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

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

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

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

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

2. The term includes, without limitation:

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

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

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

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

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

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

(g) Stalking; and

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

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

(i) Discrimination based on race

(Added to NRS by 2021 AB 371)

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

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

(Added to NRS by 2009, 687)

NRS 388.122 “Discrimination based on race” defined.

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

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

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

1. Pupils are the most vital resource to the future of this State;

2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State’s high academic standards;

3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying, cyber-bullying, and racial discrimination will

be tolerated within the system of public education in this State;

4. Any form of bullying, cyber-bullying, or racial discrimination seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;

5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;

6. It will ensure that:

(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

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

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

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

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

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

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

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

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

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

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

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

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

Department.

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

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

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

(b) Provides outreach and anti-bullying and anti-discrimination education and training for pupils, parents and guardians, teachers, administrators, principals, coaches and other staff members and the members of a board of trustees of a school district. The outreach and training must include, without limitation:

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

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

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

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

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

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

1. The Bullying Prevention Account is hereby created in the State General Fund, to be administered by the Director of the Office for a Safe and Respectful Learning Environment appointed pursuant to NRS

388.1323. The Director of the Office may accept gifts and grants from any source for deposit into the Account. The interest and income earned on the money in the Account must be credited to the Account.

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

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

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

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

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

NRS 388.1327 Regulations. The State Board shall adopt regulations:

1. Establishing the process whereby school districts may apply to the State Board for a grant of money from the Bullying Prevention Account pursuant to NRS 388.1325.
 2. As are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive and sections 4, 5 and 6 of this act.
- (Added to NRS by 2011, 2244; A 2013, 2755; 2015, 413)

Policies; Informational Pamphlet; Program of Training

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

1. The Department shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State, and individual parents and legal guardians whose children are enrolled in public schools throughout this State, prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment that is free of bullying, cyber-bullying, and racial discrimination.
2. The policy must include, without limitation:
 - (a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, principals, coaches and other personnel of a school district; and
 - (b) A policy for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of a school district. The policy must include, without limitation:
 - (1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of bullying, cyber-bullying, and discrimination based on race so that pupils may realize their full academic and personal potential;
 - (2) Training in methods to prevent, identify and report incidents of bullying and cyber-bullying and discrimination based on race;
 - (3) Methods to promote a positive learning environment.
 - (4) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
 - (5) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

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

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

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to subsection 2 of NRS 389.520. The board of trustees may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to NRS 388.133 or pursuant to subsection 2 of NRS 389.520, as applicable.
2. Provide for the appropriate training of members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the board of

trustees who have not previously been elected or appointed to the board of trustees or for employees of the school district who have not previously been employed by the district, the training required by this subsection must be provided within 180 days after the member begins his or her term of office or after the employee begins his or her employment, as applicable.

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

4. Ensure that the parents and legal guardians of pupils enrolled in the school district have sufficient information concerning the availability of the policies, including, without limitation, information that describes how to access the policies on the Internet website maintained by the school district. Upon the request of a parent or legal guardian, the school district shall provide the parent or legal guardian with a written copy of the policies.

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

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

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

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

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

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

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

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

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

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

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

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

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

(b) Establish a program of training on methods to prevent, identify and report incidents of

discrimination based on race, bullying and cyber-bullying for members of the boards of trustees of school districts.

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

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

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

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

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

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

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

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

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

School Safety Team

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

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

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

NRS 388.1344 Membership; chair; duties.

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

- (a) A school counselor;
- (b) At least one teacher who teaches at the school;
- (c) At least one parent or legal guardian of a pupil enrolled in the school; and

- (d) Any other persons appointed by the principal.
 - 2. The principal or his or her designee shall serve as the chair of the school safety team.
 - 3. The school safety team shall:
 - (a) Meet at least two times each year;
 - (b) Identify and address patterns of discrimination based on race, bullying or cyber-bullying;
 - (c) Review and strengthen school policies to prevent and address discrimination based on race, bullying or cyber-bullying;
 - (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address discrimination based on race, bullying and cyber-bullying; and
 - (e) To the extent practicable, work with members of the community with expertise in cultural competency; and
 - (f) To the extent money is available, participate in any training conducted by the school district regarding discrimination based on race, bullying and cyber-bullying.
- (Added to NRS by 2011, 2243; A 2013, 1658)
4. To the extent practicable, the school safety team must consist of members who are representative of the demographic groups identified in subsection 1 of section 4 of this act.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

the school district:

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and
2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the board of trustees of the school district that the board submit a recommendation to the State Board for the suspension or revocation of the license. (Added to NRS by 2015, 410)

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

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

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

- (a) A member of the board of trustees of a school district; or
 - (b) A licensed or unlicensed employee of a school district.
- (Added to NRS by 2005, 705)

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

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

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

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

Rules of Behavior; Week of Respect

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

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

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

1. Methods to prevent, identify and report incidents of discrimination based on race, bullying and cyberbullying;
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and

3. Methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber-bullying.
(Added to NRS by 2013, 2137) — (Substituted in revision for NRS 388.145)

Overview

I. Purpose

This Health Services Plan outlines the procedures and protocols Rainbow Dreams Early Learning Academy (RDELA) follows to ensure compliance with NRS 388A.547 and provide all students with appropriate health services. This includes required hearing and vision screenings, monitoring student health needs, and the safe administration of both prescription and non-prescription medications, including the management and use of auto-injectable epinephrine (EpiPens).

II. Hearing and Vision Screenings

A. Requirements

RDELA will conduct annual hearing and vision screenings for students in accordance with Nevada state guidelines and age-based requirements.

B. Implementation

- Screenings will be conducted by a certified school nurse or trained professional.
- Parents/guardians will be notified prior to screenings and may opt out by submitting a written request.
- Results of screenings will be documented in the student's health file.
- Parents/guardians will be notified in writing if results indicate the need for further evaluation by a healthcare provider.

C. Scheduling

- Screenings will be scheduled within the first 90 days of the school year for new students and annually for returning students, typically during the fall semester.

III. Monitoring Student Health Needs

A. Health Records

- All students must have a current health history form on file, including emergency contacts, allergies, chronic health conditions, and any required medications.
- Updates to health information are collected annually or as changes occur.

B. Communication and Documentation

- Health needs identified during registration, parent meetings, or through staff observation will be documented and monitored by the designated health coordinator or school nurse.
- Classroom teachers and staff are informed of any students with special health needs, allergies, or emergency medication requirements.

C. Emergency Action Plans (EAPs)

- EAPs will be created for students with life-threatening conditions (e.g., severe allergies, asthma, diabetes) in collaboration with parents and healthcare providers.
- Copies of EAPs are distributed to relevant staff and kept in accessible locations (e.g., classrooms, front office) as well as in the student's permanent file and uploaded into Infinite Campus.

IV. Administration of Medication

A. General Guidelines

- Medications will only be administered with written parental consent and physician authorization.
- Medications must be brought to school in original containers labeled with the student's name, medication name, dosage, and administration instructions.

B. Storage and Recordkeeping

- All medications are stored in a locked cabinet in the Health Office or front office area.
- A Medication Administration Log is maintained for each student and includes date, time, dosage, and initials of the staff member administering the medication.

C. Non-Prescription Medications

- Non-prescription (over-the-counter) medications may be administered following the same procedures as prescription medications, with parent and physician consent.

V. Auto-Injectable Epinephrine (EpiPens)

A. Availability and Storage

- RDELA maintains a stock supply of auto-injectable epinephrine for emergency use.
- EpiPens are stored in clearly labeled and easily accessible emergency kits in the health office and key locations such as the cafeteria and gym.

B. Training

- All staff members are trained annually on the recognition of anaphylaxis and the proper administration of epinephrine.
- Training includes instruction on when to call emergency medical services (EMS) and how to follow up after an incident.

C. Protocol for Use

- In the event of suspected anaphylaxis, staff are authorized to administer epinephrine immediately and call 911.
- Parents/guardians are notified as soon as possible.
- The incident will be documented in the student's health record and reported to the Nevada Department of Health as required.

VI. Staffing and Oversight

- RDELA contracts a Registered Nurse to provide oversight and training to the Student Health Assistant or trained office personnel responsible for overseeing the implementation of health services, recordkeeping, and staff training.
- All staff receive basic training in recognizing health emergencies and the school's protocol for handling them.

VII. Review and Updates

- This Health Services Plan is reviewed annually and updated as needed to reflect changes in state laws, best practices, and student health needs.

Health & Illness Policy

At Rainbow Dreams Early Learning Academy (RDELA), the health and safety of our scholars is a top priority. As part of our comprehensive student support services, we provide basic health services and require all families to partner with us to maintain a safe, healthy environment for every child.

Reporting Illness

Please notify the front office or designated health personnel immediately if your child is diagnosed with any communicable disease, including but not limited to:

- Strep throat

- Chickenpox
- COVID-19
- Head lice
- Mononucleosis
- Impetigo
- Ringworm
- Scarlet fever
- Pink-eye (conjunctivitis)
- Fifth disease
- Pinworms
- Scabies
- Norovirus
- Influenza (flu)
- Respiratory Syncytial Virus (RSV)

Your cooperation ensures appropriate measures can be taken to limit exposure and inform other families when necessary.

When to Keep Your Child Home

To prevent the spread of illness and protect our medically vulnerable students, we ask families to keep children home under the following circumstances:

- **Fever:** Any student with a temperature of 100.4°F or higher must remain at home and be fever-free for at least 48 hours without the use of fever-reducing medication before returning to campus.
- **Vomiting/Diarrhea:** Children must be vomit- and diarrhea-free for at least 24 hours before returning to school.
- **Rashes:** Any student with an undiagnosed or suspicious rash must be evaluated by a healthcare provider and may return only with a note clearing them for school attendance.
- **Pink-Eye (Conjunctivitis):** Students with red, irritated eyes and white, green, or yellow discharge must be excluded from school until evaluated. If prescribed antibiotics, students must be on the medication for at least 24 hours before returning.
- **Strep Throat:** Students diagnosed with strep throat must remain home and begin antibiotics. They may return to school after 48 hours of treatment and once fever and symptoms have resolved.
- **General Illness:** Any signs of significant illness such as persistent coughing, extreme fatigue, excessive mucus, or unexplained pain should be evaluated by a healthcare provider before returning to school.

Return-to-School Requirements After Illness

If your child is sent home or remains home due to illness, the following must be met before they may return:

- Fever-free for 48 hours without medication
- Symptom-free for 24–48 hours (depending on condition)

- Clearance from a licensed medical provider may be required for reentry
- 48 hours of antibiotic treatment, if prescribed
- No excessive mucus, persistent coughing, or visible discomfort

Repeated incidents of illness or delays in caregiver pick-up may result in review of your child's continued enrollment.

Health Guidelines & Protocols

RDELA will maintain closed campus protocols. This includes:

- No outside backpacks or personal supplies permitted on campus (items brought to drop-off will be returned to the caregiver).
- No off-campus visitors allowed without administrative approval.
- Daily health checks at drop-off. Students with symptoms of illness or fever of 100°F or higher may be turned away.
- Strict adherence to sanitation and hygiene practices in all classrooms.

The Southern Nevada Health District urges all families to stay current on flu vaccinations and take extra precautions this year as RSV and other respiratory illnesses are increasing in severity.

Participation in Physical Activities

We are unable to exclude students from recess or physical education unless a note from a licensed health care provider clearly states specific activity restrictions and duration.

Special Dietary Needs

RDELA does not discriminate in the provision of food service based on disability. Substitutions will be made for:

- Students with disabilities, as defined by 7 CFR Part 15b, requiring dietary accommodations
- Students with other medical or special dietary needs, on a case-by-case basis

Requests must be accompanied by a signed care plan from a licensed healthcare provider, detailing:

1. Foods the student cannot consume
2. Recommended substitutions
3. Portion instructions, if applicable
4. Start and end date of the substitution plan

The plan should be submitted to the front office prior to any changes being made to meal service.

Nut Free Policy

Several of our students have a severe allergy to tree nuts, peanuts and all peanut products (flour, oil, butter, etc.) and to citrus. The only way to ensure a safe learning environment for these children is to ensure our campus strictly adheres to our strict NUT FREE policy. This means the meals and snacks that are provided by RDELA are nut and citrus free, but additionally that any food parents provide for their children including lunches and snacks are completely free of nuts of any kind including but not limited to pistachios, walnuts, cashews, hazelnuts, almonds, peanuts, peanut butter etc. This includes candy or cookies that contains peanuts or peanut butter. We know that this adjustment may be difficult for some but hope to keep things as safe as possible for everyone on campus. Please be aware of the severity of this issue. We are happy to provide safe food and snacks for all scholars in our care. Nut allergies are a LIFE-THREATENING issue and one our community should not take lightly.

In a classroom setting, cross-contamination is the greatest risk from this type of allergy. Cross-contamination occurs when a few crumbs from one child's snack are dropped and then picked up by the allergic child. Even a very small amount can cause a severe, life-threatening reaction. Some allergies are so severe that exposure, without ingestion, can cause a medical emergency.

Please check the ingredients of all food your child brings to school. If the label refers to a nut-based ingredient or warns of contact with nuts, please do not send that snack to school. In order to avoid any extra inconvenience for our families, RDELA provides, free of cost, a nutritious breakfast, lunch, and snacks for all children in our care.

Dental Screenings

Dental disease remains one of the most prevalent chronic conditions in children. Untreated dental issues can lead to pain, infection, and interference with learning. We encourage all families to arrange for dental check-ups through their family dentist.

Annual dental examinations are **required for students in Kindergarten**. Completed forms must be submitted within the first four months of the school year.

Hearing Screenings

Hearing screenings help identify students who may need further medical evaluation and support. Early detection is vital in supporting speech, language development, social-emotional growth, and academic performance.

Students exhibiting signs of hearing loss—such as inattentiveness, frequent requests for repetition, or speech delays—may be referred for additional screening. Hearing screenings are conducted as part of our health services protocol.

Vision Screenings

Vision screenings are conducted annually for all students at RDELA to detect issues that could hinder learning and development.

Results will be provided to parents/guardians, and referrals will be made for children who may require further examination.

Vision problems can significantly impact educational outcomes, particularly in the early years. Families are encouraged to schedule regular eye exams with an optometrist or ophthalmologist, especially if vision issues are suspected.

Immunizations – Nevada State Requirements

Nevada state law requires that all students are immunized in accordance with NRS 392.435 before enrollment in any public or private school. Required immunizations include:

- DTaP (Diphtheria, Tetanus, Pertussis)
- Polio (IPV/OPV)
- MMR (Measles, Mumps, Rubella)
- Hepatitis A & B
- Varicella (Chickenpox)
- Meningococcal (required for students entering 7th grade)
- Tdap booster (required for students entering 7th grade)

Immunization records must be submitted and up to date before a child may attend classes. Exemptions must be filed annually in accordance with state law.

Final Note to Families

We deeply value our families' support and vigilance. You are the best judge of your child's health, and we ask you to use your best discretion when determining whether they are well enough to attend school. Our community includes medically fragile students, and we depend on each of you to help us minimize exposure risks.

If you have questions about symptoms or whether your child should attend, please consult your health care provider.

Thank you for your partnership in keeping RDELA a safe and healthy environment for all.

Rainbow Dreams Early Learning Academy 26-27

Student/Parent Handbook Acknowledgement

I acknowledge that my child _____ and I _____ have received and reviewed a copy of the Rainbow Dreams Early Learning Academy 2026-2027 Student/Parent Handbook. I understand that it is my responsibility to read it thoroughly with my child. If there are any policies or procedures provided to me that I do not understand, I will seek clarification from the school principal. I understand that the contents in this Handbook state the Rainbow Dreams Early Learning Academy policies and procedures and are in effect on the date of publication. I also understand that these policies and procedures are continually evolving and may be amended, modified, or terminated at any time. Notification will be given of such changes.

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

I understand that my child and I must sign and date a copy of this acknowledgment and return it to the principal/ teacher by Friday, September 18, 2026. My child's and my signatures acknowledge that we have read, reviewed, and discussed the contents, and that while in attendance at Rainbow Dreams my child must abide by all the rules and policies outlined in the Handbook established by the Rainbow Dreams Early Learning Academy Governing Board.

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

CUT HERE

Student's Name

Date

Grade

Teacher

Parent's Printed Name

Parent's Signature

Date



9/21/2026

Title I Parents' Right-to-Know

The *Every Student Succeeds Act (ESSA)* was passed by the U.S. Congress and signed into law on December 10, 2015. The *ESSA* replaces the *No Child Left Behind Act (NCLB)* and is the latest reauthorization of the *Elementary and Secondary Education Act (ESEA)*.

Although *NCLB* was designed to make changes in teaching and learning in order to increase students' academic achievement, the Highly Qualified Teacher (HQT) provision under *NCLB* was eliminated from the *ESSA*. Despite this fact, all educators in Nevada still are required to hold the appropriate state certificate/license for their given position.

Under *ESSA*, all schools receiving Title I funds must inform parents of their right to ask schools about the professional qualifications of their child's teachers. If you would like to view a teacher's license, please access this link: <https://online.nvdoe.org/#/VerifyLicense>.

Parents are encouraged to support their child's education and communicate with their child's teacher(s) on a regular basis. For more information on *ESSA* and the role of parents, please visit the United States Department of Education's website at <https://www2.ed.gov/policy/elsec/leg/essa/index.html>.



9/21/2026

Título I

Derecho de los Padres a Saber

La *Ley de Todos los Estudiantes Sucesivos (ESSA)* fue aprobada por el Congreso de los EE.UU. y firmada como una ley el 10 de diciembre de 2015. La ESSA reemplaza a la Ley de *Ningún Niño se Quede Atrás (NCLB)* y es la más actualizada reautorización de la Ley de *Educación Primaria y Secundaria (ESEA)*.

Aunque *NCLB* fue diseñado para hacer cambios en la enseñanza y el aprendizaje con el fin de aumentar el rendimiento académico de los estudiantes, la provisión de Maestro Altamente Calificado (HQT) bajo *NCLB* fue eliminada de la *ESSA*. A pesar de este factor, todavía se requiere en Nevada que todos los educadores cumplan con los requisitos de certificación del estado/la licencia para la materia asignada.

Bajo *ESSA*, todas las escuelas que reciben fondos del Título I deben informar a los padres de su derecho de preguntar a las escuelas sobre las calificaciones profesionales de los maestros de sus hijos. Si desea ver una licencia de maestro, por favor, visite este enlace: <https://online.nvdoe.org/#/VerifyLicense>.

Se anima a los padres a apoyar la educación de sus hijos y a comunicarse con los maestros de sus hijos de manera regular. Para obtener más información sobre ESSA y el papel de los padres, visite el sitio web del Departamento de Educación de los Estados Unidos en <https://www2.ed.gov/policy/elsec/leg/essa/index.html>.

Title I Monitoring & Compliance

Consolidated Epicenter Task Instructions

Requirements

Pursuant to the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), Title I schools are required to maintain documentation demonstrating compliance with federal requirements related to parent and family engagement, educator qualifications, schoolwide and targeted assistance planning, professional development, and program implementation.

Instructions

To streamline compliance and better prepare schools for NDE's Title I Desktop Monitoring process, SPCSA has consolidated all required Title I compliance submissions into one Epicenter task. Schools must upload all required documentation listed below by **October 23, 2026**. If any required component is missing or incomplete, the task will be returned for revision. The Parent and Family Meeting must occur within the **first 30 days of school**.

Submit

1. [Title I Statement of Assurance](#)
2. [Title I Notification Letter](#)
3. [Title I Paraprofessional Qualification](#)
4. [Title I Parent and Family Meeting Documentation](#)
5. [Parents' Right-to-Know & Four-Week Parent Notification for Teachers Who Do Not Meet Applicable Certification or Licensure Requirements](#)
6. [School-Parent-Family Compact \(Accord\) & Code of Honor](#)
7. [Title I School-Parent-Family Engagement Policy](#)
8. [Comprehensive Needs Assessment \(CNA\)](#)
9. [Title I ESSA Schoolwide and Targeted Assistance Title I Elements Summary SIP Section](#)
10. [Title I Professional Development Documentation](#)

Please review the linked instructions for each component before submitting documentation.

Website Accessibility Reminder

Per Nevada Department of Education (NDE) guidance, required Title I documents should be accessible within **three clicks or fewer** from the school's homepage. To support transparency and streamline SPCSA and NDE monitoring, SPCSA requires Title I schools to maintain a dedicated Title I webpage that houses all required Title I documents. The webpage and all posted documents must be publicly accessible and easy to locate.