

RAINSHADOW COMMUNITY CHARTER HIGH SCHOOL

UPDATED CHARTER

MARCH 18, 2009

Introduction

Rainshadow Community Charter High School has and will continue to provide students, who possess a wide range of abilities and prior educational experiences, a high-quality education that includes mastery of core knowledge and skills widely required in business, industry, and higher education. We support students in their ability to learn for self-directed purposes, and their ability to adapt learning to a wide range of social, political, economic, and educational settings. Through our interdisciplinary curriculum and our particular emphasis on learning in a community context and exploration of connections with the larger world, Rainshadow Community Charter High School provides an excellent educational preparation for our community participants and future leaders of this century.

The stated intention of the Nevada legislature regarding charter schools is to “provide teachers and other educational personnel, parents, legal guardians, and other persons who are interested in the system of public education in this state the opportunity to: 1) Improve the learning of pupils, and, by extension, improve the system of public education; 2) Increase the opportunities for learning and access to quality education by pupils; 3) Encourage the use of different and innovative teaching methods; 4) Establish appropriate measures for and assessments of the learning achieved by pupils who are enrolled in charter schools; 5) Provide a more thorough and efficient system of accountability of the results achieved in public education in this state; and 6) Create new professional opportunities for teachers and other educational personnel.” It is the intent of the Rainshadow Community Charter High School to not only meet, but to exceed these expectations.

Part 1: Facility, Personnel, and Equipment

Current Contact Information

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1.4(a) Rainshadow has been fully operational at 434 Washington Street since its inception. It is a leased building that was remodeled over the years to better facilitate an educational program. From the beginning, the founders acquired furniture, desks, tables, chairs, and office and computer equipment. The current facility has five classrooms, a break/lunch area for students and offices and work areas for the teachers and staff. In September 2008, the Board of Directors signed a new lease to move to a larger and more efficient building to house the school. The new building will have eight classrooms, a professional kitchen and bakery, dining area and common area for students, offices and work areas for the teachers. The new building is scheduled to be ready for occupancy in June 2009, at which time we have a plan to move in.

1.4(b) The goal is for Rainshadow Community Charter High School to move over the course of the 2009 summer, and students will begin school at the new facility in the fall of 2009. Rainshadow has a lease with a company that will renovate and remodel the space prior to turning it over to the school. The new lease and expenses and the cost of the move are within the existing budget of Rainshadow.

1.4(c) The Rainshadow Community Charter High School opened in August 2003, at the Washington Street site.

1.4(d) Rainshadow uses the equipment that was purchased or negotiated for at the beginning of its charter. Most of the computer equipment is now six years old and will be appropriately disposed of when the school is moved. There will be new computer equipment purchased and set up in a computer lab and a rolling laptop lab available to go to the classrooms. There is also a significant amount of equipment and furniture in place that will support the culinary program that will be developed within the facility. The negotiations have already been completed for this program. [see 1.4(b)]

Part 2: Educational Program

2.1, 2.2 The Rainshadow Community Charter High School currently serves 120 students. For the 2009-2010 school year, the intent is to increase enrollment to 150 students in the new facility. By 2012, the school will increase to 200 students, which will be the optimal enrollment size for a small community oriented school.

2.3 Students will attend school 145 days a year, as the school has adopted a four-day week. The hours will remain appropriate for students to earn 4 credits per semester. The State Superintendent of Schools has approved the schedule for the 2009-2010 school year. The day that students are not attending will serve as additional collaboration time for faculty, administration, and staff. The school calendar will coincide with the Washoe County School District calendar for traditional schools, including starting and ending dates for each term and holidays. Teacher in-service days will not be the same as the Washoe County School District. Teachers may work the equivalent of 10 days beyond the student school year in curriculum planning and Rainshadow community “maintenance” activities such as reviewing

and revising curriculum, reviewing and revising school policies, developing plans for school growth, establishing relationships between the school and surrounding community, and conducting explorations into instructionally valuable resources in the surrounding community.

Rainshadow terms will be nine weeks long, with students and parents receiving evaluations of student progress toward school, district, and state mandated competencies at the end of each nine-week period.

- 2.4 Rainshadow Community Charter High School will continue to increase enrollment until the maximum level of 200 students is reached.
- 2.5 There are no fees, charges, or deposit for courses, equipment, etc. currently and none are anticipated.
- 2.6 The primary goals of Rainshadow Community Charter High School are as follows:

State Mandated Assessments: Rainshadow students will participate in state mandated testing programs. The curricular program works toward achieving the competencies described in the Nevada State and Washoe County School District academic standards documents.

Baseline Assessments: Rainshadow identifies current, state of the art assessment tools for baseline assessment in the various core disciplines. The core discipline teachers will administer the assessments, and the results of the assessments will be made available to students, parents, and guardians. These assessment tools will be used to shape instruction to meet the needs of individual students.

Performance Assessment: Students demonstrate their ability to utilize knowledge and skill through projects of various kinds that require them to apply learning to achieve meaningful and desired ends. Rainshadow students will be involved in numerous group and individual projects that necessitate the use of disciplinary knowledge and skill to solve “real world” problems.

Another major component of performance assessment is the use of the student portfolio, which measures student progress through the disciplinary courses as well as the interdisciplinary coursework. Students will demonstrate their ability to read, write, and use mathematics to develop solutions to problems. These demonstrations will be made available to students and their parents, and the progress made on the demonstrations will help to shape instruction to meet the needs of individual students.

Grades for academic performance will be determined as they are at other schools, through teacher evaluation of work quality that is produced by students in response to course assignments. Rainshadow de-emphasizes grades by providing students written and verbal evaluations of their work on a regular and on-going basis; so that

students will know how their work meets or falls short of showing attainment of competencies related to a particular course of study. Teachers will use their assessment of student work to determine whether competencies have been achieved, and to issue a grade based upon the quality of work submitted. To serve the needs of students who transfer to other schools and to provide information required for admission to colleges and universities, Rainshadow will include the grades students receive for individual courses on a transcript formatted to resemble those used by the Washoe County School District.

Rainshadow teachers have formalized many rubrics into a standardized set used in all classes for writing, reading, note taking, discussion, research, and presentation. Teachers at Rainshadow also evaluate students regularly through transformative assessments using written and verbal quizzes, note taking and filming. The Rainshadow curriculum is as focused on process as it is on outcome, and determining how students interact with a problem is a central concern in the evaluation process. As a result, discussion is monitored and students are instructed to evaluate the problem and to come up with a detailed plan to attack the problem.

Assessment procedures are continually evolving as the faculty of the school is constantly learning new ways to evaluate student progress. Faculty, staff, administration, and students are involved in the process of assessment.

Rainshadow Student Assessment

The overall assessment program of the Rainshadow Community Charter High School will be based on “documentation” methodology that calls for the keeping of detailed records of student learning through proof-of-completion of various projects coupled with detailed student self assessment and teacher assessment of work (Perrone, Adkison, and Tchudi). Teachers, through this documentation, “track” student’s progress toward attainment competencies relevant to achievement of academic standards set by the state and completion of coursework required for graduation. Portfolios will be maintained for each student and will include:

- ★ Teacher notes regarding observations of student participation in learning activities and project work.
- ★ Student learning logs containing evidence of learning and reflection on the consequence of the learning that has taken place.
- ★ Examples of student work selected by the student, with the aid of the teacher and the requirements of the competencies by core course year. The examples should demonstrate achievement and attainment of goals described in the state academic standards.
- ★ Academic checklists for all core academic courses showing a mastery of state standards.
- ★ Examples of student writing ability selected by students with the aid of teachers.
- ★ Artifacts collected by the student that are demonstrative of achievement.

- * A student written introduction to the final version of the portfolio that describes the contents and their value for understanding the accomplishments of the student.

In addition to the requirements for the portfolio, the protocols for evaluating the student portfolios have been developed, and are available in Appendix A.

Rainshadow will follow the procedures for periodic reports on the progress of the school to parents/legal guardians, Washoe County School District, and the State Board of Education pursuant to NRS 386.520. This will include:

- a) Regular conferences with teachers and student regarding progress in the academic core, independent study, and beyond the school learning. These conferences will take place during class time, before school, or after school.
- b) Quarterly conferences (face to face or by telephone) between Rainshadow teachers and parents/guardians.
- c) Quarterly reports to parents/guardians and students regarding credit for academic work. Parents/guardians will be supplied with copies of all assessments and self-assessments to be included in the permanent record of student achievement.
- d) Periodic reports to the Washoe County School District, northern Nevada community, and the Nevada Department of Education, and the Nevada Legislature as required *and as* requested. In addition to the usual records of attendance, Rainshadow will submit reports of credits granted to students, and promotion and success rates.
- e) Public demonstrations and displays. A standard part of every academic semester is a week of demonstration and display. At a minimum, this will include one “open house” at the school where students display their project work for the semester. The Rainshadow faculty also actively seeks other venues for public display of student work, depending, of course on the topic. Detailed descriptions for assessment processes for each of the Rainshadow curriculum components is described in Appendix B, which also includes sample record and report forms.

Compliance with State and District Assessment Requirements and Accountability

1. Rainshadow will adhere to District-determined assessment schedules.
2. Rainshadow students will takes the tests required of students at particular grade level when they have acquired the number of credits required to enter that grade level at a WCSD high school. If students who are held back in WCSD schools are required to take tests for the grade level they should be in, Rainshadow students will do likewise. We would, in keeping with our competency-based approach, like to have students taking tests at the grade level their academic accomplishments show they have achieved. However, if it is necessary to use chronological age as the determining factor, Rainshadow students will take tests when they reach the age associated with particular grade levels. The amount of time

designated for testing will be consistent with time provided for the administration of similar tests in the School District. Tests will be administered in the manner prescribed by the State and Washoe County School District to insure validity and reliability.

3. Rainshadow will comply with all testing requirements of the State and the Washoe County School District. Assessment tools developed by Rainshadow will be judged on the criterion of meaningfulness, as defined by school personnel.
4. Copies of assessment reports will be retained in student cumulative folders, and students will have the option to include the information in their student portfolio.
5. Rainshadow will retain assessment materials in a locked, fireproof storage cabinet located in an area of the school not accessible to students or faculty.
6. Rainshadow will provide information, as required by the School District, for required reports.
7. Rainshadow will comply with the intent of Assembly Bill 214 contracting with qualified persons to train all personnel involved in the handling of or administration of assessments, as well as training in test security issues. The training will occur in a timely manner and will be conducted in such a manner as to comply with the law.
8. We have addressed elsewhere our intent to have all mandated tests administered according to district-determined schedules.
9. Rainshadow has a testing code with ETS, and the school counselor is knowledgeable about ACT and SAT information. It is the responsibility of the school counselor to ensure that students have knowledge about the examinations, and adequate opportunities to take the tests. Rainshadow administers the PSAT/NMSQT to students.

Demographics Reporting

Rainshadow utilizes the program for data input that the Washoe County School District utilizes. At present, the program utilized is SASIxp. Student demographics are input on a regular basis, and the data collected is used for state reporting. Rainshadow receives support from the Washoe County School District in the form of trainings, software patches, and upgrades. Rainshadow submits the annual Count Day Ethnic report (NV02) as well as the monthly attendance reports (NV01) to the state. Rainshadow maintains its own equipment and utilizes SASIxp on the school site to manage and maintain the student demographic information Rainshadow is required to provide for state demographic reports.

In using its own equipment, Rainshadow complies with the following rules:

1. The Washoe County School District defines the configuration of the server and SASIxp, into which data tables data is entered, etc.

2. Rainshadow does not and will not deviate from the data handling practices defined and administered by the Washoe County School District.
3. The Washoe County School District takes the lead on upgrading versions of SASIxp. This means that Rainshadow will not unilaterally upgrade their version of SASIxp (or other system) without the approval of WCSD.
4. The Washoe County School District will notify the school in writing prior to upgrading the District's version of SASIxp to allow Rainshadow to plan to upgrade with WCSD.
5. The Rainshadow maintains current licensing agreements with the vendor for SASIxp.
6. Rainshadow follows the direction of the Washoe County School District whenever the SASIxp vendor provides maintenance patches.
7. Rainshadow utilizes all Washoe County School District tables for coding and will not change coding schema without authorization from the Washoe County School District.
8. If Rainshadow desires to change the coding table schema in SASIxp, the school shall propose those changes to then Washoe County School District. The Washoe County School District shall consider the proposal and shall be the sole authority in determining if the proposal shall be adopted.

Public Policy, Accountability, and Assessment

Student Accounting

1. The Administrative Assistant/Registrar, under the supervision of the principal, will maintain student records. He/she will enroll students, maintain daily attendance records, and handle withdrawals.
2. Rainshadow administrative and secretarial personnel will attend the workshops conducted by the WCSD Public Policy, Accountability, and Assessment Department to ensure that the school complies with all aspects of the student accounting procedures, particularly the enrollment and attendance requirements associated with appointment. The school will employ the student accounting procedures in use in WCSD schools, specifically procedure for recording student enrollment, withdrawal, and attendance.
3. Teachers are trained in mandatory NRS and NAC attendance record keeping procedures through consultation with the Washoe County School District.
4. Rainshadow policy on absences, truancy, and tardiness is addressed in the charter application in the following manner in section 3.10.

2.7(a) Rainshadow faculty will guide students toward the development of competency at levels reflective of the completion of the following high school level courses:

Social Sciences

- Interdisciplinary Social Studies 1A and 1B (Government)
- Interdisciplinary Social Studies 2A and 2B (American History)
- Interdisciplinary Social Studies 3A and 3B (World History)

Interdisciplinary Social Studies 4A and 4B (Civics/Geography)

Mathematics

Interdisciplinary Mathematics 1A and 1B (Pre-Algebra/Algebra)

Interdisciplinary Mathematics 2A and 2B (Geometry)

Interdisciplinary Mathematics 3A and 3B (Algebra II)

Interdisciplinary Mathematics 4A and 4B (Trigonometry/Pre-Calculus)

English

Interdisciplinary English 1A and 1B (Nature of Language)

Interdisciplinary English 2A and 2B (Media/American Literature)

Interdisciplinary English 3A and 3B (Communication/British Literature)

Interdisciplinary English 4A and 4B (World Literature)

Science

Interdisciplinary Science 1A and 1B (Biology)

Interdisciplinary Science 2A and 2B (Chemistry)

Interdisciplinary Science 3A and 3B (Physics)

Interdisciplinary Science 4A and 4B (Environmental Science/Science,
Technology, Society)

Electives

Arts/Humanities

Physical Education

Computer Applications

Health

Agriculture

Culinary

- See section 2.8 for additional information about elective credits.

Counseling and Guidance:

Rainshadow has a full time, licensed school counselor who facilitates the competencies required for the counseling and guidance course of study. The competencies are integrated into curricular activities. Students also have the opportunity to work with the school counselor to determine individual needs. Work with students is documented.

Rainshadow has developed lists of competencies relevant to the completion of each course listed above. Standard rubrics are developed to grade basic skills that reach across the curriculum. Rubrics, student evidence, and faculty evaluations are a part of the student portfolio. The list of competencies for each course is also included in the portfolio, and each student is made aware of the requirements for the course at the start of the course. Credit for each course will be awarded when a student has achieved the competencies listed for that particular course.

A student able to demonstrate adequate levels of competency will earn credits toward graduation. Rainshadow uses a project-based integrated curriculum model, and specific

courses have had titles modified and approved by the Washoe County School District as described above. The courses allow for cross-curricular flexibility.

2.7(b) Academic promotion at Rainshadow will be based on student demonstration of achievement of competencies defined in district and state standards documents. Rainshadow, while providing instruction in each academic area equivalent to that offered in grade-level specific courses at other schools, will not strictly separate students by grade level. Individuals will be guided by teachers toward achievement of competencies relevant to standards in the particular academic disciplines. Rainshadow is dedicated to developing levels of understanding that allow students to apply the knowledge and skill they derive from instruction to real world events and problems.

Rainshadow records will provide schools receiving students who transfer from Rainshadow a clear understanding of where a student is in relation to achievement through a percentage grade for individual courses.

Rainshadow is a competency-based school, with students in grades 9-12. Each student may earn up to 8 credits per year in the academic core and elective work. For students who are not “on track,” or are having difficulty with the Rainshadow curricular program, the faculty is committed to supporting the students to be successful. This includes, but is not limited to: counseling, parent/student meetings, tutoring, credit recovery programming, graduation planning, transitional planning, alternative scheduling, etc. Rainshadow will provide students the opportunity to remain in the program as long as legally possible so they may achieve the competencies necessary to earn a high school diploma.

2.8 The Rainshadow academic core program gives students four credits per academic year, one in each of the core subjects of English, math, science, and social studies. Students take four years of each of these courses prior to graduation. The elective program provides students with the potential to earn four credits per year. Rainshadow has the same requirements to graduate as Washoe County School District (22 ½ credits), however, Rainshadow is also able to offer the Gateway Curriculum (24 credits) and strongly encourages students to follow that path. Students have the option to graduate with an honors diploma if they reach 24 or more credits and pass all of their high school proficiency examinations.

In addition, through a beyond-the-school concept, students may earn additional credits. Examples of beyond-the-school work include internships, work experience, outside training, and/or service learning projects. These opportunities are used to supplement a students’ educational experience, and are utilized primarily for students who have received junior or senior status.

Instruction in the core areas occurs during the morning session on a block schedule rotation. During this time, specific core classes are taught with the overarching theme helping to guide the instruction. Students also participate in an advisory group, where they are grouped predominantly by age and credit so that individual

classes can get specific and relevant information directed to them. This advisory period begins each day, and students rotate through teachers to discuss a specific topic through an interdisciplinary lens. At the conclusion of core courses, students will either go to an elective course, or an interdisciplinary course. The interdisciplinary course teaches all disciplines through the theme. Individual teachers will develop their course, and course titles have been film and media arts, cultures, and graffiti and the world to name a few. Students will look at the topic through an interdisciplinary lens, and will complete projects that investigate the topic. Teachers collaborate to create these courses, and utilize the Nevada State Standards to develop the competencies required. This course is not grade specific. Whenever possible, lessons are team taught to encourage maximum integration of disciplines.

Detailed examples of Rainshadow interdisciplinary projects are available in Appendix 1.

The Rainshadow instructional day, as proposed for the 2009-2010 school year and beyond, is described below. Please note, the proposal includes a lengthened school day so that students will have a four-day week. Fridays will be utilized for staff development and the development of curriculum. The schedule is as follows:

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
8:00-8:30	Advisory Rotation ¹	Advisory Rotation	Advisory Rotation	Advisory Rotation
8:30-10:00	Core 1	Core 3	Core 1	Core 3
10-11:30	Core 2	Core 4	Core 2	Core 4
11:30-12	Lunch			
12:00-1:30	E1	E2	E1	E2
1:30-3:00	ID	ID	ID	ID
3:00-3:30	ID	ID	ID	ID

2.9 Examples of the curriculum that Rainshadow currently uses are provided in the Appendix A of this application.

The Rainshadow instructional program is based upon a model described at length in *The Interdisciplinary Teacher’s Handbook* (Tchudi and Lafer). It has been derived from instructional theory and practice dating back to the days of John Dewey and kept alive by progressive educators through the decades. They are models that have been shown to be successful in developing high levels of academic knowledge and skill coupled with critical and creative thinking abilities and attitudes that lead to civility, civic involvement, and workplace productivity. The underlying premise of these models is that learning that occurs in the context of meaningful situations that generate problems that can only be solved through the application of academic knowledge and critical and creative thinking is qualitatively better than learning that occurs in textbook/lecture centered classrooms (see Boyer, Sizer). According to Dewey (1977), in situations that propel true intellectual engagement, there is always a certain problem which focuses effort, which controls the collecting of facts that bear

¹ Advisory rotation linked with the core classes for seat time.

upon the question, the use of observation to get further data, the employing of memory to supply relevant facts, the calling into play of imagination to yield fertile suggestion and construct possible solutions of difficulty (253).

In schools, however, he found “no counterpart to this mental activity.” Information, he said, is supplied “ready-made” and this reduce[s] the activity of the mind to a passive or docile taking in of the material presented. “Acquiring,” he concludes, “takes the place of inquiring” (236).

The Rainshadow curriculum will work to create such intellectual engagement by basing its instructional program on what Tchudi and Lafer call localized interdisciplinary exploration. Localized interdisciplinary curriculum works to involve students in what Lafer and Markert (1994) call “authentic learning situations. Authentic learning situations are defined as classroom events that allow students to become involved in the learning process for what they understand to be *authentic purposes*; they learn for reasons other than simply satisfying the requirements of the school. The development of fully authentic situations for the classroom may not be possible – indeed, to achieve a fully authentic instructional setting, classrooms as we know them might have to be abandoned. Given that such abandonment is not likely to occur, authentic situation here refers to *classroom* activities that compel students to seek skills, find information, and make sense of the information they acquire, for the sake of achieving ends that they understand to be meaningful.

“Authentic learning situations,” they go on to say, *empower* students by giving them ownership of the learning process. Learning takes place for the purpose of answering questions that arise during encounters with personally meaningful, problem-laden events. The questions for which they seek answers are *their* questions.

Empowerment – ownership of the problem—places the onus on students for discovering tools that are appropriate and adequate for resolving the problems they confront. Learning in authentic situations is precipitated when students recognize that the information or skills they have available are inadequate for the accomplishing task they wish to complete. Effort, in the form of learning, takes place for the purpose of finding solutions for the problems one faces, to affect the situation at hand in some meaningful way.

Localized interdisciplinary exploration is predicated on the notion that the best learning occurs when the learner is motivated, by either need or curiosity. Necessity and curiosity create “buy in” and *buy in* leads to genuine involvement in the learning process.

In the context of localized interdisciplinary exploration approach, students learn in order to accomplish something they *need to* or *care to* accomplish, and, as a result, experience learning in a strong sense. Learning in such a context not only leads to acquisition of knowledge and skills but to an understanding of the *value* and *purpose* of disciplinary knowledge, processes, and procedures and, ultimately, to an understanding of the *elegance* of the disciplines.

The concept of localized interdisciplinary exploration as an instructional methodology is being realized at Rainshadow. The curriculum will be centered in student exploration of the immediate environment. The local, the immediate, the observable, in this curriculum serves as a starting point for investigations that ultimately take the learner beyond here and now to principles that are applicable more generally, perhaps, universally. Exploration is localized because what is local is what is within one's range for direct observation that has always started the ball rolling, caused human beings to want to know and understand, and ultimately to develop the systems that have become the disciplines. Thus, students will learn the tools that allow one to see what is really before them. A true tale is told of a teacher in Arizona whose students regularly complained of there being nothing of interest around, nothing to see and nothing to do in the desert that surrounded their town. The teacher felt differently, and to prove her theory took her students and half a dozen hula hoops out to a sandy open field. Students threw the hoops into the air and whatever piece of the lot their hoop circled became the object of study for several weeks. "What do you really see when you look at a handful of sand?" And, "what questions arise from what you see in those grains?" The teacher had tapped into potential for years of study and the study of years of study past – geological study, ecological study, biological study, the study of industry and trade, the study of silicate-based arts and silicate-base engineering. Fine crystal and computers!

The Rainshadow model works to help students develop a broad range of observation or monitoring skills that also include viewing and reading. Students then work to make sense of what they "see" to understand what is before them and to know what they do not understand that is worth finding out about. The finding part involves asking good questions, questions that can lead to good information and new understanding. New understandings lead, when necessary, to action that is observed to determine whether the action taken are appropriate, that they lead to the ends intended. If such ends are not achieved, plans are revised and sometimes abandoned.

Action is a key term in the philosophy guiding the Rainshadow curriculum. The *observe-understand-explore-plan-act-assess-revise-react* model leads, in many cases, in a very natural and powerful way, into service learning. The Rainshadow curriculum, besides providing incentive for intellectual endeavor, also aims to inculcate students in the values and thought processes essential for effective civic involvement. Rainshadow Community Charter High School will use service-learning as a means for helping students grow in self-esteem and self efficacy and in developing a sense of responsibility to self, fellow students/co-workers and community.

2.10 Rainshadow Community Charter High School follows the Washoe County School District's schedule for administering state mandated achievement and proficiency examinations.

2.11(a) Rainshadow Community Charter High School will use transcript and diploma formats similar to those used by Washoe County School District. The transcript will include all elements required by the statute.

2.11(b) Rainshadow credits will be transferable to other high schools since documentation for the awarding of credits will show that students have achieved competencies prescribed in district and state academic standards and curriculum guidelines.

2.12 Rainshadow will follow a multi-text approach to learning recommended by many reading experts. Materials that are used are described in Appendix 1.

The school makes use of the University of Nevada, Reno, Washoe County libraries, the Internet, as well as trade books and at least one copy of the Washoe County School District adopted texts for the core courses. For each core academic unit, teachers locate appropriate textual materials with the support of the curriculum coordinator. Some of the booklists that teachers look to include *Book for You: An Annotated Booklist for Senior High* and *Kaleidoscope: A Multicultural Booklist*.

The school budget provides for the purchase of books, magazines, and other materials related to the theme. Appendix A includes sample curriculum units with the bibliographies. Fresh books and titles appear in the classroom as needed, with a large focus on new materials at semester changes. The library at the school has grown as a result, although the school philosophy encourages the use of community resources for reading as well as other classroom input.

The texts provided by the Washoe County School District help teachers align and integrate the Rainshadow program with State Standards and tests as well as making links and ensuring coverage of commonly expected and mandated academic skills and learning.

Part 3: Governance and Staffing

3.1 Names and qualifications of the members of the board of directors are listed below. Resumes for each member including addresses are in Appendix C.

Julie Gabica, Co-chair, licensed teacher
Inge Gerber, Co-chair, community member
Sherman Swanson, Secretary, community member
Mike Pacheco, Treasurer, licensed teacher
David Fenimore, community member
Martin Braik, licensed teacher
Kris Beck, parent
Jennifer Birmingham, student
Josh Reddig, licensed teacher

3.2 The person selected, as administrative head of the charter, is Steve West, Principal.

3.3 Steve West is designated by the Board of Directors to draw all orders for the payment of money for Rainshadow Community Charter High School.

3.4 The Board of Directors selects and appoints the Rainshadow Community Charter High School principal. The Board of Directors has adopted a detailed job description that reflects the philosophy and goals of the school and outlines the duties and responsibilities of the principal. When filling a vacancy for the position of principal, the board may advertise locally or nationally through various advertising media. Consideration for selection will be given to all individuals, regardless of race, religion, color, national origin, sexual orientation, age, marital and parental status, or disability, which meet established qualifications and who appear to be most likely to succeed in the position. The board will create a screening committee appointed by the chair from its current membership. The board chair may also appoint a committee made up of its current teaching staff. Once the principal has been hired, the board will delegate the power to employ or terminate all other staff members as required.

3.5 Any further vacancies that may occur would become the responsibility of the principal to fill, working with existing staff to determine most qualified applicant.

3.6 Our goal is to hire experienced Nevada licensed teachers who understand and are agreeable to the Rainshadow philosophy, and who are willing to participate in a program using a team-based approach. We strive to hire highly qualified teachers, or teachers who are able to become highly qualified within a short period of time, to teach all of our core courses. Teachers, to be employed at the Rainshadow Community Charter High School, must be citizens of the United States or be in compliance with the Federal Immigration Reform and Control Act.

3.7 The procedures for evaluating teachers have been adopted from the evaluation system used by the Washoe County School District. Important to the work of the school is the teacher's ability to develop community-linked, service-based learning activities for students and the ability to demonstrate how students learn inter-disciplinary knowledge and skills from participation in activities. Teachers will need to show an ability to work with teachers, students, and others who will participate in field-based learning experiences to recognize the circular value of these experiences. Rainshadow will provide ongoing instruction for teachers in methodologies related to its goals. Teacher assessment is designed to determine teachers' willingness and ability to develop and implement a unique Rainshadow instructional program and system of student assessment consistent with the Rainshadow philosophy and relevant to the instructional and assessment mandates of the State of Nevada.

3.8 Rainshadow follows the process required by NRS 386.595 in negotiating employment contracts with the employees of Rainshadow Community Charter High School by following the Washoe County School District's salary schedule to determine each teacher's salary. Teachers will be paid based on their education and years of experience as well as duties assigned, and will be compensated at least on the same level as a comparable teacher in the district, if not more.

3.9 The following is a list of our certified teachers and classified full and part-time staff and their assigned positions:

Joe Ferguson, M.S., Science
Rachel Homrichhausen, B.A., English/Journalism
Victoria Velazquez, B.S., Math
Sam O'Brien, M.A., Social Studies/History
Toby Wiedenmayer, B.A., Special Education
Alissa Wilmet, B.S., School Counselor
Kim Frazier, H.S., Registrar/Administrative Assistant
Steve West, Ph.D., Principal

Part-time Staff:

Eric Holland, B.A., Art Aide
Jeremy Pantoja, B.A., Drama Aide
Robin Berry, B.A., Aide
Gideon For-mukwai, B.Sc., Aide
Janaia Frazier, H.S., Office Aide
Alex Gamboa, B.A., Aide
Sandy Marcell, B.A., Aide

3.10 In accordance with NRS 392.040, Rainshadow requires students to attend all classes. Students are required to attend 100% of all scheduled classes in which they are enrolled, unless otherwise excused. Students, along with parents and guardians, share with the school, the responsibility of adhering to the attendance laws and regulations of the school and the State of Nevada. Students who are proven to be truant may be required to make up for lost instructional hours with attendance at before school, after school and/or Saturday school sessions. Students will not be suspended from school for truancy. Excused absences include those caused by personal illness, bereavement, verifiable legal and medical appointments, or exceptional circumstances approved by the principal or designee. The principal or designee shall determine on an individual basis when there are exceptional circumstances that justify changing an unapproved absence to an excused absence after consultation with the parent or guardian if appropriate. The excuses granted under the category of exceptional circumstances will be prearranged, whenever possible, at least five school days before the absence begins. The parent or guardian must acknowledge the absence with an oral or written excuse to the principal or designee within three days after the student returns to school, and thereby assumes responsibility for the student's absence from school.

Students who are absent from school or classes because of school-sanctioned activity, recognized religious holiday, chronic illness verified by a physician, or while on suspension, will not be included in either the excused, unexcused, or truancy absence totals. Absences for reasons other than those listed above will be classified as unexcused. Medical and other appointments should be scheduled outside of school time. Family vacation should be planned for the breaks and not be taken when school is in session.

Parents or guardians must notify the school, or the absence will be considered truancy rather than unexcused.

Truancy is defined in NRS 392.130 as follows: “A student shall be truant who is absent from school without the written approval of his/her teacher or the principal of the school, unless the student is physically or mentally unable to attend school.” The teacher or principal shall give his/her written approval for a student to be absent if an emergency exists or upon the request of a parent, legal guardian or other person having control or charge of the student. An approved absence will not be counted in determining whether or not a student is truant as defined in NRS 392.130. However, an approved absence may not necessarily be an excused absence as defined elsewhere in this regulation. Before a student may attend or otherwise participate in school activities outside the classroom during regular classroom hours, she/he must receive the approval of the teacher or principal. Absence for any part of the day shall be truancy.

An absence, which has not been approved as indicated above, is an unapproved absence. Written notice to inform the parents, legal guardian or other person and in control or charge of the child, of truancy and listing such absences, must be delivered to him/her within 10 days.

Any student who has been declared truant three or more times in one school year, must be declared a habitual truant. Any student who has once been declared a habitual truant and who in an immediate succeeding year is absent from school without written approval may again be declared a habitual truant. The principal is required by law to report to the appropriate law enforcement agency the name of any student who is a habitual truant. Any student who is absent for more than four days, or periods in the same class, during a school quarter or who continues to be absent during subsequent quarters may, at the discretion of the principal:

1. Be the subject of a staff/parent or guardian/student assistance program conference to determine possible causes and solutions to the student’s attendance problems.
2. Be considered for placement and alternative programs, i.e., group or individual counseling, tutoring, and/or special resources, depending on availability, and need.
3. Be strongly recommended to attend summer school and/or participate in alternative means of earning credit

Students at Rainshadow must be in attendance at least 90% of enrollment in order to be promoted to the next higher grade and/or to remain a student Rainshadow. Although makeup work cannot take the place of student/teacher interaction, classroom teachers will require makeup work. Students will be allowed to make up all excused absence related work within a period of time equal to the length of their absence, unless an alternative plan is agreed upon. The scholastic grade on makeup work for unexcused absences and/or truancy may be lowered at the discretion of the teacher. Schoolwork missed as a result of suspensions must be made up and will result in the lowering of the academic grade for the grading period.

Like absences, tardiness also adversely affects the learning process. Tardiness may affect the citizenship and/or academic grades and chronic tardiness will be referred for disciplinary action. Parent or guardian communication with the school, either orally or in writing, is required to excuse absences for illnesses, medical and dental appointments, family bereavement, legal appointments and recognized religious observances. The principal or designee may grant excused absences and/or waive any earn back requirement for exceptional circumstances. Excuses must be submitted within three days after the student returns to school following the absence. Parents or legal guardians should attempt to make telephone contact with the school office to inform the school in advance of the student's absence to ensure the child's safety. The school will verify absences and ensure children's safety by attempting to make phone contact with parents or guardians after the office receives notice from the teacher of a student's absence. Rainshadow shall inform parents or legal guardians of each student who is enrolled that the parents or legal guardians and the students are required to comply with the provisions governing the attendance and truancy of students as set forth in NRS 392.040 to NRS 392.160, inclusive, and any other rules concerning attendance and truancy adopted by the Rainshadow Board of Directors.

3.11 Rainshadow's system of governance is a collaborative process in which all people affected by a decision have the opportunity to be part of the decision-making process. Teachers are given both the responsibility and the authority for charting the course towards academic achievement for every child. Teachers have genuine input in the areas of budgeting, academic achievement, decisions that affect curriculum, assessment, goal setting, and student evaluation, teacher training, hiring new teachers, and the school climate.

The governance structure consists of a board of directors and the school leadership/management team consisting of all certified staff, all classified staff and the principal. The leadership team will meet a minimum of once a month to work on overall planning for the school. The Board of Directors will consist of a minimum of seven members. Three members must be active, certified teachers, one member must be a parent of a student attending the school, one member shall be a student selected from the student body, and the remaining members are to be representative the general public, preferably with expertise in public service, nonprofits, private business, and/or higher education. The board of directors will meet a minimum of once per quarter and adhere to all pertinent open meeting laws. In all meetings of the Board, the presence of a quorum shall be necessary to conduct a meeting and no action of the board is valid unless approved by a majority of the board members present. The Board of Directors welcomes students, staff, parents, and the general public to all meetings.

Each member of the Board of Directors shall hold office for no longer than four years. Any vacancy that occurs on the board of directors will be filled by appointment by the remaining members of the board at a public meeting. The Officers of Board of Directors will be two co-chairs, the secretary and a treasurer and are elected by the Board of Directors. The principal will serve as the Board liaison to the Washoe County School District's Board of Trustees.

3.12 There is currently a charter school agreement between Washoe County School District and Rainshadow Community Charter High School, and this agreement will be renewed following the successful application for renewal to the Washoe County School District. The agreement will give close attention to the terms and conditions that relate to the educational program, the governance, and the fiscal management of RCCHS to be sure they are adequate and unambiguous.

In the event any dispute arises between WCSD and RCCHS concerning this agreement, such dispute shall first be submitted to the superintendent of the Washoe County School District or his designee for review. There after, representatives of WCSD and RCCHS shall meet in an attempt of good faith to negotiate a resolution of the dispute. In the event these representatives are unable to resolve the dispute informally pursuant to this procedure, they shall submit the matter to the WCSD Board of Trustees for its consideration.

Part 4: Health and Safety

4.1, 4.2 Students and families are required to provide transportation to Rainshadow Community Charter High School. The school has been able to help some students with transportation needs based on financial need. Students are encouraged to coordinate transportation wherever possible.

4.3 (a)(b) Rainshadow arranges for health services with Washoe County School District's Director of Health Services to ensure district nurses can be on call and available as needed. Rainshadow collaborates with other health care providers and provides students and their families with referrals as needed.

All students are to be in compliance with NRS 392.435, providing the school with documentation of immunizations against diphtheria, tetanus, pertussis, polio, measles, mumps and rubella upon enrollment.

Unless excused because of religious belief or medical condition, a child may not be enrolled unless his parents or guardian submit to the staff a certificate stating that the child has been immunized and has received proper boosters for that immunization or is complying with the schedules established by regulations pursuant to NRS 439.550. A certificate must show that required vaccines and boosters were given and must bear the signature of a licensed physician or his designee or registered nurse or his designee, attesting that the certificate accurately reflects the child's record of immunization. If requirements can be met with one visit to a physician or clinic, procedures for conditional enrollment do not apply.

A child may enter school conditionally if the parent or guardian submits a certificate from a physician or local health officer that the student is receiving the required immunizations. If a certificate from the physician or local health officer showing that the child has been fully immunized is not submitted to the appropriate school staff within 90

days after the student was conditionally admitted, the child must be excluded from the school and may not be readmitted until the requirements for immunization have been met.

Before December 31 of each year, each school district and the governing body of each charter school shall report to the help division of the Department of Humans Resources, on a form furnished by the division, the exact number of pupils who have completed the immunizations required by this section.

The certificate of immunization will be included in the pupil's academic or cumulative record and transferred as part of that record upon request.

In accordance with NRS 392.437, Rainshadow will not refuse to enroll a child as a people because the child has not been immunized pursuant to NRS 392.435 if the parents or guardian of the child has submitted to the staff of the school a written statement indicating that their religious belief prohibits immunization of such child or ward.

In compliance with NRS 392.439, immunization of pupils, if the medical condition of a child will not permit him or her to be immunized to the extent required by NRS 392.435 and a written statement of this fact is signed by a licensed physician and by the parents or guardians of the child, the staff will exempt the child from all or part of the provisions of NRS 392.435, as the case may be, for enrollment purposes.

In compliance with NRS 392.435, if, after a child has been enrolled in Rainshadow and before registration for any subsequent school year, if the law provides additional immunization requirements, the student's parents or guardians shall submit an additional certificate or certificates to the staff of the school stating that the child has met the new immunization requirements.

4.4 Documents verifying that the facility has been inspected and meets the requirements of any applicable building codes, fire prevention codes, and safety, health, and sanitation codes are available.

4.5 Rainshadow is in compliance with the federal Occupational Safety and Health Act of 1970, as amended.

4.6 Rainshadow conducts and records fire and emergency drills at least once per month when school is in session and instructs pupils in the appropriate procedures to be followed in the event of a fire or other emergency except a crisis. Not more than three of those drills will include instruction in the appropriate procedures to be followed in the event of a chemical explosion, related emergencies and other natural disasters.

A diagram of the approved escape route and any other information related to the drills required which is approved by the chief of the fire department will be kept posted in every classroom of every public school by the principal or teacher in charge thereof.

Student Support Services

Rainshadow meets its responsibility to establish a child study team, maintain confidential records in a secure manner and provide a free and appropriate public education to all identified students with disabilities at school. A licensed special education teacher will provide special education and related services. Rainshadow complies with the provisions of the Individuals with Disabilities Education Act and the Nevada Administrative Code, Chapter 388.

Rainshadow provides child study, direct special education and related services as defined in the individualized education plan by licensed personnel, an LEA representation at every IEP meeting, case management (this includes overseeing necessary modifications and accommodations in regular education classroom), evaluation services other than cognitive testing on an initial evaluation for eligibility.

Discipline

LEGAL AND LIABILITY ISSUES IN SCHOOLS

First Amendment:

The United States Supreme Court rendered a decision in 2000 that school administration can establish a policy that prohibits conduct which materially and substantially interferes with the educational process, which includes but is not limited to, use of obscene or derogatory language, gestures or writing. The court noted that it is highly appropriate function of public school education to prohibit offensive terms in public discourse. The first amendment does not prevent schools from determining guidelines to prevent the undermining of the schools' basic educational mission. The 9th Circuit Court (whose jurisdiction includes the State of Nevada) has decided these regulations are not aimed at silencing expressive conduct, but instead are an attempt to maintain a safe environment. The court ruled that maintaining this safe environment outweighs the minimal impact of a students' right to expression.

Conclusion: Schools need not tolerate dress, speech, or any actions that impede the educational process of others, even though government may not censor similar items outside the school.

GENERAL CONDUCT

Rainshadow students are representatives of the school. Community members judge Rainshadow CCHS by student actions. It is very important that students conduct themselves as positive ambassadors of the Rainshadow community at all times. Students who fail to obey the rules and regulations and/or fail to obey school staff members or community officials are subject to disciplinary action.

State law charges teachers and administrators with maintaining order and discipline among students; therefore, Rainshadow has developed rules, regulations and procedures to establish and maintain an orderly learning environment.

The following rules, regulations, sanctions and due process procedures are designed to protect rights of all members of the Rainshadow community in all aspects of their school experience. Students, parents, teachers and administrators share the responsibility for ensuring appropriate student behavior.

The Code of Behavior

Rainshadow community members respect others as people, and as learners, and gain respect in return by treating people the way they wish to be treated. Rainshadow community members take responsibility for their own education and actions by working hard in school and making changes when they have done something wrong. Rainshadow community members speak up appropriately when they see something wrong, and help others to improve as people by reminding them to stay committed to the school and the Code of Behavior. There are four major categories of inappropriate behavior that negatively affect the school community:

Interfering with the safety of others

Violating the learning process of others

Jeopardizing the future of Rainshadow

Insubordination to those authorized to enforce the code

If anyone witnesses these kinds of behaviors within the community, they may work to resolve it, but if they are unable to, they must report it to a staff member (ideally the Principal) so that the problem can be addressed.

CAMPUS/CLASSROOM MANAGEMENT

Teacher Authority

Teachers shall have complete authority in their classroom and shall have class rules clearly posted and aligned with school policies and State and Federal Laws. Student incentives may be used when viewed as appropriate, as long as school policy or laws are not circumvented. Students are expected to respect authority and shall demonstrate general behavior that supports courtesy, decency, and the educational process.

All school employees, including teachers, aides, clerical staff, custodial, maintenance, and others have the authority to enforce school rules in the school setting or at any school activity. Students may be held accountable for their action off campus and during hours not related to instructional time if the behavior directly impacts the school.

The classroom teachers will be the primary monitors of students during the school hours, on school grounds, and at school activities. All first attempts to solve disciplinary problems will be made by the classroom teacher. The following steps will be made as a regular course of classroom intervention:

1. Non-verbal warning, eye contact, silence, moving closer to student, etc.
2. Verbal warning, question student regarding policy or procedure
3. Reassign seating within the classroom
4. Teacher conference with student (assign student Responsible Thinking Process)
5. Parent Phone Conference
6. Face-to-face Parent Conference (with or without an administrator)

Should these interventions prove futile, the student will be referred to the Principal. The Principal (with or without the teacher) and student will discuss the disciplinary concerns and arrive at an acceptable solution as outlined by policy. The parent will be notified as soon as possible, of conferences and the disciplinary referrals as outlined by policy. Rainshadow will use the least restrictive intervention possible and will remove a student from their classes, and ultimately from school, only as a last resort or as dictated by State law.

Appropriate Student Conduct (includes, but is not limited to)

- Follow all classroom rules.
- Do assigned classroom work.
- Treat others with respect.
- Support your school community.
- Walk in the hallways.
- Keep your hands, feet, and other objects to yourself.
- Show appreciation for, and be courteous to, all groups/guests presenting programs or participating in athletic events in our school.
- Treat the building and grounds with respect.

Teacher/student contact:

In compliance with NRS 392.4633, “Corporal punishment may not be administered upon a pupil in any public school.”

Rainshadow does not administer corporal punishment. Corporal punishment is defined as, “...the intentional infliction of physical pain upon or the physical restraint of the pupil for disciplinary purposes.”

This statute does not prohibit a teacher, an administrator or other licensed person from defending himself/herself. Reasonable and necessary force may be used to:

- a. Stop a disturbance that threatens physical injury to another person, student or destruction of property.
- b. To obtain possession of a weapon or other dangerous object within a student’s control
- c. To escort a disruptive pupil who refuses to go voluntarily with the proper authorities
- d. To remove a student from class who refuses to follow teacher request to leave the school or classroom.

FOUR LEVELS OF THE PROGRESSIVE DISCIPLINE PLAN:

- ◆ **Level 1** - Classroom discipline by the teacher, including but not limited to detention.
- ◆ **Level 2** – Referral to the Principal with consequences such as warning, supervised study in “Choices” program which might include school clean up, and/or short term behavior plan
- ◆ **Level 3** – Assignment to “Choices” program with long term behavior plan, meeting with Principal
- ◆ **Level 4** – Suspension or Expulsion from Rainshadow CCHS

*As a general rule, a parent conference resulting in a behavioral plan for student improvement will precede a student being removed from school for discipline reasons. Exceptions to this may include situations where the safety of students or staff members is of a major concern. In general Rainshadow is providing an in-school alternative placement for students with on going behavioral issues. Suspensions will be rarely used and expulsions will be the result of an issue of staff or student safety or in compliance with State law.

Incentives

The school offers academic, attendance and punctuality incentives. All incentives are performance-based and available to all students.

Dress Code for Students

The school recognizes that student dress and grooming practices are generally a matter of personal choice. However, the school also recognizes that there is a relationship between students’ choice of dress and grooming practices and such things as school pride, self-esteem, and general welfare of the students. The student shall assume the responsibility for dressing appropriately for all school occasions and weather. Suitable shoes must be worn in school for reasons of health and safety. Common sense should be followed in selecting appropriate dress.

Students who violate the school dress policy may be asked to do any of the following depending upon the specific circumstances:

1. Turn inappropriate clothing inside out.
2. Change into clothing provided by the school.
3. Have other clothing brought to the school.
4. Remove inappropriate accessory or accessories.
5. Be transported home to change attire.
6. Surrender any drug or alcohol clothing/accessory to the Principal.

The following clothing choices are **NOT** acceptable:

1. Bare-midriiffs, sheer, or low cut tops.
2. Any clothing, bandanas, gloves, accessory or symbolic apparel believed to be affiliated with gangs.
3. Any clothing that refers to obscenities, pornography, violence, alcohol, drugs and/or contain unacceptable language or images.
4. Baggy pants that show underwear.
5. Sunglasses unless verifiable medical reasons exist, i.e. prescription.
6. Hooded sweatshirts are allowed as long as the hood is down inside the school.

In implementing and enforcing this regulation, the following procedures shall be followed:

1. If a student is suspected of violating this regulation, the violation should be reported to the Principal.
2. The Principal shall observe the student and/or talk with the student or others in order to make an initial determination whether a student may be violating this regulation.
3. If a violation is observed, the Principal shall call the student to his/her office for a conference or otherwise contact the student.
4. During the conference or other contact with the student, the Principal shall attempt to resolve the problem for Rainshadow CCHS, but shall maintain the discretion to initiate more extreme disciplinary action as outlined in this handbook depending on the nature and severity of the suspected violation. The student shall have the opportunity to rebut the contention that this regulation has been violated. If the administrator is not persuaded, the student shall be asked to remove the clothing and/or jewelry and the administrator shall retain the clothing and/or jewelry until the end of the school day; and/or where applicable, the student shall be asked to refrain from the act or omission, or use of speech, either verbal or non-verbal, which is in violation of this regulation. At the end of the school day, any item(s) surrendered to the Principal will be returned to the student and the student will be directed not to wear the item(s) in the future. If removal of the clothing may prove embarrassing to the student, an administrator may allow the student to wear the clothing until the end of the school day or may direct the student to return home to change the clothing. No student shall be directed to return home until the student's parent/guardian is notified.
5. At the time of the conference, a school employee shall make a reasonable effort to contact the student's parent/guardian and inform him/her of the suspected violation of this regulation.
6. Whenever a student is determined to have violated this regulation, the parent/guardian shall be notified either in writing or by telephone about the violation within two school days. The parent/guardian will be given an opportunity to meet with the Principal to discuss the violation. If the parent/guardian is not satisfied at the conclusion of the conference, the parent/guardian may schedule an appointment with a representative of the Board of Directors.

Dismissing Students:

The teacher, **not the clock**, dismisses class. In the interest of campus management and uniformity, students are not to be dismissed from class prior to the end of the period.

Excusing Students:

Only the student's current teacher or a member of the office staff may excuse him/her from class. Advance arrangements will be made between teachers, the student and the front office if a student needs to be excused from a class.

Food/Drinks:

There will be no unauthorized food or drinks allowed in the classroom or around the computers. Students may bring clear water bottles into class.

Cellular Phones and Pagers:

Students may not have cell phones or pagers on or visible during class times. If a student has his or her cell phone and/or pager on or visible during class time the student will be warned and reminded of this policy. The 2nd infraction will result in confiscation of the phone/pager until the end of the day. The 3rd infraction will result in the item being confiscated and a parent or guardian will have to pick the phone or pager up from the Principal's office. Further abuse of this policy may result in loss of the privilege of having a cell phone on their person during school time. Cell phones may be used during the nutrition break or lunch break, but only outside of school. Cell phone use inside the school can interfere with the educational process and office staff duties.

Passes:

When a student leaves the classroom, he/she is to have a pass. Students' time will be monitored when out of class on a pass. No more than one student will be allowed out on a pass at a time from each class.

Nutrition Break:

A nutrition break will be scheduled daily as per noted on the student schedule. Students may access the vending machines in the lunchroom during this time; or may go outside to the rear of the building during the break, **but must exit and re-enter through the front office door. A NO SMOKING POLICY IS IN EFFECT.**

Closed Campus:

Rainshadow is a closed campus except for lunch. If students fail to return to class on time from lunch, they may lose off campus lunch privilege for a day, a week or the semester, depending on number of tardies. Students may eat their lunch in the designated lunch area only. The vending machines offer various hot and cold meals and will be available at a minimal cost. Students may access the student store and vending machine during lunch. If students choose to bring their lunch, please note that there will NOT be a refrigerator for them to store their food.

Visitors and Guests:

All visitors to Rainshadow must check and sign in with the main office. The following

regulations apply to all visitors:

- All student visitors must be a prospective Rainshadow student or a relative of a current Rainshadow student and only attend on scheduled visitor days.
- Siblings of students, unless of age to attend Rainshadow CCHS, will not be permitted to be on campus without parental supervision during the school day.
- Parent(s) of a current Rainshadow student or the parent(s) of a prospective Rainshadow student must make pre-arrangement 24 hours in advance of the visit.
- A student visitor may be asked to leave at any time if he or she is being disruptive.

Computers: Acceptable Use Policy

Rainshadow CCHS recognizes that computers are used to support learning and to enhance instruction. Computer information networks allow people to interact with many other computers and networks. It is a general policy that all computers are to be used in a responsible, efficient, ethical and legal manner.

Rainshadow CCHS declares unethical and unacceptable behavior as just cause for taking disciplinary action, revoking information network access privileges, and/or initiating legal action.

Unethical and unacceptable behavior includes using the information network for illegal, inappropriate, or obscene purposes, or in support of such activities. Illegal activities shall be defined as those, which violate local, state, and/or federal laws. Inappropriate use shall be defined as a violation of the intended use of the network, and/or purpose and goal. Obscene activities shall be defined as a violation of generally accepted social standards for use of a publicly owned and operated network.

The network is not to be used for any illegal activity, including violation of copyrights or other contracts violating such matters as institutional or third party copyright, license agreements and other contracts.

Other unacceptable behaviors include, but are not limited to:

- Intentionally disrupting information network traffic or crashing the network and connected systems;
- Degrading or disrupting equipment or system performance – this includes running peer-to-peer networks or any other program that uses the majority of the bandwidth;
- Using Rainshadow CCHS computing resources for commercial or financial gain or fraud;
- Stealing data, equipment, or intellectual property;
- Gaining unauthorized access to the files of others, or vandalizing the data or files of another user;
- Using any other login or password than your own to access the network;

- Gaining or seeking to gain unauthorized access to resources or entities; i.e. “hacking” - Unauthorized use, or attempts to circumvent or bypass the security mechanisms of an information system or network;
- Forging electronic mail messages, or using an email account owned by another user;
- Invading the privacy of individuals;
- Possessing any data, which might be considered a violation of these rules in paper, magnetic (disk), or any other form.

Consequences of Violations

Consequences of violations include but are not limited to:

Looking at pornographic material – 1st offense – 5 days (school days), 2nd offense – 15 days, 3rd offense – loss of privileges for rest of semester.

Trying to gain unauthorized access to the network – “hacking” - 1st offense – 5 days, 2nd offense – loss of privileges for the rest of semester.

Not logging off computer when asked to - 1st offense – 3 days, 2nd offense – 10 days, 3rd offense - loss of privileges for rest of semester.

Logging on under another students account – 1st offense – 3 days, 2nd offense – 10 days, 3rd offense - loss of privileges for rest of semester.

Giving another student your logon and password - 1st offense – 3 days, 2nd offense – 10 days, 3rd offense - loss of privileges for rest of semester.

Stealing or damaging computers or peripherals (mice, keyboards, wireless adapters) - loss of privileges for rest of semester, and you or your parents will have to pay to replace damage/stolen parts.

Front Office Doors and Phone:

Students need to enter the building through the main entrance only. *All other exit doors in the building are to be used as emergency exits only.*

Students may use the front office phone with permission from Rainshadow staff for parent/guardian contact only. Excessive use or abuse of the phone will result in loss of phone privileges.

SCHOOL-WIDE DISCIPLINE PLAN

Introduction:

In accordance with NRS 392.4644, Rainshadow Community Charter High School has developed a plan for progressive discipline and on-site review. The Principal of the

school will establish and maintain a plan to provide for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan will also have the oversight of a discipline committee, which includes the members of the school's Response to Intervention (RTI) committee. The plan will:

1. Be developed with the input and participation of teachers and parents of pupils who are enrolled in the school.
2. Be consistent with the written rules of behavior prescribed in accordance with NRS 392.463.
3. Include, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school.
4. Provide for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645.

The plan established pursuant to NRS 392.4644 will provide for the temporary removal of a pupil from a classroom if, in the judgment of the teacher, the pupil has engaged in behavior that seriously interferes with the ability of the teacher to teach the other pupils in the classroom and with the ability of the other pupils to learn. The plan will provide that, upon the removal of a pupil from a classroom pursuant to this section, the Principal shall provide an explanation of the reason for the removal of the pupil to the pupil and offer the pupil an opportunity to respond to the explanation. Within 24 hours after the removal of a pupil from a classroom for a day or more, pursuant to this section, the Principal shall notify the parent or legal guardian of the pupil of the removal.

Except as otherwise provided in subsection 3 of the statute, a pupil who is removed from a classroom pursuant to this section must be assigned to a temporary alternative placement pursuant to which the pupil:

- a. Will be separated, to the extent practicable, from pupils who are not assigned to a temporary alternative placement;
- b. Will be prohibited from engaging in any extracurricular activity sponsored by the school.

The Principal will not assign a pupil to a temporary alternative placement if the suspension or expulsion of a pupil is:

- a. Required by NRS 392.466; or
- b. Authorized by NRS 392.467, the Principal may decide to proceed in accordance with that section.

If the Principal proceeds in accordance with NRS 392.466 or 392.467, the pupil will be removed from school in accordance with those sections and the provisions of NRS 392.4642 to 392.4648.

Except as otherwise provided in the statutes, not later than 3 school days after a pupil is removed from a classroom pursuant to NRS 392.464, a Required Parent Conference (RPC) will be held with:

- a. The pupil;
- b. A parent or legal guardian of the pupil;

- c. The principal of the school; and
- d. The Principal; and
- e. The teacher who removed the pupil.

The Principal will give an oral or written notice of the conference, as appropriate, to each person who is required to participate.

After receipt of the notice required, the parent or legal guardian of the pupil may, not later than 3 school days after the removal of the pupil, request that the date of the conference be postponed. The Principal will accommodate such a request. If the date of the conference is postponed pursuant to this subsection, the principal shall send written notice to the parent or legal guardian confirming that the conference has been postponed at the request of the parent or legal guardian.

If a parent or legal guardian of a pupil refuses to attend a conference, the Principal will send a written notice to the parent or legal guardian confirming that the parent or legal guardian has waived the right to a conference provided by this section and authorized the principal to recommend the placement of the pupil pursuant to subsection 6.

Except as otherwise provided in the statutes, a pupil must not return to the classroom from which he was removed before the conference is held. If the conference is not held within 3 school days after the removal of the pupil, the pupil will be allowed to return to the classroom unless:

- a. The parent or legal guardian of the pupil refuses to attend the conference;
- b. The failure to hold a conference is attributed to the action or inaction of the pupil or the parent or legal guardian of the pupil; or
- c. The parent or legal guardian requested that the date of the conference be postponed.

During the conference, the teacher who removed the pupil from the classroom, the Principal will provide the pupil and his parent or legal guardian with an explanation of the reason for the removal of the pupil from the classroom. The pupil and his parent or legal guardian will be granted an opportunity to respond to the explanation of the pupil's behavior and to indicate whether the removal of the pupil from the classroom was appropriate in their opinion based upon the behavior of the pupil.

Upon conclusion of the conference or, if a conference is not held pursuant to applicable statute not later than 3 school days after the removal of a pupil from a classroom, the principal will recommend whether to return the pupil to the classroom or continue the temporary alternative placement of the pupil.

In accordance with NRS 392.4647, the principal of Rainshadow Community Charter High School shall establish at least one committee to review the temporary alternative placement of pupils. The committee will consist of the Principal and Response to Intervention Team who are teachers selected for membership who are employed at the school.

If a teacher removes a pupil from the classroom pursuant to NRS 392.4645 who is a member of a committee established pursuant to this section, the teacher shall not participate in the review of the placement of the pupil and the alternate member will serve on the committee for that review.

If, in accordance with subsection 6 of NRS 392.4646, the principal recommends that a pupil be returned to the classroom from which he was removed and the teacher who removed the pupil does not agree with the recommendation, the Principal will continue the temporary alternative placement of the pupil and will immediately convene a meeting of the committee created pursuant to NRS 392.4647. The Principal will inform the parent or legal guardian of the pupil that the committee will be conducting a meeting. The committee will review the circumstances of the pupil's removal from the classroom and the pupil's behavior that caused him to be removed from the classroom. Based upon its review, the committee will assess the best placement available for the pupil and shall, without limitation:

1. Direct that the pupil be returned to the classroom from which he was removed;
2. Assign the pupil to another appropriate classroom;
3. Assign the pupil to an alternative program of education, if available;
4. Recommend suspension or expulsion of the pupil in accordance with NRS 392.467; or
5. Take any other appropriate disciplinary action against the pupil that the committee deems necessary.

The Principal of Rainshadow Community Charter High School will deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence, which documents that in 1 school year:

- a. The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or a teacher or other personnel employed by the school;
- b. The pupil has been suspended for initiating at least two fights on school property, at an activity sponsored by a public school, on a school bus or, if the fight occurs within 1 hour of the beginning or end of a school day, on his way to or from school; or
- c. The pupil has a record of five referrals to "Choices" or Required Parent Conferences from the school for any reason.

If at least two teachers of a pupil enrolled at Rainshadow request that the Principal deem a pupil a habitual disciplinary problem, the Principal will meet with each teacher who made the request to review the pupil's record of discipline. If, after the review, the Principal of the school, determines that the criteria for deeming a pupil a habitual disciplinary problem have not been met, the teacher(s) who submitted a request, to the Principal, can appeal that determination to the Board of Directors of the school if such a request is granted. Upon receipt of such a request, the Board of Directors will review the initial request and make a determination reflecting the directives established by the Board of Directors for such matters.

The school policy clearly outlines when a student becomes a habitual disciplinary problem. A school may include the notice required by this subsection with notice that is

otherwise provided to the parent or legal guardian of a pupil which informs the parent or legal guardian of the act committed by the pupil.

Before a school deems a pupil a habitual disciplinary problem and suspends or expels the pupil, the Principal may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation, a voluntary agreement by:

- a. The parent or legal guardian to attend school with his child.
- b. The pupil and his parent or legal guardian to attend counseling, programs or services available in the school district or community.
- c. The pupil and his parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

If the pupil violates the conditions of the plan or commits the same act for which notice was provided pursuant to subsection 5 or any other violation outline and agreed to in the plan. After he/she violates the conditions of the plan of behavior, the pupil shall be deemed a habitual disciplinary problem.

The parent or legal guardian of a pupil who has entered into a plan of behavior, with the school, may appeal to the Board of Directors, of the school, concerning the contents of the plan of behavior or action taken by the school pursuant to the plan of behavior. Upon receipt of such a request, the Board of Directors will review the determination in accordance with the procedure established by the Board for such matters.

A pupil shall be deemed suspended from school if the school:

1. Prohibits the pupil from attending school for 3 or more consecutive days; and if
2. The conference or some other form of communication with the parent or legal guardian of the pupil exists before the pupil is allowed to return to school.

Except as otherwise provided in the statutes, any pupil who commits a battery which results in the bodily injury of an employee of the school or who sells or distributes any controlled substance while on the premises of the school, at an activity sponsored by the school or on any school bus must, for the first occurrence, be suspended or expelled from that school, although he/she may be placed in another kind of school, for at least a period equal to one semester for that school. For a second occurrence, the pupil:

- a. Will be permanently expelled from that school; and
- b. Receive equivalent instruction authorized by the state board pursuant to subsection 1 of NRS 392.070.

Except as otherwise provided in the statutes, any pupil who is found in possession of a firearm or a dangerous weapon while on the premises of the school, at an activity sponsored by a public school or on any school bus will, for the first occurrence, be expelled from the school for a period of not less than 1 year, although he may be placed in another kind of school for a period not to exceed the period of the expulsion. For a second occurrence, the pupil will:

- a. Be permanently expelled from the school; and
- b. Receive equivalent instruction authorized by the state board pursuant to subsection 1 of NRS 392.070.

The Board of Directors of Rainshadow Community Charter High School, in consultation with the Superintendent of the Washoe County School District, may, for good cause shown in a particular case in that school district, allow an exception to the expulsion requirement of this subsection.

Except as otherwise provided in the statutes, if a pupil is deemed a habitual disciplinary problem pursuant to NRS 392.4655, the pupil will be suspended or expelled from the school for a period equal to at least one semester for that school. For the period of his suspension or expulsion, the pupil must receive equivalent instruction authorized by the state board pursuant to subsection 1 of NRS 392.070.

Provisions for suspension and expulsion of students participating in a program of special education pursuant to NRS 388.520, will be followed. There may be interim placements in alternative educational setting for up to 45 days in accordance with federal law 34 CFR 300.520, 300.523, and 300.121.

***Federal Law 34 CFR 300.520 (a)(1)(i)** School personnel may order to the extent removal would be applied to children without disabilities, the removal of a child with a disability from the student's current placement for not more than 10 consecutive school days for any violation of school rules and additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under 34 CFR 300 519 (b)).*

34 CFR 300 520 (a)(1)(ii) After a child with a disability has been removed from his/her current placement for more than 10 school days in the same school year, during any subsequent days of removal the public agency must provide services to the extent required under 34 CFR 300 121 (d).

34 CFR 300 520 (a)(2) School personnel may order change in the placement of a child with a disability to an appropriate interim alternative educational setting for the same amount for time that a child without a disability would be subject to discipline but for not more than 45 days if

- (i.) The child carries a weapon to school or to a school function under the jurisdiction of a State or local educational agency or*
- (ii.) The child knowingly possesses or uses illegal drugs or sells or solicits the sale of controlled substance while at school or a school function under the jurisdiction of a State or local educational agency*

34 CFR 300 523 If an action is contemplated regarding behavior described in 34 CFR 300 520(a)(2) of 300 521 or involving a removal that constitutes a change of placement under 34 CFR 300 519 for a child with a disability who has engaged in other behavior that violated any rule or code of conduct of the LEA that applies to all children not later than the date on which the decision to take that action is made, the parents must be notified of that decision and provided the procedural safeguards notice described in 34 CFR 300 504

34 CFR 300 121(d)(2)(B) based on a hearing officer determination that maintaining the current placement of the child is substantially likely to result in injury to the child or to others if he or she remains in the current placement, consistent with 34 CFR 300 521 34 CFR 300 121 (d)(3) School personnel, in consultation with the student's special education teacher, determine the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP if the child is removed under the authority of school personnel to remove for not more than 10 consecutive school days as long as that removal does not constitute a change of placement under 34 CFR 300 519(34 CFR 3000520(a)(1)). The Student's IEP team determines the extent to which services are necessary to enable the child to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in the student's IEP if the child is removed because of behavior that has been determined not to be a manifestation of the student's disability consistent with 34 CFR 300 524. 34 CFR 300 521 A hearing officer under section 615 of the Act may order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 days if the hearing officer in an expedited due process hearing.

- (a) Determines that the public agency has demonstrated by substantial evidence that maintaining others.
- (b) Consider the appropriateness of the student's current placement.
- (c) Considers whether the public agency has made reasonable efforts to minimize the task of harm in the student's current placement, including the use of supplementary aids and services, and
- (d) Determines that the interim alternative educational setting that is proposed by school personnel who have consulted with the student's special education teacher, meets the requirements of 34 CFR 300 522(b).

34 CFR 300 526(c)(2) In determining whether the child may be placed in the alternative educational setting or in another appropriate placement ordered by the hearing officer, the hearing office shall apply the standards in 34 CFR 300 521

34 CFR 300 526(c)(3) A placement ordered pursuant to 34 CFR 300 526 (c)(2) may not be longer than 45 days.

Rainshadow Community Charter High School will comply with the provisions of NRS 392.467 regarding suspension or expulsion of pupil. The Rainshadow Community Charter High School Board of Directors will consult with the Washoe County School District to develop policies regarding expulsion and "Choices" that are consistent with those of the District.

Special Conditions:

- A student may not participate in extracurricular activities during the term of his/her disciplinary assignment.

- Notations of any disciplinary activity will be recorded in SASSI.
- A student who has been suspended may not hold a position of honor for a minimum of one semester or longer depending on the offense. Positions of honor include but are not limited to any elected offices, Prom King, or Prom Queen.

Student Activities/Policies: The school follows certain policies concerning student activities. These policies are:

- Rainshadow CCHS staff members will supervise dances and other activities.
- Once students enter the activity, they are not to leave unless leaving for the evening.
- Rainshadow CCHS dances are generally open only to Rainshadow CCHS students. When dances are open to non-Rainshadow CCHS students, guests are subject to the same rules as students and are required to be pre-registered and accepted as guests with administrative approval.
- Students who are excluded from a school activity for unacceptable behavior may also be excluded from future activities.
- Violation of any of the above rules will result in appropriate consequences and may restrict the student from attending or participating in other school activities.

Money and Valuables: Please do not bring large amounts of money to school. All valuable articles should be in possession of the owner at all times. The school cannot accept responsibility for stolen money or other articles.

PROHIBITED CONDUCT

The commission of, participation in, or unlawful attempt of any of the following activities or acts in the school building or on school property is prohibited and may constitute cause for disciplinary action. In addition, students, parents and visitors at school-sponsored, off-campus events and those using school-sponsored transportation shall be governed by school rules and regulations and are subject to the authority of school officials and law enforcement as needed. An incident that constitutes the commission of a criminal act may be reported at once to the local law enforcement. The student's parent or guardian shall also be notified, if possible. The school may take disciplinary action, whether or not criminal charges result.

DRUG INTERVENTION PROGRAM

The Rainshadow Charter High School believes that students who have consumed or are in possession of alcohol, an illicit substance, drug related paraphernalia, a chemical or organic solvent to induce euphoria or hallucinations, and/or any substance being used as a controlled substance are in need of intensive assistance. Rainshadow offers such assistance by providing referrals to various substance abuse prevention programs.

Any student identified on school grounds or school-sponsored transportation or school activity as a first offender for a substance abuse offense here defined as having ***internal***

possession of alcohol, or an illicit substance, and/or a chemical or organic solvent to induce euphoria or hallucinations, will be subject to any/all of the following:

- Parents will be notified immediately upon suspicion of internal possession or use and be asked to come to pick up their student.
- Law enforcement agencies and/or medical assistance may be called at the discretion of the Principal, faculty, or staff.
- Students will be required to take a drug test, at their expense.
- This drug test must be administered with proof of administration returned to Rainshadow CCHS by 3:00 pm of the same day. Test results must be provided to Rainshadow CCHS within 48 hours or two business days. Failure to do so will result in an immediate withdrawal. Refusal to withdrawal will result in an expulsion.
- If the student tests positive on the first offense, the student will be required to attend a drug/alcohol prevention program and will be assigned “Choices” for up to 3 days.
- Failure or refusal to attend a drug/alcohol prevention/treatment program within a 6 week time period will result in the removal of that student from Rainshadow CCHS for the remainder of the school year.
- Students who admit to using will not be required to submit to a drug test, all other consequences remain the same.
- If the student’s drug/alcohol test comes back negative, the school will reimburse the student upon presentation of a receipt from the testing agency.
- If the student attends and completes a prevention program, and is found to be under the influence of drugs/alcohol a second time, that student will follow the above steps and may also be expelled immediately from the school for the remainder of the school year. That student will need to petition the board of directors for re-admittance into Rainshadow CCHS.

Any student apprehended on school grounds or school-sponsored transportation or school activity as a first offender being in **physical possession** of alcohol, an illicit substance, paraphernalia and/or a chemical or organic solvent to induce euphoria or hallucinations, will be:

- Immediately assigned “Choices” for a period of up to five days.
- Parents will be notified immediately when their student is found to be in possession and be asked to come to pick up their student.
- Law enforcement agencies may be called at the discretion of the Principal.
- Students wishing to return to Rainshadow CCHS, if they were expelled, at the end of the expulsion period will need to demonstrate proof of enrollment and completion of a substance abuse program and petition the board of directors for re-admittance.
- A second offense by the same student may result in a permanent expulsion.

Any student who repeatedly violates this regulation or commits any violation warranting a more severe penalty may be subject to more extreme disciplinary action as outlined in this handbook.

VIOLENCE INTERVENTION PROGRAM

Rainshadow believes that students, who are involved in acts of violence, which jeopardize their own safety, or the safety of others, are in need of assistance.

Any student at Rainshadow involved in an act of violence on school grounds, on school-sponsored transportation, or during a school-sponsored activity off campus may be referred to a violence intervention program. The Principal will make referrals to the program. For the purpose of this regulation an act of violence is defined as, but not limited to, the following: fighting, hazing, harassment, robbery, disturbing the peace, bomb threats, battery, or assault.

While the intent of this regulation is to provide students and parents/guardians with information and activities focused on preventing future acts of a violent nature, it does not preclude the implementation of other forms of discipline. As stated in the School Rules of Conduct section, **any act of violence may result in a student being removed from Rainshadow.**

HARASSMENT POLICY

The harassment of any employee or student of Rainshadow Charter High School is absolutely forbidden. Any employee who is made aware of an alleged incident of harassment will take immediate action to bring the matter to the attention of an administrator. A written description of the event will be requested from both parties.

a. Sexual Harassment defined:

- Sexual harassment consists of unwelcome conduct, whether verbal, physical, or visual that is based upon a person's legally protected status.
- In school, sexual harassment may result from words or conduct of a sexual nature that offend, stigmatize, demean, frighten or threaten another because of his or her sex. Sexual harassment may involve a male harassing a female, a male harassing a male, a female harassing a female, or a female harassing a male.

b. Examples of behaviors that may be considered sexual harassment include, but are not limited to:

- Comments, gestures or jokes of a sexual nature.
- Spreading sexual rumors, commenting about a sexual behavior, or making sexual propositions.
- Touching, grabbing or pinching.
- Sexual propositions or threats.

c. Procedure:

1. Any student who believes that he or she has been subjected to any form of harassment by anyone is encouraged to promptly tell the person that the

conduct is unwelcome and ask the person to stop the conduct. A person who receives such a request must immediately comply with it and must not retaliate against the student for rejecting the conduct.

2. Complaints of illegal harassment should be brought to the attention of the following: a teacher or an administrator.
3. If the student feels uncomfortable about discussing the complaint with a teacher or a school administrator, the student should feel free to bypass the teacher and take the complaint to any other administrator or a chairperson of the Rainshadow Board of Directors.
4. After notification of the student's complaint, an investigation by Rainshadow CCHS will immediately be initiated to gather all facts about the complaint.
5. After the investigation has been completed, the principal or his or her designee will make a determination regarding the resolution of the case. If warranted, disciplinary action up to and including removal will be imposed. Other appropriate actions will be taken to correct problems caused by the conduct.
6. However, if after investigating any complaint of harassment and/or discrimination, Rainshadow CCHS determines that the complaint is was not made in good faith or that a student has provided false information regarding the complaint, disciplinary action may be taken against the student who filed the false complaint or who gave the false information.
7. All complaints will be handled as confidentially as possible.
8. Rainshadow CCHS prohibits retaliation against students who bring illegal harassment charges or assist in investigating charges

EXTRACURRICULAR ACTIVITY CODES

School organizations, clubs and athletic teams may adopt and distribute to their members, rules that shall govern student conduct. Infractions of these rules shall result in disciplinary action. Any student attending a charter high school has the right to sign up and participate in athletics and other extracurricular activities at the school site for which they are zoned (NAC385.561).

DISPUTE RESOLUTION PROCEDURE / Due Process

We believe that any dispute should be dealt with at the level of those involved. If there are student /teacher issues or parent/teacher issues, please seek resolution with the teacher first. If that is not satisfactory, Rainshadow has established a dispute resolution/grievance

procedure to allow students and parents an opportunity to voice any concerns they may have. The purpose of this policy is to provide students and parents an opportunity to raise their questions or problems in confidence and without fear of reprisal or discrimination. Rainshadow will make every effort to investigate and settle a student or parent's concern on a fair and equitable basis.

If you have a concern, please follow the steps below which are designed for you to receive a prompt and fair response:

1. You are encouraged to discuss the problem with the Principal as soon as possible after the occurrence of the problem. The Principal will review your student's problem and give you a reply within seven (7) days.
2. If you feel the problem is not solved to your satisfaction with the Principal, you may within three days request a review by the Board of Directors. This request needs to be submitted to the Principal to be included in the next School Board Agenda
3. The Board of Directors will investigate your student's concerns and provide you with a response within ten (10) working days after the next regularly scheduled Board meeting. The Board of Director's decision shall be final and conclusive.
4. Having exhausted all avenues, a parent/guardian may appeal to the WCSD by filling out an official WCSD Charter School Complaint Form.

It is Rainshadow's intention to be fair and impartial in order to establish the smoothest working relationship possible. Rainshadow will not tolerate any form of retaliation against you or your child if you avail yourself of this procedure. **The procedure should not be construed, however, as preventing, limiting, or delaying Rainshadow CCHS from taking disciplinary action against your child where Rainshadow deems disciplinary action appropriate.**

SEARCHES OF STUDENTS

The primary function of the school is education. In order to serve this function, the school must maintain discipline and order and must provide students with physical safety and security. School officials and teachers act in *loco parentis* to the students during the time students are under their supervision.

To provide an orderly and safe school environment, the school must control the behavior of students and prevent the introduction by students of harmful, damaging, unlawful items onto the school premises. The law, therefore, permits school authorities to search students, their personal possessions and their desks and lockers 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 following guidelines:

- The student has a right of privacy in his/her person, his/her personal belongings and effects and his/her personal automobile parked on school grounds; but that right is limited by the needs of all students for a safe, calm and orderly school environment.
- Students shall not carry, conceal or bring onto the school premises any material that is prohibited by law, published rules, regulations or policies or any material that will detract from the maintenance of a calm, orderly and safe school environment.
- A teacher, administrator or other school employee designated by the Principal may search the person of any student, the personal effects in the student's possession, or any student's automobile parked on school grounds, under any of the following circumstances:
 - a. The search is made in connection with a lawful arrest.
 - b. The search is made with the voluntary consent of the student.
 - c. The search is conducted on the reasonable suspicion that the student is engaged in an activity which violates a law or published school rule, regulation or policy or that the student is carrying, concealing or sequestering material the possession of which is prohibited by law or by published school rule, regulation or policy.
- If the search is made with the consent of the student, there should be a witness to the obtaining of the consent and to the search. The teacher, administrator, or other designated school employee making the search shall be of the same sex as the student searched unless the need for an immediate search requires a search by a teacher, administrator or school employee of the other sex. When someone of a different sex than the student searched conducts the search, there should be a witness to the search.
- In those cases requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that the fruits or implements of a crime or unlawful act will be found, or that a weapon or other material the possession of which is prohibited by law or by school rules, regulations or policies will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include but are not limited to the student's age, history and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school. The required "reasonable suspicion" must be based on facts related to a particular student whose person, belongings, automobile or property is to be searched and such suspicion must arise immediately prior to the proposed search.
- If a student does not give voluntary consent to a search, local law officials may be called to assist with the situation, or students will be dismissed to the custody of their parents until the matter is resolved. Administrative discretion will be used to determine course of action.

CANINE SEARCHES

The school may conduct canine searches of school hallways, backpacks, purses, coats/jackets, lockers, classrooms, buildings, parking lots, and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog especially trained to detect illegal or prohibited substances, weapons or bombs.

If a teacher, administrator, other school official, employee, school police, or security personnel has a reasonable suspicion to believe that a student or students have in his/her/their possession a weapon or a controlled substance or material which is prohibited by law or school policies, a search may be conducted of a student by the canine unit. An individual search of a student may only be conducted on reasonable suspicion.

Compliance with other regulations concerning the operation of schools

Rainshadow will comply with NRS 392.264, which prohibits offenders from attending a school a victim of the offense attends without court approval. If school personnel receive notification and the victim identified in the notification is a pupil in the school, district procedures will be followed to remove the offender from the school and offender who is subject to the provisions of NRS 392.264, to attend a public school that a victim is attending unless extenuating circumstances, as defined by statute, exist.

Part 5: Miscellaneous

5.1 In the first year of operation, Rainshadow enrolled 79 students. The school currently serves 120 students, which is the maximum number of students for the facility. As the school relocates to a new facility, the goal will be to extend enrollment to 150 students for the 2009-2010 school year, and eventually expand to serve no more than 200 students in grades 9-12. Modifications as to the number of students in each grade level may occur (for example, there may be more students enrolled who are at sophomore status than senior status.) Students will be enrolled on a first-come, first-served basis by grade level. When the student enrollment at a particular grade level (core cadre) reaches capacity, students will be put on a waiting list. As openings occur as a result of withdrawal or graduation, students from the waiting list will be given notice as to the availability in the order they occur on the list, by appropriate grade level.

5.2 Dr. Steve West is the liaison between the Board of Directors and the Nevada Department of Education. Qualifications and contact information are provided in the vita included in Appendix C.

5.3(a) Rainshadow Community Charter High School's Administrative Assistant/Registrar (under the supervision of the principal) is responsible for maintaining records of pupils in accordance with NAC 386.360 and will provide records of pupils to Washoe County School District for inclusion in the statewide automated system of information

concerning pupils that is established and maintained by NDE pursuant to NRS 386.650. When a new student enrolls at Rainshadow, a permanent record card is created for that student. All entries on the Permanent Record Card will be accurate and typewritten.

5.3(b) Records will be stored in a locked, fireproof cabinet in a locked storage area.

5.3(c) The records of pupils will be stored in a locked, fireproof cabinet in a locked storage area located next to the office of the principal or administrative assistant.

5.3(d) In the case that Rainshadow is dissolved or the written charter is not renewed, the current principal will be responsible for the records.

5.3(e) Student cumulative folders are to be retained until six (6) years after the graduation of the pupil (NAC 239.511). If a student withdraws and the records are not requested, RCCHS will retain the cumulative folder until six (6) years after the date the student should have graduated. Records will be destroyed (shredded) after the six (6) year period of retention.

5.4 See Budget, Appendix B

5.5 The Rainshadow Community Charter High School recognizes the importance of adequate and sustainable funding in accomplishing the goals outlined in this application. The budget submitted above includes the State's per pupil operating revenue and additional outside funding. Rainshadow administration and the Board of Directors are and will continue to pursue new funding sources and collaborative arrangements with other programs to succeed financially.

Rainshadow contracts with an independent bookkeeper to ensure that the budget is up to date and accurate. Prepared statements related to the budget are presented at every board meeting and the Board of Directors approve expenditures every meeting. In addition, Rainshadow contracts annually with an independent financial auditor to provide financial analysis and experienced accounting oversight. A reputable CPA firm is contracted, utilizing generally accepted standards and including such tests of the accounting records and such other auditing procedures as are necessary, to render an opinion on the financial statements prepared at the close of the fiscal year and to make such recommendations to the Board of Directors and report to the WCSD's Board of Trustees.

5.7 The mission of Rainshadow Community Charter High School is to *create empowered community members through real-world education*. As mentioned in the opening section of this application, all of the six goals established by the Nevada legislature will be addressed through this mission. In particular, Rainshadow's philosophy and purpose will address two of the goals, the improvement of pupil learning, and by extension, improvement of the public school system, and the encouragement of the use of different and innovative teaching methods. The collaboration with outside community partners, such as Washoe County School District and the University of Nevada Reno, will provide

extensive opportunities to evaluate and examine the effectiveness of this innovative learning environment.

5.8 Upon graduation of the first class that attended Rainshadow Community Charter High School for four years, evidence will be available to compare the results of achievement of those students with other comparable students attending other schools. During each year of operation, as outlined in earlier sections, Rainshadow has and will continue to measure the academic achievement of students through state mandated testing and documentation of academic performance. Rainshadow staff and administration will also be engaged in on-going evaluation efforts of the effectiveness of the program in meeting the academic needs of students through the professional dialog and continual improvement model of instructions.

Plant Facilities

Rainshadow has been in operation at 434 Washington Street, Reno, Nevada, since the inception of the original charter. This facility has met all appropriate city and county planning department requirements, is accessible to the disabled, was assessed for asbestos in the appropriate fire department determined the occupancy/capacity of the facility.

We are planning to occupy a new facility at 121 Vesta Street in Reno, Nevada. Upon completion of city permits, renovation to the facility, and a certificate of occupancy has been given; we will have all the necessary inspections by the city, county, and Washoe County school District officials.