

2017-2018 SCHOOL YEAR CALENDAR

*9 00 a.m. – 3 00 p.m. Monday, Tuesday, Thursday & Friday
 Early Release each Wednesday @ 12 50 p.m. No school on shaded days
 Approved by Board of Directors June 22, 2016, NV Department of Education May 2, 2017*

<p align="center">July 2017 Number of Student Days = 11</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td></td><td>1</td></tr> <tr><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td></tr> <tr><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td></tr> <tr><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td></tr> <tr><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td></tr> <tr><td>30</td><td>31</td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S							1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31						<p>7/10 New/Office Staff Starts 7/11 Certified Staff Returns 7/17 1st Day of School (1st-6th) 7/24 1st Day of School (K)</p>	<p align="center">January 2018 Number of Student days = 12</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31				<p>1/15 Martin Luther King Holiday - No School</p>
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<p align="center">November 2017 Number of Student days = 18</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td></tr> <tr><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td></tr> <tr><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td></tr> <tr><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td></tr> <tr><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S				1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30			<p>11/10 Veteran's Day–No School 11/22-11/24 Thanksgiving Holiday No School</p>	<p align="center">May 2018 Number of Student days = 22</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr> <tr><td>13</td><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td></tr> <tr><td>20</td><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td></tr> <tr><td>27</td><td>28</td><td>29</td><td>30</td><td>31</td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31			<p>5/28 Memorial Day-No School</p>							
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<p align="center">December 2017 Number of Student days = 15</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> <tr><td>31</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31							<p>12/25-1/12 Winter Break – No School QUARTER 50 Days</p>	<p align="center">June 2018 Number of Student Days = 5</p> <table border="1"> <thead> <tr> <th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th> </tr> </thead> <tbody> <tr><td></td><td></td><td></td><td></td><td></td><td>1</td><td>2</td></tr> <tr><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td></tr> <tr><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td><td>15</td><td>16</td></tr> <tr><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td><td>22</td><td>23</td></tr> <tr><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td><td>29</td><td>30</td></tr> </tbody> </table>	S	M	T	W	Th	F	S						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	<p>6/7 Last Day of School (E/R) 6/8 Last Contract Day 6/11, 12, 13 Contingent Days 6/15 Office Closed Until 7/9/2018 QUARTER 43 Days YEAR 180 Days</p>
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WHAT IS A CHARTER SCHOOL?

Charter schools are unique public schools that are allowed the freedom to be more innovative while being held accountable for advancing student achievement. Because they are public schools, they are open to all children, do not charge tuition, and do not have special entrance requirements.

Charter schools were created to help improve our nation's public-school system and offer parents another public-school option to better meet their child's specific needs. The core of the charter school model is the belief that public schools should be held accountable for student learning. In exchange for this accountability, school leaders should be given freedom to do whatever it takes to help students achieve and should share what works with the broader public-school system so that all students benefit. In the early 1990s, a small group of educators and policymakers came together to develop the charter school model. Minnesota's legislature passed the first charter law in 1991, and the first charter school opened in 1992.

Why Charter Schools? Every child deserves a chance to succeed in college, careers, and life, which starts with a great education. All children should have the opportunity to achieve at a high level, and public charter schools are meeting that need:

- Charter schools are some of the top-performing schools in the country.
- Charter schools are closing the achievement gap. They are raising the bar of what's possible—and what should be expected—in public education.
- A higher percentage of charter students are accepted into a college or university.

How Do Charter Schools Work? Charter schools foster a partnership between parents, teachers, and students. They create an environment in which parents can be more involved, teachers can innovate, and students are provided the structure they need to learn. Some specific examples of how charter schools are working to improve student achievement include:

- Adjusting curriculum to meet student needs. A charter school can break up the day to provide students with more time on the core subjects they need most. Charter school teachers have a say in the curriculum they teach and can change materials to meet students' needs.
- Creating a unique school culture. Charter schools build upon the core academic subjects by creating a school culture or adopting a theme. For example, charter schools may focus on Science Technology Engineering or Math (STEM) education, performing arts, project-based learning, college preparation, career readiness, language immersion, civic engagement, classical education, global awareness, or meeting the needs of autistic students — just to name a few.

Developing next-generation learning models. Charter schools are rethinking the meaning of the word “classroom.” In Hawaii, students learn biology with the sky as their ceiling and the ocean as the classroom. Online schools, which don't have a physical building, use technology to change the dynamics of the classroom. Other schools combine online classroom time with classroom time in a physical school building. In either case, students can learn from experts located anywhere in the world. Excellent charter school networks like KIPP and Uncommon Schools are codifying how to create an excellent teacher.

ENROLLMENT & REGISTRATION PROCESS

Tours of our school will be conducted between 9:30 a.m. and 3:00 pm, Monday through Friday, except for the lunch period between 11:00 a.m. and 1:00 p.m. Registration information is available from the school office. Please call our office at (775) 323-6767 to arrange to visit and tour our school.

Lottery System

As a public school of choice, we are free to all who choose to attend. We work hard to maintain a small teacher-to-student ratio (1:24) to optimize the learning environment. If there are no openings available at the time of registration, you may elect to be placed on a waiting list. As openings become available and if there are more students on the waiting list than openings, a lottery system is used to select students from the waiting list. If there is an opening, all students who are on the waiting list for that grade level will have their names drawn randomly to fill the vacancy. The parent/guardian of the selected student will be contacted and asked if they wish to enroll their student. If they decline, another name will be drawn randomly. All drawings are conducted by the administrative staff of the school, in accordance with NRS386.180.

Determination of Appropriate Placement

Before enrollment, we request a copy of the most current Individualized Education Plan (IEP) for students receiving Special Education services. It is important for our multi-disciplinary team to review the plan to ensure our school can meet the needs of the student as outlined in the IEP. We are required to ensure that all students with an IEP are placed in the least restrictive environment and that there will be no harmful effects on any student in the classroom.

ACADEMIC SUPPORT

English as a Second Language

The goal of the English as a Second Language (ESL) Program is to assist students from a non-English language background in developing English proficiency skills that ultimately allows them to succeed in the regular classes where English is used as the primary language for teaching curriculum content. Both experience and research demonstrate that a second language is best learned in a manner that approximates how the first language was acquired— by using language to meet real needs.

Gifted and Talented Education

We provide students identified as gifted and talented (GT) a minimum of 150 minutes per week of differentiated educational activities each week during the school year. The GT Coordinator provides a wide variety of activities and instruction to broaden students' interests, teach more complex skills and offer a stimulating learning environment geared toward higher-level thinking and intellectual pursuits. Students who score above grade level in Reading or Math are allowed to accelerate according to their proficiency.

Multi-Tiered Systems of Support (MTSS)

MTSS is a coherent continuum of evidence based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each our student to achieve high standards. The goals of our MTSS program are:

- Being prevention oriented: knowing who needs support early and putting those supports in place.
- Implementing evidence-based interventions, tailored to meet the individual student needs.
- Using progress monitoring data to know when to make a change in instruction.

Any student experiencing difficulty in either academics or behavior is eligible for placement in the MTSS program. Teachers will be in communication with parents/guardians regarding what additional interventions are needed to promote student success. Students placed in MTSS are progress monitored on a regular basis to see if the interventions in place are making a positive impact. Students who are not making growth may be referred for additional testing. As always, parent-school communication is a vital part of any student success- we are partners in this process.

Section 504

Section 504 of the Rehabilitation Act of 1973 prohibits discrimination against persons with disabilities in any program receiving federal financial assistance. Section 504 defines a person with a disability as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activities (caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
- Has a record of such an impairment; or is regarded as having such impairment.

We acknowledge our responsibility under Section 504 to avoid discrimination in policies and practices regarding students and personnel. No discrimination against any person with a disability shall knowingly be permitted in programs or practices. Under Section 504, schools have the responsibility to provide notice to parent/guardian, to identify, to evaluate, and if determined to be eligible under Section 504, to provide access to appropriate educational services. If the parent/guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to file a grievance or request a due process hearing with an impartial hearing office.

Special Education

Our special education program serves students that have been found eligible for services based on extensive and specific testing. Their individualized programs are based on the goals and objectives written into their IEP (Individualized Education Plan). The special education teacher works closely with the regular classroom teacher, focusing on areas of need designated in the IEP.

Any student suspected of having a disability is to be identified and referred for evaluation by the appropriate Local Education Agency (LEA). This evaluation will be implemented according to State timelines and guidelines. Every student determined to be eligible for special education services will receive a Free and Appropriate Education (FAPE) according to Federal and State guidelines. In accordance with NRS 386.580(4), if the governing body determines that the charter school is unable to provide an appropriate special education and related services for a particular student due to the severity of the disability, the governing board may request that the board of trustees of the school district (WCSD) of the county in which the pupil resides transfer that child to an appropriate school.

ASSESSMENT AND ACCOUNTABILITY

Our quarterly formal assessments, data reports, and semester student progress reports are a powerful pre-emptive and corrective function, by informing teachers, parents/guardians and students how the student is doing relative to state content standards, providing an opportunity to address problems. The Nevada Department of Education (NDE) requires all public-school students take Criterion Referenced Tests (CRTs) in reading and mathematics; students in 5th grade also take a Science portion of the CRTs.

A written notice will be provided to all parent/ guardian about tests and examinations mandated by the state or school district. As each testing date nears, flyers will be sent home, reminding parents/guardians of the specific testing dates. These assessments are used to demonstrate our yearly progress and it is extremely important that students are present at the time of testing. All the tests mentioned are used by NDE for accountability purposes and the results are reported locally and state wide to the public.

Reporting Testing Irregularities

If your student reports any testing irregularities, you are encouraged to inform the Principal. There are certain procedures to follow as required by law. The policy includes prohibitions against interfering with or preventing the disclosure of information and there are procedures for dealing with reporting untruthful information

ATTENDANCE POLICY

Nevada Revised Statute 392.122 is the basis for our attendance policy and procedure. This law states that our Board of Trustees shall establish a minimum attendance requirement for promotion to the next grade or earning credit. Our Board has established a policy requiring 90% attendance for promotion to the next grade or earning credit for all students. The emphasis of the attendance policy is on the importance of keeping students in school and providing access to the curriculum. Students must be in attendance at least 90% of enrollment. *Failure to meet this 90% requirement may result in a student repeating a grade or the student may lose the privilege of attending our school.* Regardless of how the student is doing academically, parent/guardian/guardian/ students will be notified when the student's attendance falls below the 90% rule (10% or 18 absences).

A parent/guardian must send a note or call the school regarding the student's absence within three days after the student returns to school. Advance notice is always appreciated, with extended pre-arranged absences requested at least two school days in advance of the absence. If a student misses more than one-third (1/3) of a morning or an afternoon session, they will be marked as absent.

Certain types of absences do count against the 90% attendance policy:

- Any absence that is not verified by a parent/guardian;
- Any medical absence (physical or mental) when the assigned work is not made up;
- Any domestic absence (any absence beyond the 10 circumstance absences): absences that are within the parent/guardian's control (staying home to care for siblings; didn't feel like coming to school; truancy; sleeping in).

Absences that do not count against the 90% attendance policy: 10 circumstance absences per year must be approved by the Principal (bereavement, emergencies, family or personal business, legal, medical, pre-arranged, religious).

Tardies/Missed Instruction: Research on student success in school and academic achievement has been directly correlated to attendance and being on time for the start of the school day. Any student who arrives after 9:35 a.m. is counted as a half-day absence. In addition, for every 55 minutes' total of tardiness, a student is charged a half-day of absence which also counts against the student's attendance rate. The combination of absences and tardies could put a student under the 90% attendance requirement and result in grade retention for the next school year. If your student is not ill, we expect him or her in school and on time for the start and the end of the school day.

School's Responsibilities: We will attempt to contact the parent/guardian on the day of the student's unverified absence, including any known or suspected truancy. Whenever a student's lack of attendance jeopardizes continued educational progress, the school will contact the parent/guardian and request a conference to determine causes and solutions. We will also indicate on academic warning notices, progress reports, and/or *Student Progress & Assessment Reports* information regarding absences and missed instruction that may impact student's progress. NRS 392.180 requires a charter school to inform the proper authorities if a school detects truancy on the part of any of its pupils must make and file in the proper court a criminal complaint against the parent/guardian, guardian or other person, charging the violation, and shall see that the charge is prosecuted by the proper authority.

Parent/Guardian Responsibilities: Parents/guardians are expected to telephone the school each day to acknowledge the student's absence on that day to ensure the student's safety. If the parent/guardian doesn't call on the day of the absence, the parent/ guardian is to provide an oral or written excuse within three (3) days after the student returns to school explaining the cause of the absence. Please notify the school in writing of any student health problems verified by a medical professional which may result in lengthy or chronic absences from school. When requested by the school to attend conferences relating to attendance, parents/ guardians should do everything in their power to be there. Any pre-arranged absences must be approved by the Principal at least two (2) school days in advance of absence.

Make-Up Work: Students will be provided the opportunity to make up work for absences or missed work, regardless of the reason for the absence or missed instruction. However, not all work, especially work that is participatory and contributive in nature, can be made up. At the discretion of the teacher, alternative work may be provided for these types of activities. Make-up work need not be identical or equivalent to that missed in the absence of the missed instructional period, but it will ensure that the student can meet academic standards. It is the responsibility of the student and/or parent/guardian to request make-up work on the day the student returns to class. Student will have two (2) days to return the completed make-up work for each day the student has been absent.

DAILY SCHEDULE

8:30	Office Opens	10:30-10:45	Recess (5 th -6 th)	1:00-1:30	Recess (K-1 st)
8:35	Student arrival	11:00-11:35	Lunch (K-1 st)	1:50-2:05	Recess (2 nd -4 th)
8:50	1 st bell: line-up	11:40-12:15	Lunch (2 nd -4 th)	3:00	Dismissal
8:55	Gates closed	12:20-12:55	Lunch (5 th -6 th)	3:15-4:00	Tutoring/Clubs
9:00	Tardy bell	12:50	Early Release: Wed.	4:00	Office Closes

EARLY RELEASE (MINIMAL DAY)

Minimal days are approved by the Nevada Department of Education prior to the beginning of each school year. Students will be served lunch, and be released at 12:50 p.m. All students are to be picked up no later than 1:15 p.m. A late charge of \$1.00 per minute will be assessed for students not picked up by that time.

Our annual calendar includes minimal days for the last week of both the Fall and Spring quarters to allow for Parent Teacher Conferences. During the school year, each Wednesday is also a minimal day, allowing for our staff to participate in professional development and team collaboration. +

DELAYED START OR SCHOOL CLOSURE “SNOW DAY”

If the District announces that schools are delayed or cancelled, our school will also be affected. Local news will announce delays or closures by 6:00 a.m. WCSSD’s Parent Line (775-334-8373), [FaceBook](#), and website (www.washoeschools.net) post frequent updates. We will issue electronic communication to everyone on the school’s network, as well as [Facebook](#) and website (www.baileycharter.org).

DELAYED START: school begins at 11:00 a.m. Student are to arrive on campus at 10:45 a.m. and go directly to class. Breakfast won’t be served, and lunch will be on an adjusted schedule. Early release, tutoring, and clubs will be cancelled, with dismissal at 3:00 p.m.

SCHOOL CLOSURE: schools may need to be closed for the day due to severe weather, traffic conditions, or a local emergency that would impact schools, such as a fire in the vicinity or unhealthy air conditions. In the event of an emergency requiring only our school to close, all parents and guardians will be contacted directly with closure information.

PLEASE NOTE: All days that school is closed will be made up at the end of the school year. These contingency days are included on our approved school calendar.

ARRIVAL & DEPARTURE

We understand student arrival and dismissal can be frustrating, as school parking lots are not designed to handle the traffic that comes with this process. We appreciate your patience and support as we work together in following safety procedures and maximizing the flow of traffic. Please follow staff directions, public safety laws, and school procedures when navigating our school. Most importantly, please model these to students, as they look to us while learning good habits.

Please be sure aware of the School Zone, which have a speed limit of 15 miles per hour when lights are on. Nevada law prohibits drivers to make a U-turn or to pass other vehicles in active school zones. Reno Police Department monitors school zones and will issue citations to motorists violating the law. Please remind your children to be observant when walking, making sure they are aware of their surroundings and avoiding traffic.

Morning Drop-Off

Students are not to be dropped off in the street, neighboring parking lots, or alleyway. Please use the drive-through drop-off area that goes around the school and is staffed to ensure each child's quick and safe removal from the car. Students are to exit the vehicle on the passenger side when staff indicates it is safe to do so. Visitors are not permitted on the playground, and front parking lots are closed for pedestrian safety. Students with bicycles not to use the driveway to go to the back of the school. They are to walk their bicycle on campus, and to use the gated sidewalk to take their bike to the racks behind the school. Students with scooters are to walk their scooters on campus, and to store them in the front entry during the school day. Bicycles and scooters are not to be ridden on campus.

Afternoon Pick-Up

All classes are escorted to the dismissal area. Please wait for your child's class to line up in their assigned area. Once your child sees you, they are to "high-five" their teacher before walking away. This ensures the teacher knows the student has been met and is leaving. Anyone picking up students must be listed on the student's enrollment paperwork and be prepared to show a photo identification when picking up. If they aren't on the list or do not have an ID, they will be asked to go to the office. Staff will contact the parents/ guardians to confirm the person is permitted to pick up the student(s). Please visit the office to verify or update your contact information and persons authorized to pick up on your behalf.

Students not picked up by 3:15 p.m. (1:15 p.m. on early release days) will be taken to the multipurpose room, and parents/guardians contacted to confirm pickup. Our staff has other activities after school and are not available to supervise students left on campus after dismissal. If you are not able to pick up your child(ren) on time, please be sure to make other arrangements. The consequences of repeated late pick-ups are:

- 1st Late Pick-Up: You will receive a verbal notice from dismissal staff.
- 2nd Late Pick-Up: You will receive written notice that late pick-ups will result in late fees.
- 3rd Late Pick-Up: You will be invoiced a late fee of \$1.00 per minute.

We realize emergencies occur that cannot be avoided and that is why we allow two late pickups before assessing fees. You must always have someone listed on your Emergency Card to be on "standby" for just such occasions. Please notify our office staff if you need any assistance in order to pick up your child on time.

If we are unable to make contact with parent/guardian, or students are not picked up by 4:00 p.m., we will contact Child Protective Services as required by law.

DRESS CODE

Our school has a standard student attire policy, which is a solid maroon collared polo shirt or sweatshirt, printed with our school logo. The school uniform shirt must be worn to school each day. The remainder of the students' attire must follow the *Guidelines for Appropriate Dress*, established in a fair and realistic way regarding what is and is not appropriate attire for school. As specified in the WCSD administrative regulations, "the dress or grooming of all students must not present potential health or safety problems or cause distractions." The requirements are in no way an attempt to silence free expression but to create a productive, uninterrupted, and safe learning environment. It is the school's hope that this code will help its students in preparing for the real world of work and to assist parents when they purchase school-year wardrobes. If a student fails to wear the specified uniform and is not otherwise exempt from the uniform requirement, the school will contact a parent/guardian. The student will be provided with alternative uniform clothing and will remain at school. It is our policy that no student will be sent home for failure to comply with the uniform policy. A parent conference will be scheduled if violation of the uniform policy continues. We will do our best to help provide uniforms for students in need of assistance.

Consequences: During the first five days of school, if a student violates the dress code s/he will be given a warning by school staff. School staff will notify school administrators with the student's name. School administrators will notify parent/legal guardian of the warning. The student must correct the clothing violation at that time, prior to returning to his/her class schedule. Refusal to change clothes will constitute insubordination. After the first five school days of the school year, the warning system will be terminated, and the following sequential and progressive discipline plan will be followed:

First Offense

- 1) Parent notified;
- 2) Student must change clothing violation;
- 3) Student "charged" \$5 Bailey Bucks;
- 4) Student warned of consequences another violation;

Second Offense

- 5) Steps 1-4 above, and detention assigned.

Third Offense

- 6) Steps 1-5 above, with a parent conference.

Spirit Days

Our school offers many opportunities for choice in clothing with Spirit Days. Each day has a theme, often tied to a holiday or special day. On these days, uniforms are not required, but the *Dress Code*, as well as *Guidelines for Appropriate Dress*, are still enforced.

School uniforms are required for Fall picture day, but Spring picture day is a free dress day. Uniforms may be purchased in the office.

Change of Clothes

For younger students, we encourage a change of clothes be kept at school. Even if your child is toilet trained, accidents still happen. If a child's clothes get soiled and cause discomfort, we want the child to have access to clean, dry clothes. If your child uses this change of clothes, please bring back extra clothes the next day. Please make sure the clothing is appropriate for the weather.

GUIDELINES FOR APPROPRIATE DRESS

Condition and Wear of Clothing

- Nothing that distracts or poses a safety hazard
- No holes, rips, or tears that reveal the body, and no tight-fitting or revealing clothing

Safety

- No clothing that can pose a potential health or safety problem
- No gloves inside the building; no single glove at any time
- No jewelry or chains that can cause injuries; no hanging chains, spiked or studded accessories

Tops

- A school uniform shirt (solid maroon collared polo shirt, hoodie, or sweatshirt) with school logo.
- Students may wear another shirt under the school uniform shirt and may not cover school uniform.
- Vests, scarves, or overalls which cover up the school uniform shirt may not be worn.
- Students may not wear clothing tied around their waist.

Skirts/Dresses

- Clothing must cover the lower torso with no skin showing between top and bottom; they must be at least mid-thigh in length; no mini-skirts
- No exposed undergarments, pajamas, lounge wear, or bath robes

Pants/Shorts

- Must cover lower torso with no skin showing between top and bottom, and no exposed undergarments
- No sagging or mini pants or shorts, no spandex shorts, and no cut-offs, Shorts must be hemmed and at least mid-thigh in length.
- No single rolled up pant leg, and no exposed buttocks
- Belt buckle monograms must be appropriate, with no hanging or extended belt lengths
- No unfastened overalls

Head Coverings

- No head coverings or sunglasses worn in the building during school hours or during school events. Exceptions will be made for religious or medical reasons.
- No bandanas, do-rags, hairnets, surgical/shower caps, or hair picks at any time.

Footwear

- Proper footwear must always be worn, with no house slippers

Language/Illustrations on Clothing

- No obscene, vulgar, profane, or derogatory language or illustrations on clothing;
- No sexual overtones, or promotion of alcohol, drugs, tobacco, gangs, or violence
- Nothing that may be deemed a safety issue.

Gang Attire

All items that have been identified as gang-related by local law enforcement agencies and WCSD school police are prohibited.

FAMILY ENGAGEMENT

We believe in a school learning community including the teachers, students, and their parent/guardian, working together to improve the school and enhance students' learning. Through the school's annual improvement plan, teachers, administration, and parent/guardian write annual plans for family and community involvement, implement and evaluate activities, and integrate the activities conducted into a comprehensive partnership. Activities in parent/guardian, communicating, volunteering, learning at home, decision making, and collaboration, help parent/guardian become involved at school and at home in various ways that meet student needs and family schedules. We help parent/guardian strengthen students' reading, writing, math, and science skills by offering monthly parent/guardian nights focused on one of these areas. Parent/guardian can ask teachers questions and learn strategies to support their student's learning. Interpersonally, parent/guardian and teachers recognize that together with students, they each have roles to play in helping students succeed in school.

To ensure effective communication with individuals who do not speak English and to get all parent/guardian and families involved, we make every attempt to make written communications with families in both English and Spanish. In addition, free interpreters are available to those who do not speak English for conferences and face-to-face communications.

We fund a parent/guardian Involvement Facilitator (PIF) in our budget, who serves two basic functions. First, she initiates strategies to improve student attendance by daily identifying all absent students to make immediate contact with the home. Second, she coordinates and directs parent/guardian nights, workshops, and opportunities for parent/guardian to get involved over the course of the school year. The PIF, along with the teachers and administration work together to improve the number of parent/guardian involved and raise the number of hours volunteered per parent/guardian. By forging stronger links between the community and the School, we can tap into outside resources to assist parent/guardian in supporting their student's learning as well as provide families with networking opportunities and educational, social, and health services.

Parent/guardian participation is promoted through giving parent/guardian a meaningful school partnership and creating a comfortable, supportive, challenging, rewarding, and enjoyable school atmosphere. The tie between parent/guardian contribution and parent/guardian ownership is very important. We make sure that we use our parent/guardian as resources. If they have a skill, if they have something they can bring to our school in any way, we make sure that we find out what that is and we use it. By doing so, we make sure our parent/guardian are in fact invested.

PARENT TEACHER CONFERENCES

Our school calendar reserves two weeks during the school year for Parent Teacher Conferences. The last week of both the Fall and Spring quarters are minimal days, with an early release schedule. This time is set aside for teachers to meet with parents/guardians and the student. Translators are available to assist in conferences as needed. The Parent Involvement Facilitator (PIF) coordinates schedules in 20-minute blocks of time, with some staff available before and after school. If the parent/guardian does not sign up for a conference, a time will be assigned. Students are expected to attend the conference, and we encourage all parents/guardians to participate. Separate conference times are available for those families with separate households, if needed.

It may be necessary to hold conferences during the school year, and we encourage you to let your child's teacher know if you would like to meet with them. Other members of our school staff are included as needed or requested.

FERPA

The Family Educational Rights and Privacy Act (FERPA) affords parents and students who are 18 years of age or older ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 45 days after the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the records they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the School to amend a record should write the school principal, clearly identify the part of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel) or a person serving on the school board. A school official also may include a volunteer or contractor outside of the school who performs an institutional service of function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, medical consultant, or therapist; a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the school discloses education records without consent to officials of another school district in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer. NOTE: FERPA requires a school to make a reasonable attempt to notify the parent or student of the records request unless it states in its annual notification that it intends to forward records on request.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

For more information, please refer to the US Department of Education's [Parent's Guide to FERPA](https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html), available at <https://www2.ed.gov/policy/gen/guid/fpco/brochures/parents.html> .

FIELD TRIPS

Authentic experiences are essential for adolescents to understand the adult world in which they are entering, to enhance the learning process, to nurture intellectual growth, and often need to take place outside of the physical school setting. While outside of school in the public eye, students and staff represent our school, and are held to a very high standard of behavior. We go to great lengths to maintain our reputation in the community and are very proud of what we have worked to achieve. Children are learning how to act in society and use these real-world learning opportunities to further their development. Students who are unable to exercise appropriate behavior will not be invited or will need to be accompanied by a parent/guardian. On many occasions we will utilize our city bus line and we will ask your student to have bus fare or other fees associated with the field trip. Parents/guardians will be informed of costs in advance. If this cost becomes a burden, please speak with us individually.

HEALTH & WELLNESS

Our school works diligently to keep our school environment and staff clean and healthy through daily facility cleaning. Staff at our school must maintain a current CPR certification. We do our best to keep all of our students healthy and diligently work to not spread communicable diseases. Please refer to these guidelines to help in this effort:

- Children with symptoms such as fever, headache or stomach illness should be out for 24-48 hours, or 72 hours for symptoms such as vomiting and diarrhea, which can be infectious for 72 hours or more after they recover.
- Frequent hand-washing with soap and water is the most effective way to prevent the spread of the virus. Hand sanitizer does not kill some viruses. Thorough scrubbing of hands with soap and water is effective in eliminating the viruses and bacteria from hands through friction and rinsing.
- When a vomiting incident occurs, viruses can become airborne and can infect others within a perimeter of 10 to 25 feet. When particles land on hard surfaces, the virus or bacteria can stay active for a number of days and infect anyone who puts their hands on the surface and then touches their mouth.
- Always wash your hands after using the bathroom and before eating. Avoid touching face with unwashed hands.

When a child is not feeling well at school, we will typically watch their symptoms and take a temperature if needed. Parents/guardians will be contacted to pick up a child from school if we deem that are too sick to remain with us. As always, a doctor can only diagnose an illness and we rely on you using your best judgment as parents. More information can be found on the [Washoe County Health District's](https://www.washoecounty.us/health/index.php) website at <https://www.washoecounty.us/health/index.php>.

Please respect this policy, as we need to protect our environment and other students from further contamination. We exercise the right to request the pick-up of a child who may have excessive or uncontrolled coughing, colored mucus, or overall does not look or act normal. If your child has a fever, we will contact you immediately and monitor as necessary. Children who are observed to be ill will be isolated until the child is picked up. If we call you to pick up your child, please come as soon as reasonably possible. We may request a note from your child's medical doctor (if your child has been diagnosed with a contagious/infectious disease) prior to returning to school. We may also request to see a copy of a prescription if your child is on antibiotics. Please refer to [Washoe County Child Licensing Regulations](https://www.washoecounty.us/hsa/files/Master%20for%20Website.pdf) at <https://www.washoecounty.us/hsa/files/Master%20for%20Website.pdf> for further explanations and expectations.

Medications: In order to permit a student to take medication at school, the office must have a completed document from a doctor on file stating the student medication. The school cannot dispense or administer any types of medication, including over-the-counter medications (teething tablets, aspirins, fever reducers, sunscreen, creams, or ointments). You are welcome to come to school to administer medication to your child if necessary.

IMMUNIZATION POLICY

Enrollment: All students enrolling at in a Nevada public school are to follow Nevada Revised Statute 392.435, requiring immunizations for Diphtheria, Tetanus, Pertussis, Polio, Measles, Mumps, Rubella, Hepatitis A, Hepatitis B and Varicella (chickenpox). An immunization record is required of all students at time of enrollment, stamped or signed by a physician or designated health care provider. *Please note that under Nevada law, there is no grace period for providing immunizations upon enrollment.*

Exclusion: Any student that is out of compliance with the immunization requirements will be excluded from school attendance until the necessary immunizations are received. Exclusion notices will be sent by mail, with a copy of the student's immunization record, and the date of exclusion. A maximum of ten (10) working days is given for the student to receive the vaccine before exclusion from the school. Exclusion notices, when stamped or signed by the Washoe County District Health Department or health care provider, will be accepted as proof of immunizations.

Exemptions: Any parent/guardian enrolling their student and desiring exemptions from immunizations due to religious beliefs or medical reasons must submit a letter to the Board of Directors at the time of enrollment stating that their religious beliefs prohibit immunizations. In the case of medical exemptions, a written explanation or prescription from a physician or health care provider must be submitted. Parents/guardians will be notified by the Board as to their decision. The student may be enrolled immediately once the letter for religious or medical Exemption has been submitted.

NUTRITION

Breakfast After the Bell (Senate Bill 503)

Schools that have a free or reduced lunch eligibility rate of 70 percent or greater were targeted for this legislation because children from those schools are most likely to be living in food insecure households. Children in food insecure households don't have access to enough nutritious food to support learning, growth and development. SB 503 is intended to provide these children with increased opportunities to eat a nutritious meal at the start of the school day. All students at eligible schools are required to have access to breakfast after the start of the school day. Breakfast is served until 9:15 a.m.

Birthday Celebrations

Our school celebrates these important milestones with staff and students. Birthdays are shared during morning announcements. We hold a monthly birthday celebration, where all staff and students with birthdays that month enjoy a special treat. We do not hold individual classroom parties, and treats are not permitted in the classrooms.

PROGRESSIVE DISCIPLINE PLAN

Our *Progressive Discipline Plan* involves proactive measures, encouraging positive reinforcement of appropriate behavior, and immediate consequences for inappropriate behavior. A copy of our plan is included in our *Family Handbook* that is available to each family and is also posted on our school website at www.baileycharter.org. Our goal is to help every student develop self-control and character, while we provide a safe, respectful and positive learning environment.

Our Student Code of Conduct is built on five premises:

- 1) Every student has the right to learn.
- 2) Every teacher has the right to teach.
- 3) Our school will have a safe and orderly learning environment.
- 4) All students will take responsibility for their own behavior and learning.
- 5) All adults will take responsibility to help each student learn.

Positive Behavioral Interventions & Supports

Our school has a Positive Behavioral Interventions & Supports (PBIS) Committee, which operates in unison with our Multi-Tiered Systems of Support (MTSS) Team. Team members include: Principal, School Social Worker, Student Services Coordinator, ELL Coordinator, and at least one classroom teacher.

Once a student is referred to the team, that student's classroom teacher becomes a member of the team. The team will review the best strategies and collaborate on plans to encourage appropriate behaviors. Follow-up meetings are timely, allowing a check-in to ensure fidelity and monitor student progress, and collaboration for the development of individual behavior plans. Each committee member has been trained in PBIS. It is our goal to insure our efforts are supported beyond the school day. Our ELL Coordinator is an important member as well, sharing cultural differences that may be a factor of a student's inappropriate behaviors. If the student has an Individualized Education Plan (IEP), the Special Education Case Manager will also serve as a member of the committee.

We expect that all students will conduct themselves in a proper manner. General rules of conduct serve the school community by insuring the welfare and safety of all students. This includes maintaining personal cleanliness, neatness, and appropriate standards of dress.

Bullying & Cyberbullying

The school prohibits bullying including cyberbullying and provides students, parents, and teachers with resources, mechanisms for reporting, and training to assure a safe and respectful environment conducive to learning.

Harassment, Sexual Harassment & Discrimination

Notice of this policy and procedure shall be posted in a prominent location in the school and shall include information about how to obtain these materials. Our school prohibits the discrimination, harassment, or sexual harassment of any person based on actual or perceived race, color, national origin, sex (including non-conformity to gender stereotypes), sexual orientation, gender identity or expression, age, disability and/or religious preference by any individual and/or any employee or student on school property, while on school business, or at any school-sponsored event, regardless of location.

The school prohibits retaliation against any person who has made a report of alleged discrimination, harassment or sexual harassment; or against any employee or student who has testified, assisted, or participated in the investigation of a report. Such retaliation is a violation of law and will lead to disciplinary or other appropriate action against the offender.

The school will provide regular training regarding harassment, sexual harassment, and intimidation to all employees. Similar training will be given to all students that have, at the sole discretion of the school, attained a suitable age or grade level.

Freedom of Expression

Our school is committed to encouraging, protecting, and ensuring student freedom of speech, press, and expression, and rights granted under the U.S. Constitution. We further recognize the intrinsic value of educating students in the reasonable exercise of these fundamental rights to become responsible citizens of the State of Nevada and the United States of America.

Student Conduct

Every teacher in the public schools shall hold pupils to a strict account of their conduct on and near the school grounds, on the playground, and during any intermission.

Student Safety

Reasonable measures must be taken to prevent accidents to students, employees, and the public while on school property. School officials, Administrators, and teachers act in loco parentis during the time students are under their supervision. The term in loco parentis, Latin for "in the place of a parent" refers to the legal responsibility of a person or organization to take on some of the functions and responsibilities of a parent. It allows schools to act in the best interests of the students as they see fit, although not allowing what would be considered violations of the students' civil liberties.

The school will cooperate with our community to maintain safe conditions for the students on their way to and from school. Members of the Board of Directors, Principal, School Social Worker, School Counselor, and teachers have concurrent power and responsibilities, along with peace officers, for the protection of students in school, on their way to and from school, and for the enforcement of order and discipline among such students.

When the involvement of law enforcement is needed, we contact the Reno Police Department.

Searches of Students

To provide an orderly and safe school environment, students need to act responsibly by maintaining control of their own behavior.

To ensure the safety of students, staff, and property, the school must take measures to manage the behavior of students. This is accomplished by the prevention of harmful, damaging, unlawful or deleterious items being

brought onto the school premises. The law, therefore, permits school authorities to search students, their personal possessions and their desks under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the District guidelines.

MINOR INFRACTIONS

Minor infractions are behaviors that do not require Administrator involvement, do not significantly violate rights of others, do not put others at risk or harm, or are not chronic.

Some examples are:

- Out of assigned area without a pass
- Disorderly conduct, rough-housing
- Disregarding directions
- Dress code violation
- Failure to return paperwork
- Gum, food, snacks
- Inappropriate comments
- Keeping hands to self
- Lunchroom behavior
- Unprepared, not participating, work habits

Teacher's Action

1st level: Teacher counseling and warning to student of inappropriate behavior and review expectations.

2nd level: Teacher counseling and warning to student with appropriate classroom discipline.

3rd level: Communication with parent and appropriate consequence.

4th level: Written referral to Administrator.

Administrative Action

Communicate with parent.

Appropriate disciplinary action.

Inform teacher of consequences, plan of action

MAJOR INFRACTIONS/UNLAWFUL CONDUCT

Major infractions and Unlawful Conduct are behaviors that require Administrator involvement, significantly violate the rights of others, put others at risk or harm, or are chronic. A written report of the r offense describing the incident must be sent with the student to the office as soon as is reasonably possible.

Some examples are:

- Aggressiveness, bullying, threatening, fighting
- Assault or battery
- Cheating, forgery, lying
- Dangerous behavior
- Destruction of property or vandalism
- Disrespectful, insubordinate
- Disruption of school activities
- Out of assigned area
- Stopping teaching or learning
- Theft (value under \$25)
- Unauthorized use of equipment
- Violation of rules (habitual)
- Vulgarity or profanity
- Discrimination
- Extortion by force or threat
- False alarm (bomb, fire, medical, etc.)
- Gang or gang-related activity
- Possession/use of alcohol, illegal substance, or tobacco product
- Possession of weapon or another dangerous toy
- Sexual misconduct or harassment
- Theft (value over \$25)

Teacher/Staff Action: Refer to Administrator with a detailed written statement; parent contact made.

Administrative Action

Administrative action will take place as soon as possible after teacher report has been filed.

Parent or guardian will be contacted, and teacher will be informed of action taken. a

Consequences may go beyond any action already taken or considered under Minor offenses.

Parent or guardian will be contacted, and teacher will be informed of action taken.

Consequences may go beyond any action already taken, or considered under Major offenses plus possible probationary status, in-school detention, suspension or referral to law enforcement.

WCSD Prohibited Conduct Procedure

As a District-Sponsored Charter School, our school discipline data is entered into the *Infinite Campus* Student Information System. We refer to the District's *Prohibited Conduct Procedure* for clarification and definition of our discipline polices to insure data is recorded appropriately.

SAFE AND DRUG FREE SCHOOLS

In accordance with NRS 392.453 our school has adopted a plan to ensure that our school is safe and free of controlled substances. Our plan complies with the Safe and Drug-Free Schools and Communities Act.

Zero Tolerance to Use of Tobacco Products

Smoking or other use of tobacco by students is prohibited. Students may not carry or possess tobacco products on school property or at school functions. School personnel have the authority to confiscate tobacco products. If a student violates this rule, s/he will be subject to in-school disciplinary measures and the parent/guardian will be notified and/or asked to come in for a conference. Violators will be given information about the health risks of tobacco use and information about the help available if they decide to quit. After repeated offenses, a student may be suspended. The length of the student's suspension may be reduced by student participation in programs recommended by the Washoe County School District's Safe and Drug-Free Schools Department.

Zero Tolerance to Drugs and Alcohol

Possession/Under the Influence

Under the influence will be determined by having an Administrator and another adult verify that the student's behavior(s) indicates drug or alcohol abuse and that the student should be removed from the school.

A student will be considered under the influence when one or more of the following indicators are noted: vomiting, staggering, emitting an indicative odor, exhibiting incoherence/disorientation, slurring speech, exhibiting dilated pupils, and/or displaying other physical evidence.

First Offense

- Possession of or under the influence of drugs/alcohol
- includes look-alike drugs/alcohol.
- Consequences include a six- to ten-day long-term suspension, with a parent/guardian conference.
- Law enforcement officials will be notified by local school Administrator or designee.
- Resource options will be discussed with the parent/guardian, and recommendations will be made.

Second Offense

- Possession of or being under the influence of drugs/ alcohol (includes look-alike substances) results in a referral to the Board of Directors with a recommendation for expulsion.
- Consequences include a six- to ten-day long-term suspension, with a parent/guardian conference.
- Law enforcement officials will be notified by local Administrator or designee.
- Resource options will be discussed with the parent/guardian, and recommendations will be made.
- A referral will be made to the Board of Directors with a recommendation for expulsion.

Trafficking and Distribution

- Any offense of trafficking or distribution of drugs and/or alcohol will result in a referral to the Board of Directors with a recommendation for expulsion.
- This policy includes alcohol, illegal drugs, prescription drugs, over-the-counter drugs, and look-alike drugs or alcohol.
- A student found to be in possession of more drugs or alcohol than would be consumed by one person will be presumed to be trafficking as prescribed by law.
- Consequences include a six- to ten-day, long-term suspension, with a parent/guardian conference.
- Law enforcement officials will be notified by local Administrator or designee.
- Resource options will be discussed with the parent/guardian, and recommendations will be made.
- A referral will be made to the Board of Directors with a recommendation for expulsion.

CONSEQUENCES

When school-related misbehavior occurs, school staff may decide to use a variety of strategies to address the problem. If classroom discipline is a problem, it should, in most instances, be handled by the classroom teacher. Minor incidents of classroom discipline should be handled by the teacher and reported to the school administration. Students exhibiting behavior which is unacceptable in our school environment may be issued a *Conduct Note* (Spanish available).

Our discipline plan is progressive in nature, and the following options are not necessarily listed in order of use. The school will use the corrective action which complies with school policy and best addresses the nature of the problem and the overall citizenship record of the student. Typically, disciplinary action would begin at the minimum; however, it may be necessary to take more severe action immediately.

Conference: The student and staff member will discuss school expectations for appropriate behavior. Now, student must agree to improve his/her behavior.

Detention: Teachers and Administrators have the authority to consider detention as a means of intervention when infractions of classroom or school rules have been violated. Parents will be notified of detention. Before assigning students to detention, the student will be informed of the reason for the detention, and the student will be given an opportunity to explain his/her version of the incident.

Teachers and Administrators have the discretion to substitute alternative discipline in cases where they deem detention inappropriate.

All students detained for disciplinary purposes will be under the direct supervision of a member of the professional staff or other person designated by the Administrator.

Students in detention are expected to use the time constructively to complete school assignments or for other educational purposes.

Students who fail to serve a scheduled detention may be subject to additional disciplinary measures.

Students are not to be deprived of access to regularly scheduled meals, use of lavatory facilities, or during scheduled instructional remediation (i.e. specially designed instruction).

Loss of Privilege (LOP): a student loses privileges, and may spend the time in an alternative placement, completing classwork provided by the teacher.

In-School Suspension (ISS): a suspension served at school. During an ISS, student will be placed in another classroom or the Alternative Study Room (ASR), and provided with classwork to complete during the day; provided auxiliary services they are entitled to under an Individualized Education Plan (IEP); unable to participate in extra-curricular or outside activities; be placed in the Alternative Study Room for lunch, and in detention during afternoon recess. A staff member will notify parent/ guardian. Parents/guardians are advised as to the inappropriate behavior(s) and are asked to help solve the problem by addressing it with the student.

Out of School Suspension (OSS): the student is temporarily removed from school and is not allowed to return for the number of days (up to 10) set by the Principal. Parent notification is required to discuss the reason for the suspension, to determine how they can help to improve the behavior, and to seek resolution to the problem.

A student shall be deemed suspended from school if the school in which the student is enrolled:

- Prohibits the student from attending school for three or more consecutive days; and
- Requires a conference or some other form of communication with the parent or legal guardian of the student before the student can return to school.

Expulsion: removes the student from school for a minimum of one semester. Students recommended for expulsion will have their cases reviewed by the Principal and referred to the Board of Directors for action.

Disciplinary action should be taken as soon as possible. When appropriate, the student may return to the classroom. Judgment and discretion should be used in all cases where disciplinary consequences are provided. Every effort should be made to resolve potential disciplinary problems through discussion and counseling and psychological services, if deemed appropriate. All violations will be documented in the student information system. Parents or guardians will be required to attend a conference for a student who has excessive violations.

SCHOOL RULES: GENERAL CAMPUS

- Enter the building quietly, walking while inside, keeping voices off and hands and feet to self.
- A staff member must be present for students to be in a classroom.
- Use appropriate gestures, language, and names.
- Refrain from pushing, shoving, hitting, tripping, kicking, or spitting.
- Water is allowed in the classrooms and on the playground. No gum, seeds, candy, or snacks outside.
- Please ask to use others' property or materials and return when done.
- Remember to take off gloves, sunglasses, and head-gear upon entering the building.
- Be safe on the stairs and use the handrail as you walk up and down the stairs. There is no jumping from the steps or passing other students.
- Remember your pass when entering the building or leaving your classroom.
- Cell phones need to be turned off and in a student's backpack, coat, or purse for the school day. Device will be turned in to an Administrator if student is caught using it at school. The device will be returned to a parent or guardian at the end of the day.
- Toys, electronic devices, pets, trading cards, or other non-school personal items are to be left at home.
- The school is not responsible for lost, broken or stolen personal items.
- There is to be no trading, betting, or selling of any items between students.

LUNCHROOM RULES

- Use indoor voices and sit in assigned seats.
- Use good table manners and clean up after yourself.
- Sharing or trading of food is not allowed.
- Use quiet voices and reduce the noise level when the signal is given to do so. One light off is the signal to quiet down; both lights off means no talking.
- Raise hand when assistance is needed, or for permission to leave the table.

PLAYGROUND RULES

- Playground use and recess time is a privilege, not a right.
- Acknowledge, listen to, and follow directions of staff the first time you are asked with no arguing.
- Play in designated areas only and observe off-limit sections.
- Use appropriate tone and language and wait your turn.
- Respect other students' games and activities; do not interfere in organized activities.
- Arguments over games should be settled quickly (rock-paper-scissors or duty staff can assist).
- Play nicely! Games that include, use, or lead to hitting, tripping, tackling, kicking, or excessive rough play are not allowed (tag, football, dodge ball, play fighting, "butts-up", grabbing of clothes, etc.).
- Keep away from stair rails, gates, railings and doorways (this includes playing under them).
- Balls are only to be used for four-square, funnel ball, or ball wall. They are not to be kicked, thrown, or hard-bounced, especially against the building. Ball tag is not an acceptable game.
- Do not run around or under the monkey bars; only students playing on apparatus should be in the pit.
- Leave snow, rocks, bark, etc. on the ground.
- Leave food in the lunchroom; gum, snacks, or drinks are not allowed on the playground.
- Throw garbage away in the appropriate bins.
- Do not leave the playground without express consent of duty staff. Inform duty staff of any object that has gone out-of-bounds, and request permission to retrieve item. Any items over the fence into the parking lot may be retrieved by a student only when the parking lot is closed. Any items over the fence into the alley must be retrieved by an adult.
- Stop all play when whistle blows or bell sounds; hold equipment still. At the second whistle, return playground materials and walk to your class line up area.
- If you are asked to sit on the bench during recess, you are to remain there until dismissed.

POSITIVE SCHOOLWIDE REINFORCEMENTS

Announcements are an important start to the school day. After the Pledge of Allegiance and a Moment of Silence, birthdays are celebrated, and activities announced. RRUF skills, student writings, and healthy living tips are also incorporated into our daily announcements.

Attendance is a vital part of student success, so we celebrate those students with good attendance habits. Each week, the school's Average Daily Attendance (ADA) is calculated, and the class with the best attendance is celebrated over the morning announcements. The class with the best attendance of the week, as well as the class with the highest cumulative ADA, are each awarded a Class Buck. The class with the highest ADA at the end of the quarter earns a class reward. Students with Perfect Attendance are recognized with a certificate at the quarterly awards assembly.

Awards Assemblies are held at the end of each quarter, with students recognized for academic achievement, attendance, citizenship, and improvement. Each student is recognized with the class and presented a certificate.

Bailey Bucks can be earned by students for demonstrating positive behavior and modeling good behavior at school. Bailey Bucks are earned when the students are demonstrating responsibility, respect, understanding and friendship. Our goal is to have a positive 5 to 1 ratio, giving five more verbal praise than correction.

A Beaming Bulldog is the highest honor you can earn at Bailey Charter. Students who earn this honor are role models in the school. With this distinction come many perks such as extra recess, homework passes, lunch with the Principal, free movie days, and many other incentives. Each teacher nominates their top 2-3 students each quarter, selecting students who meet all the criteria.

Students of the Week are selected by teachers each week. Students are celebrated in the announcements on Monday morning, and receive a Student of the Week certificate, pencil, and \$5 in Bailey Bucks. A group photo is taken for display on the Student of the Week bulletin board and included in the yearbook. Classroom teachers display the certificate on the classroom door for the week, and the students often have additional rewards in class.

Uniforms are an important part of our positive school culture, as we follow a policy of standard student attire. By wearing school uniforms, students will become part of a team. It is this team effort and sense of belonging that will help students experience a greater sense of identity and promote academic excellence. Classrooms are randomly rewarded with Bailey and Class Bucks when everyone is in uniform. Students are given opportunities for school wide free dress days. Spirit Weeks are positive end-of-quarter celebrations, with classrooms voting on daily themes for Fall and Spring Parent Conference Weeks.

Watch DOGS (Dads of Great Students) is an innovative father involvement, educational initiative of the National Center for Fathering. We are on our third year of having the program at our school. The two primary goals of the WATCH DOGS program are: to provide positive male role models for the students, demonstrating by their presence that education is important; and to provide extra sets of eyes and ears to enhance school security and reduce bullying.

PUBLIC COMPLAINT PROCESS

Any parent/guardian or guardian who has a complaint and needs to resolve a concern is asked to first speak directly to the teacher or staff person involved. If the parent/guardian is not satisfied that their concern has been addressed, the next step is to contact the Principal. If the parent/guardian is not satisfied with the Principal's actions in resolving their concerns, parent/guardian have the option to file a written complaint with the Bailey Charter Board of Directors.

RETENTION POLICY, PROCESS & PROCEDURES

In accordance with NRS 386.583, our school has a retention policy in place. As early as possible in the school year, the teacher notifies the school's administration and parent/guardian that a serious problem has become apparent. A conference is scheduled with the parent/guardian, the counselor, the teacher, and the administration; during which the staff explains the problem, recommends specific remediation, and shares how the family can assist.

A *Notification of Possible Retention* form, as well as the *Lights Retention Scale*, will be completed to determine present indicators as to whether the student is a good candidate for retention. A copy of this information will be provided to the parent/guardian. Retention candidates will be reviewed at a Student Assistance Team (SAT) meeting in April. This meeting will include additional staff members, parent/guardian, counselor, and administration. A second completion of the *Lights Retention Scale* will be made to make the final decision on retention. A final parent/guardian conference will be held to review the placement options for the student.

SEX OFFENDER NOTIFICATION MATERIAL

State law requires local law enforcement to notify the school when sex offenders are paroled or discharged into our community. The Principal maintains a binder with sex offender information, which is available to any parent/guardian who would like to view the content (copies are not allowed). The law requires that anyone accessing this information sign a log noting that they have seen the material.

SEXUAL HARASSMENT/HARASSMENT AND INTIMIDATION POLICY

We are committed to a positive and productive working and learning environment free from discrimination and prohibit the form of discrimination known as sexual harassment or intimidation of its employees or students whether committed by a co-worker, supervisor, subordinate, contractor, volunteer, or student. Discrimination adversely affects employee morale and productivity and interferes with the student's ability to learn. Our school, therefore, also prohibits harassment of any person based on that person's race, color, national origin, sex, sexual orientation, age, disability and/or religious preference. Such behavior is just cause for disciplinary action. We will not tolerate illegal harassment, and will act promptly on reports, complaints, and grievances of illegal harassment which come to the attention of our staff.

Our school prohibits retaliation against any employee or student because he/she has made a report of alleged harassment or against any employee or student who has testified, assisted, or participated in the investigation of an illegal harassment report. Such retaliation is itself a violation of federal regulation prohibiting discrimination and will lead to appropriate disciplinary action against the offender. This policy applies to harassment/sexual harassment by an individual and/or of any employee or student on property leased by our school, on school business, or any school-sponsored event regardless of location.

TECHNOLOGY

Technology is more than just a tool in education — it provides opportunity in both instruction and administration to improve learning for all students. It levels the playing field by providing resources and experiences that otherwise would not be available to many students. It also provides learners with the tools and skills they will need to enter the work force of the future and to become productive citizens. Our school offers staff and students technology as an important tool for improving curriculum and instruction. We have a 30-station Computer Lab, and desktop computers in Kindergarten and 1st grade classrooms. We have robust networking solutions with teacher laptops and wireless networking throughout the campus. Each of our classrooms are outfitted with Promethean interactive whiteboards. As we look and plan, we foresee an increasingly prominent role for technology in increasing the productivity of teachers and expanding the student's learning world. As a condition of the privilege to access any public or other networks such as the internet, all staff, students, and parent/guardian must sign an *Acceptable Use Agreement*, provided upon employment or enrollment.

Website: Visit our website at www.baileycharter.org for the latest information. The site includes staff contact pages and pages for each individual classroom.

ELECTRONIC DEVICES

Students may not possess or use electronic devices, including but not limited to iPods, e-readers, tablets, mp3 players, gaming devices and cellular telephones during school hours or on school property. Electronic devices shall not be carried into classrooms during assessments or other testing situations. Inside school buildings and during the school day, electronic devices shall be put away and in the "off" position at all times. School-determined consequence for second offense for "administrative insubordination" or "disregard for school rules."

If your student chooses to have an electronic device out for any reason, it is our policy to confiscate the device. Please refer to the consequences below. If you need to communicate with your child, or in case of an emergency, please contact the office instead of contacting your child directly.

CONSEQUENCES

First Offense

- The electronic device shall be confiscated.
- The electronic device shall be turned over to the student at the end of the day. The policy shall be reviewed with this student and his/her parent/legal guardian. A warning shall be given regarding the consequence(s) for any future violations.

Second Offense

- The parent/legal guardian shall be notified.
- The electronic device shall be confiscated and given to the parent at the end of the school day.

VOLUNTEERS

Parent/guardian and extended family members are highly welcomed as volunteers at our school. Volunteers are a valuable addition to the education team and make considerable contributions to our school's efforts and ability to meet our mission and goals for student achievement. As a volunteer, you may help in many ways: in grounds improvement, and special projects.

For the safety of students and school staff, individuals planning to volunteer will be required to complete a *Volunteer Registration Form*. All prospective volunteers will be checked against Sex Offender notification information pursuant to NRS 179D. Further screening of volunteers will depend on their specific duties and may include: fingerprinting, motor vehicle or driver's license records, and proof of auto insurance.

Volunteers assist with school activities under the supervision and direction of school personnel. Volunteers are provided with an orientation to the school campus and programs, and with training specific to their volunteer duties. Volunteers shall abide by adopted policies and practices. Additionally, volunteers are required to sign in at the school office each time they volunteer. Once a volunteer has signed in, he/she is covered by the school's accident coverage. Volunteers are required to wear a badge to identify them as volunteers while they are on campus or on a field trip.

If you would like to volunteer, please contact the school office at (775) 323-6767. Ask how and when the school could use help and don't be afraid to share your special talents that you might be willing to contribute. Your efforts make a difference for our students and the community.