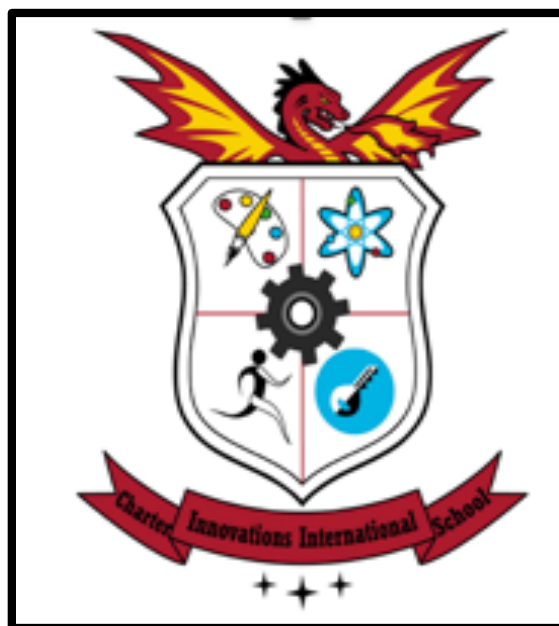


Innovations International Charter School

High School

Parent and Student Handbook

2019 - 2020



950 E. Sahara Avenue  
Las Vegas, NV 89104  
702-216-4337

[www.iicsn.org](http://www.iicsn.org)

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## **ADMINISTRATION**

**Dr. Connie L. Malin**  
Chief Educational Officer

**Dr. Christi Carmack**  
Assistant Principal

**Mr. Ken Malin**  
Director of School Safety, Human Resources, and Business

## **Counselors**

Mrs. Caroline Thompson

## **Office Staff**

Ms. Michelle Lopez, Registrar and Office Manager  
Ms. Danielle Corey, Office Clerk



## **Purpose of the Handbook**

Innovations International Charter School (IICSN) is a school of choice for parents and students interested in receiving a quality education. Located centrally to the Las Vegas Valley, the middle school serves students from throughout the Clark County School District in grades 6-8.

In an effort to expand the themes of study provided our students, Innovations is excited to begin offering academy selections beginning with the 2018 – 2019 school year. The following educational themes or academies are being offered for students to select from and diversify within to prepare them for a college and career preparatory education.

- Media and Technology Academy
- Visual Arts Academy
- Sports and Leadership Academy

IICSN is accountable to the Nevada Academic Content Standards and to the State Mandated Assessments. Core classes deemed necessary for promotion and graduation are key to the credit bearing courses offered at the school. Elective area courses will be found within each of the academies listed above.

As well as having our students master core classes, the academies will assist students in learning to collaborate, communicate, cooperate, and develop highly functional teams. Students will also be developing positive social and emotional skills needed to become empowered citizens and successful community members as they transfer academic work to real-life situations utilizing problem solving skills. This integration of core learning with real-life skills helps students to close the learning and achievement gap as they focus their skills and develop self-advocacy techniques to help them prepare for future careers.

Innovations utilizes its Professional Learning Communities (PLCs) to move the focus from teachers teaching to students learning. While the teachers utilize current educational best practices for the Levels of Instruction 1-3, they reflect on what they can and should do better to ensure their students learn what is being instructed. Weekly, the teachers meet to design strategies for all students to ensure that students at all levels work to meet the standards by subject and grade level in order to become proficient in the mandated core subject areas of language arts, mathematics, social studies, and science. Data are collected and discussed with each student so he/she can track individual progress while closing learning gaps. This engaged and empowered learning environment helps students to feel more in control of their learning and planning for the future.

## **Mission Statement**

Innovations International Charter School provides a safe learning community empowering responsible citizens for life.

## **Staff and Student Expectations**

1. Staff and students will believe they can be successful by staying on task, persevering, and never giving up.
2. Staff and students will take ownership and pride in their school by utilizing explicit expectations for output, developing strong instructional strategies providing for high quality learning, modeling and communicating educational standards.
3. Staff will implement instructional strategies and learner engagement to empower students to learn and develop a growth mindset leading to content standards mastery at all grade levels.
4. Staff and students will set the performance bar at high levels for listening, relationship building, and establishing respect whereby teachers have the opportunity to share content knowledge and utilize multiple content standards to integrate learning allowing high academic achievement levels on the part of students.
5. Staff and students will establish regular attendance levels for learning and teaching thus creating an educational environment where all have access and input into meaningful, engaged, and relevant learning practices while developing and maintaining relationships that support a powerful learning environment

## **School Focus**

1. Continue to provide students and families with a safe learning environment.
2. Continue to assist students in achieving high academic standards through the introduction of the academies.
3. Build strong relationships between the school, our students, and their families.

## High School Bell Schedule

### A Day and B Day Block Schedule

| Scheduled Day | Period | Time          |
|---------------|--------|---------------|
| A Day         | 1      | 8:00 – 8:50   |
|               | 2      | 8:51 – 9:41   |
|               | 3      | 9:42 – 11:08  |
|               | 4      | 11:09 – 12:36 |
|               | Lunch  | 12:37 – 1:07  |
|               | 5      | 1:08 – 2:25   |
|               | 6      | 2:36 – 4:00   |
| B Day         | 1      | 8:00 – 8:50   |
|               | 2      | 8:51 – 9:41   |
|               | 7      | 9:42 – 11:08  |
|               | 8      | 11:09 – 12:36 |
|               | Lunch  | 12:37 – 1:07  |
|               | 9      | 1:08 – 2:25   |
|               | 10     | 2:36 – 4:00   |

- Students may attend the Before School Program from 6:30 a.m. to 7:55 a.m.
- Breakfast will be served before the bell at 7:00 a.m. each morning.
- Breakfast after the bell will be served from 8:00 – 8:30 a.m. each morning for those attending late and still needing to eat.
- Students may attend the After School Program from 4:10 p.m. to 6:00 p.m.
- A late fee will be charged for students being picked up after 6:00 p.m.
- There is no adult supervision for students arriving before 6:30 p.m. or remaining after 6:00 p.m.
- Please make note of this for the safety of your child.

## **Student Enrollment**

### **IICSN**

Innovations International Charter School of Nevada is a public K-12 charter school sponsored by the Clark County School District. The school will not charge tuition and will not discriminate against any student on the basis of race, gender, religion, ethnicity, or disability, as required by the Nevada Revised Statute (NRS) 386.580. The purpose of this information is to provide guidelines and directions to assist in enrolling students at the school.

### **Application for Enrollment/Re-enrollment**

To receive an application for open enrollment, a parent or guardian may go to our website at [www.iicsn.org](http://www.iicsn.org) or go to one of our campus offices. The enrollment packets consist of a registration form, health form, emergency form, language survey, need for specialized, student services, and more to help us in preparing to have your child as a student on our campuses. To expedite enrollment, please bring the following documents with you at the time you submit the enrollment packet.

- Current immunization records
- Copy of parent/guardian's driver's license
- Current proof of address (power bill, lease, mortgage, etc.)
- Child's birth certificate
- Transcripts, report cards, specialized program documents from prior school

Administration does try to honor parent requests to have a pre-selected teacher. These requests can be made prior to the Mandatory Parent Meetings in July and August, before the class rosters are built and the classrooms are full. While we wish to keep our parents happy, please note there is no guarantee that your child will get the teacher he/she desires.

Children will be processed in a timely manner once their enrollment/re-enrollment packets are submitted to the school. The names of students who submit enrollment applications after the capacity is reached for each grade level will go on a waiting list. As space becomes available in particular grade levels due to students leaving the school, waiting list students are then selected to fill the vacated positions from a lottery based system. For this lottery, students will be assigned a unique number and then a lottery drawing will be held and verified to admit students who have been selected. Parents are then notified for enrollment acceptance.

In July and August, the school hosts Mandatory Parent Orientation Evening Classes whereby information is shared and parent questions are addressed. At the Parent Orientation meetings, packets of information are sent home to be completed for submission on the first day of school. Parents and students are welcome to schedule school tours with the office staff prior to the first academic day of the new school year. These tours can be arranged by calling the school at 702-216-4337.

## **Enrolling Military Children**

This policy is to ensure compliance with NRS 392 (c) – Interstate Compact on Educational Opportunity for Military Children.

### **Placement and Attendance**

1. When a student transfers before or during the school year, IICSN will initially honor placement of the student in educational courses based on his/her enrollment in the school in the sending of state or educational assessments conducted at the previous school, if the courses are offered at Innovations and if there is space available for the student. Continuing the student's academic career is critical when considering placement. At times, Innovations may need to complete a quick assessment of the student's academic performance to align placement and course work.
2. In compliance with the Individuals with Disabilities Education Act, IICSN will initially provide comparable services to a student with a disability based on the student's current individualized educational program (IEP). In compliance with the requirement of Section 504 of the Americans with Disabilities Act of 1990, IICSN will make reasonable accommodations and modifications to the instructional program to address the needs of incoming students with disabilities, subject to an existing 504 Plan to provide the student with equal access to education.
3. The administration of Innovations shall have flexibility in waiving course or program prerequisites, or other preconditions for placement in courses or programs offered under the jurisdiction of IICSN.
4. A student whose parent or legal guardian is an active duty member of the uniformed services and has been called to duty for, is on leave from or immediately returned from deployment to a combat zone or combat support posting, shall be granted additional excused absences at the discretion of the Executive Director to visit with his/her parent or legal guardian relating to such leave or deployment.

### **Eligibility for Enrollment**

1. A special power of attorney, for purposes of the guardianship of a child of a military family, which is executed pursuant to the applicable law of the jurisdiction in which the special power of attorney is executed is sufficient for the purposes of enrolling a student in school and for all other actions requiring participation and consent of a parent or legal guardian of the student.
2. Innovations will not charge local tuition to a transitioning child placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent.
3. A transitioning military child, placed in the care of a noncustodial parent or other person standing in loco parentis who lives in a jurisdiction other than that of the custodial parent, may continue to attend the school in which the child was enrolled while residing with the custodial parent.
4. Eligibility for participation in extracurricular activities will be made available to the military child regardless of the application deadlines to the extent they are qualified for the extracurricular activity.

## Graduation

To facilitate the on-time graduation of children from military families, Innovations will utilize the following procedures:

1. The administration will waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency. If a waiver is not granted to a student who qualifies to graduate from the sending school, IICSN will provide an alternative means of acquiring required course work so the student may graduate on time.
2. Exit exams – State shall accept:
  - a. Exit or end-of-course exams required for graduation from the sending school
  - b. National norm referenced achievement tests
  - c. Alternative testing in lieu of tests required for graduation in the receiving state
  - d. If the alternative set forth in this section cannot be accommodated by the receiving state for a student transferring during the senior year, then the provision of Section 3 shall apply.
3. If a military student transferring immediately before, beginning, or during the student's senior year is ineligible to graduate from IICSN after all alternatives have been considered pursuant to NRS 392 (c), the local education agency of the sending state and the receiving state shall ensure the receipt of a diploma from the local education agency of the sending state if the student meets the graduation requirements of the local education agency of the sending state. If the sending state is not a member of the Military Compact, the member state will use its best efforts to facilitate the on-time graduation of the student in accordance with this Article.

## Academic Expectations

### Course Expectations

At the beginning of the school year, each teacher will provide his/her students with a course expectation guide for his/her class. Course expectations include performance objectives and the evaluation procedures used by the teacher. In essence, these expectations provide a course description, course scope and sequence, prerequisite skills (where needed), pre and post assessment information, criteria for student evaluations, explanations regarding student grades, grade reporting information, and expected student behavior.

Doing well in a class consists of three separate functions; preparation for class, performance of independent and guided practice, and assessment of knowledge gained. The chart below outlines these.

| <b>Preparation for Class</b>   | <b>Performance of Independent and Guided Practice</b>   | <b>Assessment of Knowledge</b> |
|--|---|--------------------------------|
| Learning tools are out and ready to use                                    | Homework is completed and ready to submit   | Tests                          |
| Notes and/or journals are out and ready to use                             | Classwork is completed in the time assigned or classwork is out to complete as directed       | Quizzes                        |
| Cell phones and other distractors are put away                             | Notes/note cards are prepared   | Final presentations            |
| Students are seated at assigned desks and ready for the class to begin     | Work is copied from the board into a journal or agenda  | Final reports                  |
| Students do not talk or disrupt the class                                  | Project work is completed   | Projects                       |
| Students use quality listening skills to ask questions and engage in class | Learning station work is completed – working in teams means all students have done their part | Research papers                |

- Participation grades are taken throughout class and are included as critical grades for course work.

## **Homework**

Homework is a necessary part of each student's educational learning. Students are expected to spend time working independently in addition to class instruction to achieve satisfactory work and make progress in mastering the subjects being taught. The amount of time a student spends on homework each evening will depend largely on how well the student is prepared, budgets his/her time, and persists to complete the work assigned.

Homework is not a punishment, rather it is intended to provide students with the reinforcement and practice of previously learned skills and concepts in class. Students may be given some class time to begin assignments with the teacher's supervision in order to determine if the student is ready to work on his/her own. Parents can expect their child to have homework a minimum of Monday through Thursday. Each teacher will identify homework expectations on his/her course expectation guide at the beginning of the school year.

Some assignments are long range in nature and required study time each night for completion. Working a little each night on a long assignment eliminates procrastination and the need to throw something together the day before it is due.

## **Makeup work**

Teachers are asked to provide an opportunity for students to make up missed work assigned during an absence from school. Students have three (3) days to do this.

After any absence, including a suspension, a student is required to contact the teacher(s) to obtain appropriate make-up work. Once contact has been made with the teacher(s), specific makeup work must be completed and returned to the teacher(s).

If a student experiences an extended absence of three (3) or more days from school due to illness or suspension, makeup work can be requested. Parents are to notify the school's office and the assignment will be ready for pickup after a 24-hour period of time.

## **Late work**

Homework is expected to be turned in on the day it is due. Students should not turn in late assignments. Each teacher and course has the authority to establish his/her own late work policy and the policy will be communicated to the parents and students in the course expectations guide. Students are encouraged to do their own work in order to better prepare themselves for test/quizzes on the material assigned. If a student is absent on the date that a long-term assignment is due, it will be due on the first day of his/her return.

## **School Supplies**

The following list is a suggested list of materials that an Innovations' middle school student will need for success. Individual teachers may require additional supplies pertinent to their classes.

- Earbuds or headsets for computer lab learning activities
- Flash drive for computer lab learning activities
- Four – 3 ring notebooks – 1 inch for core classes
- Index cards
- Four pocket folders
- Lined notebook paper
- Graph paper
- Two spiral notebooks
- Pencils, blue or black pens, red pens, highlighters, colored pencils,
- Ruler

Additional supplies will be outlined in the teachers' course expectations guide.

## **Promotion/Retention Policy**

The approval of Assembly Bill 288 made significant changes to high school graduation requirements for students living in Nevada. These changes are to be phased in with four End of Course Exams, two in math and two in English Language Arts. These changes are to be phased in as the State Board of Education makes decisions related to the specific requirements of the bill. Below are the changes that are currently in effect.

1. Students entering 9<sup>th</sup> grade and 10<sup>th</sup> grade in 2014-2015 will no longer take the Nevada High School Proficiency Exams; rather they will take the four End of Course Exams.
2. The 2014-2015 End of Course exams will be an operational field test, meaning students will take the exams but do not have to pass them. They do however; need to pass their course work. This will affect the Class of 2017 and the Class of 2018.
3. All students will be required to take a college and career readiness assessment in grade 11 beginning with the 2014 – 2015 school year. While participation will be required for graduation, the results of the assessment will not be used to determine a student's eligibility for a diploma.
4. Students having disabilities may opt out of the college and career readiness assessment based on the decision of the Individualized Education Program (IEP) team. The student's IEP team will determine appropriate assessments and accommodations for students having disabilities.
5. AB 288 also changed the statutory reference to the General Development test (GED) and required the State Board of Education to select a high school equivalency assessment. The State Board of Education stating with the 2014 – 2015 school year has approved the following three high school equivalency exams. GED, HSET, and TASC.

The state will transition to these new requirements over the next few years and additional information will be provided as it become available. The noted changes are aligned with the Nevada Academic Content Standards and are designed to ensure all students are college and career ready.

To graduate from Innovations International Charter School, students must still complete the 21<sup>st</sup> Century Course outline. All course work must be completed with a passing grade to receive full credit. Beginning with the Classes of 2017 and 2018, students must take and pass the new End of Course Exams as an element of graduation requirements. The End of Course Exams are now part of finals as given in the following classes.

- Algebra I or a state approved equivalent course
- Geometry or a state approved equivalent course
- Integrated Math 1I or a state approved equivalent course
- Integrated Math II or a state approved equivalent course
- ELA – English 10 or a state approved equivalent course

Science is a federally required exam in grades 5,8, and high school. The Nevada Science assessment will not be an End of Course final exam. The high school Science assessment is based on life science content and will be made available to accommodate district testing needs. The high school Science assessment will be a point earning measure used within the Nevada School Performance Framework. During the 2018 – 2019 school year, the End of Course Exams will count at 10% of the student's final grade and increase 5 points yearly until it reaches 20% at the 2020-2021 school year.

Grade 11 students will be required to take the ACT College and Career Readiness Examination. This is an actual college entrance exam, so scores may be sent to a potential university or college. The ACT scores will not be used to determine graduation eligibility, there is a mandatory participation on the part of the students. Students in grade 11 and those in grade 12 who have not taken the exam will receive no charge for the first exam given.

The Nevada Department of Education has approved a new standard diploma and a new college and career readiness diploma for its graduating class. As the requirements are yet to be completed and disseminated to the schools, please be informed of the old requirements and mandated classes for those beginning high school in 2018 – 2019. More information will be shared with the students and families once it is finalized.

### **High School Course of Study (for the current standard diploma)**

|                           |             |
|---------------------------|-------------|
| * English                 | 4 credits   |
| * Math                    | 3 credits   |
| * Science                 | 2 credits   |
| * U.S. History            | 1 credit    |
| * U. S. Government        | 1 credit    |
| * Physical Education      | 2 credits   |
| * World History/Geography | 1 credit    |
| * Health Education        | ½ credit    |
| * Computers               | ½ credit    |
| * Electives               | 7 ½ credits |

Total Credits                      22 1/2

Students who do not complete all requirements for a diploma will not be allowed to participate in the graduation ceremony.

### **High School Course of Study (tentative) for the Newly Proposed Standard Diploma – Class of 2022 (Incoming freshmen)**

|  |           |
|--|-----------|
| • English  | 4 credits |
| • Math   | 3 credits |
| • Science  | 2 credits |
| • U.S. History   | 1 credit  |
| • U.S. Government  | 1 credit  |
| • Arts & Humanities  | 1 credit  |
| • College & Career Ready Flex Classes<br>(3 <sup>rd</sup> year of Science, 3 <sup>rd</sup> year of Social Studies,<br>4 <sup>th</sup> year of Math, Level II or Course II<br>career and technical education program) | 2 credits |
| • Health Education   | ½ credit  |
| • Computers  | ½ credit  |
| • Physical Education   | 2 credits |
| • Electives  | 6 credits |

Total Credits                      23

## **Grade Level Classification**

High school students are classified by the grade level they are entering or have just completed course work for advancement. However, parents often want to note whether their son/daughter are on target for graduation. The following helps parents to see what their children should be accomplishing each year. This is meant to be a guideline for the student and parent to stay on track for high school graduation.

| <u>Credits Earned</u> | <u>Grade Level Status</u> |
|-----------------------|---------------------------|
| 0 – 5.5 credits       | Freshman (Grade 9)        |
| 6 – 11.5 credits      | Sophomore (Grade 10)      |
| 12 – 17.5 credits     | Junior (Grade 11)         |
| 18 + credits          | Senior (Grade 12)         |

## **Code of Honor**

There is a clear expectation that all students will perform academic tasks with honor and integrity, with the support of parents, staff, faculty, administration, and the community. The learning process requires students to think, process, organize, and create their own ideas. Throughout this process, students gain knowledge, self-respect, and ownership in the work they do. These qualities provide a solid foundation for life skills, impacting people positively throughout their lives. Cheating and plagiarism violate the fundamental learning process and compromise personal integrity and one's honor. Students demonstrate academic honesty and integrity by not cheating, plagiarizing, or using information unethically in any way.

## **What is cheating?**

Cheating or academic dishonesty can take many forms, but always involves the improper taking of information from and/or giving of information to another student, individual, other sources. Examples of cheating can include, but are not limited to:

- Taking or copying answers on an examination or any other assignment from another student or source
- Giving answers on an examination or any other assignment to another student
- Copying assignments that are turned in as original work
- Collaborating on exams, assignments, papers and/or projects without specific teacher permission
- Allowing another to do the research or writing for an assigned paper
- Using unauthorized electronic devices
- Falsifying data or lab results, including changing grades electronically

### **What can be considered helpful –not cheating**

- Telling a fellow student what the assignment is
- Sharing and repeating directions given by the teacher
- Giving comment and feedback on the quality of a student's work
- Sharing notes as permitted by the teacher
- Showing a fellow student how to do a problem by using another example – not one on an assignment
- Brainstorming ideas
- Studying with a fellow student for a test or quiz
- Engaging in a discussion of material covered in class to help develop a better understanding of what was taught

### **What cannot be done – considered to be cheating**

- Giving a fellow student your answers or answers to any question
- Dictating or telling a fellow student what to write
- Sharing answers or processes/steps with a fellow student during a test
- Letting someone read your answers that could be used as their response to test questions or assignments
- Looking at another person's paper and using their ideas or answers as your own
- Using a math fact chart or calculator when not permitted
- Having another person do your homework or write your paper for you
- Discussing a test or quiz in class when others are still working
- Letting a fellow student do all the work during a project or learning station and then you take credit for the work done

### **What is plagiarism?**

Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person's work or ideas as your own without giving credit to the proper source and submitting it for any other purpose. Examples of plagiarism can include but are not limited to:

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source
- Turning in purchased papers or papers from the Internet written by someone else
- Representing another person's artistic or scholarly works such as musical compositions, computer programs photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams.

Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently when that is the nature of the assignment. Adhering to the Code of Honor for the purpose of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

### **Consequences for Violating the Code of Honor**

Students who break the Code of Honor will have consequences for their actions.

#### **First Violation**

- Parent is contacted by the teacher with notification of the Code of Honor violation
- The student receives a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor of the Code of Honor violation and the student meets to discuss better choices with the counselor
- Student is assigned an after school detention

#### **Second Violation**

- Parent is contacted by the teacher with notification of the Code of Honor violation
- The student receives a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor of the second violation of the Code of Honor and the counselor and student meet with administration to discuss better choices
- Student will be assigned to do a study period during the Global Club class time

#### **Third Violation**

- Parent is contacted by the teacher with notification of the Code of Honor violation
- The student receives a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor of the third violation of the Code of Honor and the counselor and student meet with administration to discuss better choices
- The student is assigned to a one day In House Detention/Suspension

#### **Fourth Violation**

- A Parent Advisory Meeting (PAM) is scheduled with the parent (s) / guardian (s) to discuss the Code of Honor violation
- The student receives a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor of the second violation of the Code of Honor and the counselor and student meet with administration to discuss better choices
- The student is assigned to a two day In House Detention/Suspension

### **Fifth Violation**

- Parent is contacted by the teacher with notification of the Code of Honor violation
- The student receives a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor of the fifth violation of the Code of Honor and the counselor and student meet with administration to discuss better choices
- The student is assigned to a three day out of school suspension

### **Nevada Educational Involvement Accord**

#### **PARENT COMPONENT**

I understand that as my child's first teacher my participation in my child's education will help his/her achievement. Therefore, to the best of my ability, I will continue to be involved in his/her education by:

- Reading to my child or encouraging my child to read
- Being responsible for my child's on-time attendance
- Reviewing and checking my child's homework
- Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc
- Contributing at least 5 hours of time each school year in the areas such as:
  - Attending school-related functions
  - Volunteering at the school
  - Chaperoning school-sponsored events/activities
  - Communicating with my child's teacher (s) regarding his/her progress as needed

#### **STUDENT COMPONENT**

I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by:

- Arriving at school each day on time and prepared
- Showing effort, respect, cooperation, and fairness to all
- Using all school equipment and property appropriately and safely
- Completing and submitting homework in a timely manner
- Reading each day before or after school

#### **TEACHER AND SCHOOL STAFF COMPONENT**

We understand the importance of providing a supportive, effective learning environment that enables the children at our school to meet the State's academic achievement standards through our role as educators and models. Therefore, staff members agree to carry out the following responsibilities to the best of our ability by:

- Ensuring that each student is provided high-quality curriculum and instruction, supervision and positive interaction
- Maximizing the educational and social experience of each student
- Carrying out the professional responsibility of educators to seek the best interest of each student
- Providing frequent reports to parents on their children's progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concern

### **Parental Involvement**

Both experience and research tell us that a child's education succeeds best when there is good communication and a strong partnership between home and school. Your involvement in this partnership is critical to the academic achievement of your child. Below are some ideas for how you can help your child to have a good year and how you can continue to be involved in developing a partnership with the school.

- ✚ Encourage your child to put a high priority on education
- ✚ Work with your child on a daily basis to make the most of the educational opportunities the school provides
- ✚ Ensure your child completes all homework assignments and special projects and comes to school each day prepared, rested, and ready to learn
- ✚ Check your child's grades at least once a week so you may help if he/she has a problem
- ✚ Become familiar with all of your child's school activities and with the academic programs, including special programs, offered
- ✚ Discuss with the school counselor any questions you may have about them options and opportunities available to your child
- ✚ Review the requirements and options for graduation with your child in middle school and again while your child is enrolled in high school
- ✚ Monitor your child's academic progress and contact teachers as needed
- ✚ Attend scheduled conferences and request additional conferences as needed
- ✚ Become a school volunteer
- ✚ Participate in campus parent organizations
- ✚ Be aware of the school's ongoing efforts to stop bullying by meeting with the counselors to discuss the programs put into place and to share your concerns
- ✚ Contact school officials if you are concerned with your child's emotional or mental well-being
- ✚ Contact the school's Parent Engagement Coordinator to discuss matters of interest to you and your family or to seek community assistance

## **A Parent / Teacher Guide to Communication**

Parents are a child's first teacher and know the most about their son/daughter. Along with the teacher, parents play the largest and most important role in the personal, emotional, and educational development of their child through to adulthood.

Positive support, understanding, patience, and encouragement by both parents and teachers are the keys to developing a happy, successful, and well-adjusted child. Here are some keys to making sure the school and the family work well together.

- ❖ **Talk with the children.** Children need to understand why it's important to communicate with the parents and teachers when they are having problems in school. Parents need to seek ways to help the children and learn about what is happening in school. Teachers need to seek ways to understand what is happening in the life of the children. Open communication with the child will help the children to get the help they need.
- ❖ **Keep aware of what is happening with the children.** It is imperative that parents are made aware of and keep abreast of all situations concerning their children. They will be much more supportive of the student and teachers when they know how to help. Teachers need to know what the parents want from them. When parents set expectations for their children, teachers are able to communicate and push the children to do better each day.
- ❖ **Focus on the positive.** You can always find some positive attributes in each child. Taking a negative situation and turning it into something positive is an art that can be developed. Motivating children to do better and to be accountable for their actions can be a compelling force for developing student achievement.
- ❖ **Phone calls and visits to the classroom are good ways to cooperate with teachers and keep them informed about the progress of children.** Depending upon the availability of parents, letting parents volunteer in a classroom helps to build trust and knowledge. All communication and visits with the classrooms should be organized 24 hours in advance in order to accommodate parent and teacher needs.

Research has shown that children whose parents share in their formal education do better in school. Some benefits of active teacher-parent communication are:

- ❖ Higher grades and test scores
- ❖ Long term academic achievement
- ❖ Positive attitudes toward school
- ❖ Positive student behavior
- ❖ Increased interest in reading
- ❖ Increased student attendance
- ❖ Closer paying attention on the part of the student toward classroom rules and lectures

### **Public Concerns Procedures**

Parents have the right and the responsibility to represent their children, and other citizens may have an interest in commenting on public education. Therefore, it is the obligation of the employees of IICSN to respond to the questions and concerns of the parents or the public.

Constructive criticism of IICSN which is intended to improve the quality of the educational program and related services by encouraging parent and citizen participation while protecting the rights of school's employee(s) is welcome.

School action relating to concerns against employees of IICSN must fully comply with the procedures of NRS chapter 391, the negotiated agreements, and the policies and regulations of the school that ensure due process of law.

The Board of School Trustees does not have the authority to discipline employees. Discipline is a right reserved for the administrator in accordance with the applicable laws, board policies, and regulations. If allegations of misconduct concerning an IICSN employee are brought to the attention of the Board, they will be referred to the appropriate administrator for investigation and action, if necessary.

In order to avoid potentially litigious situations, both IICSN employees and concerned citizens should exercise discretion in discussing matters that may prove to be potentially libelous or slanderous in nature. A false statement of misconduct may be legally actionable if the maker of the statement knew it was false or if the maker recklessly makes the statement without adequate investigation to determine the truth or falsity of the allegation.

Any concern that deals with employees made directly to the Board of School Trustees shall be referred to the Chief Educational Officer. Any matter brought to the attention of the Chief Educational Officer who shall be held responsible for the matter and who shall address the concern in accordance with the steps outlined in the accompanying regulation.

This policy is not intended to constitute a complaint procedure for employees or their associations.

## **Public Concern Form**

***(Please complete Sections I – III)***

### **SECTION I**

Name of Person Filing Form: \_\_\_\_\_ Date: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

Home Phone: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Work Phone: \_\_\_\_\_

Name of Student: \_\_\_\_\_ Grade Level: \_\_\_\_\_

### **SECTION II**

***(Please indicate what steps you have taken to resolve this concern)***

| ACTION | YES | NO | NA | DATE |
|--------|-----|----|----|------|
|--------|-----|----|----|------|

|                         |       |       |       |       |
|-------------------------|-------|-------|-------|-------|
| Talked/met with teacher | _____ | _____ | _____ | _____ |
|-------------------------|-------|-------|-------|-------|

|                           |       |       |       |       |
|---------------------------|-------|-------|-------|-------|
| Talked/met with principal | _____ | _____ | _____ | _____ |
|---------------------------|-------|-------|-------|-------|

Talked/met with other employees (list)

\_\_\_\_\_

\_\_\_\_\_

### **SECTION III**

***(Please attach a separate sheet of paper to this form explaining the following)***

1. Your concern:

2. Your desired resolution:

**This section for school use only. Do not write in this area.**

Date form was received by school's officer: \_\_\_\_\_

Tracking Number: \_\_\_\_\_

Administrator's Response

Date response due to

Status of Resolution

Person filing form

|          |                     |
|----------|---------------------|
| 1. _____ | Resolved/Unresolved |
| 2. _____ | Resolved/Unresolved |
| 3. _____ | Resolved/Unresolved |

All responses to Public Concern must make reference to a tracing number. The contents of this form and concern will be kept confidential. Information related to this concern will be shared only with employees who can help achieve a resolution. Under no circumstances may an employee take retaliatory action against a student or ridicule a student because a Public Concern Form has been filed.

## **Process for Resolving Concerns**

Because parents, educators, and members of the public share the goal of making school experiences rewarding for children, it is in the best interests of all parties to resolve school-related concerns as quickly and effectively as possible. The best solutions are those, which involve input from those closest to the concern, typically, the parent, teacher and/or principal.

**Informal Resolutions** – Most problems are resolved informally. Such resolutions are usually the result of discussions between the person having a concern and an employee and/or supervising staff at the school. It is not necessary to complete a Public Concern Form if the individual (s) involved are attempting to resolve concerns informally and progress is being made. Individuals with a concern are strongly encouraged to reach a resolution informally before completing a Public Concern Form.

**Formal Resolutions** – When efforts to resolve concerns informally do not produce satisfactory results, the person with a concern may formalize the complaint by putting it in writing and attaching it to this form.

**The written concern and this form must then be delivered or mailed to: Innovations International Charter School of Nevada, 1600 E. Oakey Blvd., Las Vegas, NV 89104. Please send the letter attention administration.**

When the concern arrives, the District will: (1) assign a tracking number to the form, (2) date the form the day it is received, (3) indicate the date by which the person submitting the concern may expect to receive a response from the school, (4) indicate which administrator is responsible for responding to the concern, (5) send copies of the concern to the person assigned to respond and his or her immediate supervisor, (6) send a copy of the concern to the school board president, (7) send an acknowledgement of receipt of the concern and a copy of the school's regulations to the individual filing the form within two (2) working days. The administrator responsible for responding to the concern will make contact with the person filing the concern within three (3) working days of the school's receipt of the form. After investigating the concern, the administrator will provide, in writing, to those involved his/her recommendation (s) for resolving the concern. This written response to the concern must be provided within eight (8) working days of the school's initial receipt of the concern.

If the initial written response is satisfactory, no further contact with the school is necessary on the part of the person filing the concern. If the response is unsatisfactory, the person filing the concern has the option of contacting the Governing Board members within five (5) working days of receiving the administrator's response to advise that the concern is still not resolved. The Governing Board will then notify the next appropriate administrator in the chain of command that the concern is still unresolved. From the date of that notification, that administrator will have five (5) working days within which to provide a decision on the matter. If the response continues to be unsatisfactory, the concern may continue to be referred in this manner, with the same five (5) days' time lines, until it reaches the Governing Board President. This individual may either issue a final decision in the matter, or refer the concern to an independent mediator. The final answer, from either the Governing Board President or the mediator, will be provide within ten (10) working days of the concern is referred.

## **Grading Guidelines**

Grading guidelines for each grade level or course will be communicated and distributed to students and parents/guardians by the classroom teacher (s) and/or counselor (s). The actual grade reflects the student's relative mastery of an assignment/class and will be recorded and averaged each nine weeks to reflect a quarter and/or semester grade. Grades of a D or better will be deemed as passing grades for course credit.

Students in kindergarten through second grade will be evaluated using the following system:

M = Mastery  
E = Excellent  
G = Good  
S = Satisfactory  
N = Need Improvement

Students in grades three through twelve will receive letter grades equivalent to the averages noted below.

A = 90 – 100  
B = 80 – 89  
C = 70 – 79  
D = 60 – 69  
F = Less than 60

Grades are based on combinations of any of the following:

- Tests or quizzes administered during the grading period
- Class work/ daily work
- Homework
- Participation in class
- Note taking in class/journal check
- Quality of work
- Promptness in fulfilling and/or completing assignments
- Class projects

Questions concerning your child's grades can be followed through the Parent Portal in Infinite Campus. This account will be distributed to you at the beginning of the year so you may keep a close watch on your child's progress. Contacting the teacher is yet another way to ensure you are aware of your child's progress. If you should lose your account information for Infinite Campus, contact the school's Registrar and he/she can issue you the content again.

## **Electronics Device Policy**

Electronic devices at school cause problems for students. Many of our students try to bring a variety of devices to school each day, one of which is their cell phone. While electronic devices and Smart Phones can be helpful to the education of your child, they can also become a huge distraction as well.

Students may not use their cell phones or any electronic devices during the instructional day. This means cell phones must be turned OFF and put away before entering a classroom, office, restroom, locker area, or any other location on the campus. Taking pictures, making a video, or recording the students and staff at the school is strictly prohibited by law and may result in disciplinary actions.

Once inside the school, cell phones and electronic devices must be placed in an area that is not visible to the teacher, other students, or other staff members even though they are turned OFF. If a cell phone or electronic device rings, vibrates, or is used for any reason, or is visible anytime during class, it will be taken by a staff member and secured. This same policy applies to headphones and ear buds as well. These cannot be visible at any time during the school day as these will also be taken and secured. Refusal to surrender the cell phone, electronic device, and headphones/ear buds when asked will be considered gross insubordination or defiance. Gross insubordination or defiance may result in disciplinary consequences, including detention or suspension and parents will be called.

**Please also note, IICSN is not responsible for lost, stolen, or damaged electronic devices brought by students from home to school. There will be NO exception to this policy.**

**Due to the evolving nature of emerging use of technologies, additional rules and regulations may be added throughout the school year.**

The following disciplinary stages will be followed.

**First Offense:** The student will be asked to hand the device to the teacher or security. This will be held in the office and the student may have it returned to him/her at the end of the instructional day. The student will also be given a one (1) day lunch detention.

**Second Offense:** The student will be asked to hand the device to the teacher or security. This will be held in the office and the parent will be called to retrieve the device from the office. The student will also be given a two (2) day after school detention.

**Third Offense:** The student will be asked to hand the device to the teacher or security. This will be held in the office and the parent will be called to retrieve the device from the office at the end of the week/Friday. The student will be given a two (2) day in-house suspension at school.

**Fourth Offense:** The student will be asked to hand the device to the teacher or security. This will be held in the office and the parent will be notified that the device will be secured until the end of the school year. The student will be given a three (3) day suspension from school.

### **Public Display of Affection**

Students should remember that the school campus is a public environment and a public facility. Students and staff members are offended when exposed to certain behaviors. Students are to refrain from any public display of affection that would offend others. The following actions are unacceptable.

- Kissing
- Licking
- Sitting on another's lap
- Hugging
- Holding

Consequences will begin with parent contact and may involve further levels of discipline as needed.

## Academic Resources

### Counseling Programs

Students and their parents are encouraged to talk with a school counselor, teacher, or principal to learn more about course offerings, graduation requirements, and early graduation procedures. Each year, high school students will be provided information on anticipated course offerings for the next school year and other information that will help them make the most of academic and continuing education opportunities, as well as information on the importance of enlisting in the military. The school counselor can also provide information about entrance exams and application deadlines, as well as information about automatic admission, financial aid, housing, and scholarships as these relate to state colleges and universities. The school counselor can also provide information about workforce opportunities after graduation or technical and trade school opportunities, including opportunities to earn industry-recognized certificates and licenses.

The school counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional or mental health issues, or substance abuse. A student who wishes to meet with the school counselor should contact the school counselor or another trusted staff member. As a parent, if you are concerned about your child's mental or emotional health, please speak with the school counselor for a list of resources that may be of assistance.

Guidance at IICSN can be delivered through five (5) service styles:

1. **Placement** – students are assigned to courses needed for promotion and/or graduation. Placement involves assistance to each individual in selecting appropriate curriculum, schools, and training programs.
2. **Individual Analysis** – students receive analysis in an effort to enhance the understanding of the individual and to improve the quality of decisions made by parents, teachers, counselors, administrators, and the learners themselves.
3. **Information Dissemination** – allows the counseling department to interact with individuals who seek assistance and require further information concerning the educational process.
4. **Counseling Services** – is designed to help each individual set goals and establish a post-secondary plan. This will be achieved through an awareness of each individual's strengths, weaknesses, knowledge, skills, feelings, and values. In addition, the counseling department provides consultations with parents, teachers, and administrators.
5. **Follow Up** – is designed to provide information on how students' goals may change. This may take the form of a questionnaire through the mail or by phone. Any information shared will benefit Innovations International and its services delivered to students and families will be held as confidential in manner in order to protect the staff, students, and families of IICSN.

### **Other Counseling Services**

1. Adjustment to school problems
2. Peer conflicts – problems
3. School personnel problems – conflicts
4. Learning, focusing, or studying problems
5. Class or schedule problems

Students are often concerned about their schedules as they pertain to class choices. Many students request to see the counselor to have their schedule changed. This is not something that can be done without a pre-arranged meeting, looking at grades, looking at course credit, and discussing promotion standards with the student. Changes may be made for the following reasons.

1. Student is misplaced in a class
2. Student has an impediment that requires an elective change
3. Enrollment increase or decrease – class size
4. Extenuating student conflict – need another class to maintain a safe learning environment – this is done on a case by case basis

Innovations will NOT make a schedule change so a student can be placed in a class with his/her friends.

### **Extracurricular Activities**

IICSN is dedicated to developing well-rounded students. As such, Innovations provides students with the opportunity to participate in extracurricular activities. These activities include, but are not limited to:

- |              |   |
|--------------|---|
| * Basketball | Middle School and High School<br>(Boys and Girls) |
| * Volleyball | Middle School and High School (Girls)             |
| * Soccer     | Middle School (Boys and girls)                    |
| * Track      | High School (Boys and girls)                      |

**In order to participate in an extracurricular activity, the student must meet the following eligibility requirements.**

- \* Have a 2.0 (C average) or better
- \* Wear the school uniform daily
- \* Receive a letter of recommendation from a teacher
- \* Show respectful behavior at all times
- \* Have good attendance in school
- \* Maintain a positive attitude daily
- \* Show good effort and participation in class daily

**A student may lose his/her eligibility for any of the following reasons:**

- \* In detention two times in a season
- \* Misses three practices
- \* is suspended one time in a season
- \* Out of uniform three times in a season
- \* Was disrespectful to staff or students
- \* Had poor daily attendance or too many times tardy to school
- \* Was sent to the office for behavioral issues
- \* Is failing one or more class

Being a part of an extracurricular activity allows students to develop a wide range of talents, encourages team work and good sportsmanship as well as high self-esteem and having fun. The administrator of the school reserves the right to recommend a student be benched during his/her sports season for any or more of the behaviors listed above. The parent/guardian will be notified of this decision.

**Athletics**

**Nevada Interscholastic Activities Association**

In 2015, IICSN became a member of the Nevada Interscholastic Activities Association (NIAA). The NIAA is the governing body of high school athletics and activities in Nevada. This league was established to develop and enforce high school athletic welfare and safety standards, eligibility and amateurism policies, and ethical conduct and behavior policies that complement the academic work of high school students. The NIAA sets competition and uniform athletic standards across the state. In essence, IICSN high school student may now participate in more regular season and tournament games with a variety of member high schools.

**National Collegiate Athletic Association**

In 2015, IICSN also was granted membership status for high school sports to the National Collegiate Athletic Association (NCAA). This organization is dedicated to the well-being and lifelong success of college athletes. As a member school for the NCAA, high school students attending Innovations now have the opportunity to be recruited and receive scholarships for NCAA member universities. The advantage of participating in high school NCAA approved sports programs allows the students to refine their course accumulation, develop their amateur athletic standing, and receive university assistance in receiving scholarships to enroll for college course work.

## **Computer Acceptable Use Policy**

### **Introduction**

The Internet offers a wealth of information for students at IICSN. It is used to enrich a child's learning environment as well as help to prepare him/her for standardized testing at the end of each school year. Like any tool, the Internet can be misused. Although we have security systems in place to protect our students, occasionally, we have inappropriate material that is unrelated to the learning environment that must be dealt with.

IICSN filters websites believed to be inappropriate for school-aged children. As no filtering system works perfectly all of the time, Innovations does not promise that inappropriate or objectionable material can be completely filtered. Parents/guardians must be aware that when an inappropriate site is accessed by students, we will shut the site down immediately with our IT staff.

This Acceptable Use Policy is provided to help staff, students, and members of the community use IICSN's computer network resources are aware of their responsibilities. The use of network resources is a privilege provided, not a right.

Proper use of IICSN's Internet access, website, and computer/technology use is the responsibility of the individual user. Misuse of the Internet, website, computer or equipment may lead to revocation of the employee, student, parent, or agent's Internet or website access and possible discipline. This would include suspension, expulsion, loss of credit, reduction of grade or discharge and/or criminal prosecution. The purpose in providing these services is to facilitate access to information and resources, promote educational excellence, and enhance communication between school administration, staff, parents, and students.

### **Systems/Property Rights**

The information, communication, processing, and storage resources provided by IICSN are the sole property of IICSN. Files, data, and other communication created, originating from, or stored on IICSN's hardware, software, computer storage devices, or other electronic systems are also the property of IICSN. Equipment and software leased from others by IICSN are considered to be IICSN's property for the purposes of this policy. IICSN's ownership and control over its systems shall apply regardless of how and where a user accesses the school's systems.

### **Privacy**

IICSN can and will inspect information and files stored, processed, or communicated by or through its information systems without further notice to users. Users of IICSN's hardware, computers, tablets, or other equipment and Internet access through IICSN shall have no expectation of privacy related to such use.

## **Unacceptable Use**

All IICSN systems, equipment, websites and Internet access must be used for business related and/or educational purposes only.

Users will not use IICSN computers, equipment, internal and external e-mail, websites, or Internet access for any of the following purposes:

1. To access, upload, download, transmit, receive, or distribute pornographic, obscene, abusive, or sexually explicit materials or materials containing unclothed or partially clothed people.
2. To transmit or receive obscene, abusive, or sexually explicit language or profanity.
3. To violate any local, state, or federal law or engage in any type of illegal activities.
4. To vandalize, damage, or disable the property of another person or organization.
5. To access the materials, information or files of another person or organization without permission.
6. To use the IICSN computer network resources with the intent of denying others access to the system.
7. To violate any applicable state, federal, and international copyright, trademark, or intellectual property laws and regulations or otherwise use another person or organization's property without prior approval or proper attribution consistent with copyright laws, including unauthorized downloading or exchanging of pirated or otherwise unlawful software or copying software to or from any IICSN computer/equipment.
8. To engage in any form of gambling.
9. To engage in any type of harassment or discrimination, including but not limited to sexual harassment or harassment or discrimination based upon race, gender, sexual orientation, religion, national origin, marital status, status with respect to public assistance, disability or any other type of harassment or discrimination prohibited by law and IICSN policy.
10. To post, send, or transmit abusive messages.
11. To engage in any type of commercial enterprise unrelated to the specific purposes and needs of IICSN.
12. To engage in any form of solicitation without the consent of their supervisor/teacher.
13. To promote any political private causes, or other activities that are not related to the business purpose of IICSN.
14. To enter into financial or contractual obligations without the prior express written consent of the IICSN Governing Board. Any financial or contractual obligation entered into by a user without the express prior consent of the IICSN Governing Board shall be the sole responsibility of the user.
15. To review or access any materials related to obtaining or using any controlled substances or products such as alcohol which may not lawfully be used or consumed by minors, without the express written permission of their supervisor/teacher.
16. To advocate or access information advocating any type of unlawful violence, vandalism, or illegal activity, without the express prior written consent of the supervisor/teacher.
17. For employees to engage in job search activities outside of Innovations International Charter School.

## **Access Rules**

1. Users shall not use any Internet access or service provider other than the access or service provider that is supplied and made available to the user by IICSN.
2. Users shall use only software including but not limited to e-mail applications and browsers supplied by IICSN.
3. Employee users shall not install hardware or software on IICSN's systems without the express prior permission of the administration.
4. Students may not install hardware or software.
5. Software having the purpose of damaging IICSN's network resources or other systems is prohibited.
6. Users shall not access, modify, or delete the files belonging to other users. Users shall use only the user names provided by IICSN.
7. Users may not receive e-mail with attached files or enclosures greater than 2 megabytes in size without the permission of their immediate supervisor/teacher.
8. Users may not forward e-mail chain letters.
9. Users may not subscribe to receive e-mail from news groups or list services without the permission of their immediate supervisor/teacher.
10. Users shall not open files received from the Internet without first conducting a virus scan of the file.
11. Users shall not transfer files using IICSN's Internet access without the approval of IICSN.
12. Polite and appropriate language is expected at all times.
13. All users must promptly report inappropriate messages received to a teacher, supervisor, or system administrator.
14. Students should not reveal personal information such as addresses, phone numbers, passwords or financial information to others. If student work is identified, only the first name, grade, and school should be listed. Private information may not be posted about another person.
15. All use of computers, equipment, and Internet access of IICSN shall be in compliance with all other IICSN policies.
16. Student access shall be subject to such additional rules, limitations, and conditions as may be set by administration.
17. Employee access shall be subject to such additional rules, limitations, and conditions as may be set by administration.

## **Security**

1. Every user must maintain the security of the IICSN information systems. Users shall not give out passwords or security protocols to anyone inside or outside of IICSN.
2. Users shall not permit non-employees/unauthorized users to use their passwords, hardware, or software.
3. E-mail communications are vulnerable to interception. Confidential information shall not be transmitted via e-mail.

4. Computer users may not run applications or files that create a security risk to IICSN's computer network resources. If users identify a security problem, they must notify appropriate administrators immediately.
5. Users should immediately notify the system administrator if they believe that someone has obtained unauthorized access to their private account.

### **Enforcement**

Violations of this policy will result in discipline up to and including dismissal, suspension, expulsion, loss of credit and/or reduction of a grade. Additionally, violations of this policy may subject the violator to criminal prosecution under federal and/or state law and civil liability. IICSN reserves the right to limit or remove any user's access to its Internet access at any time for any reason. A canceled account will not retain electronic mail, data, or personal files.

### **Disclaimer/User Liability**

While IICSN has adopted and will enforce this policy to the extent practical, it does not have the resources or technical capability to ensure complete compliance by its users, who shall be responsible for following the terms of this policy:

1. IICSN will not assume and hereby expressly disclaims liability for the misuse of its computers, equipment, or Internet access, which violates this policy or any law.
2. IICSN will cooperate fully with local, state, or federal officials in any investigation related to illegal activities.
3. IICSN disclaims any liability resulting from any of the following:
  - a. Financial obligations resulting from the use of IICSN accounts to access the Internet or any other financial obligation entered into on behalf of IICSN by an unauthorized individual
  - b. Damage to property used to access IICSN computers, networks, equipment, or online resources
  - c. Information received through IICSN computers, equipment, online resources or networks
  - d. Damages, injuries, or improper communications resulting from contact between individuals, including students through the Internet, e-mail or use of IICSN equipment, computers, websites or systems
  - e. Opinions, advice, services and all other information supplied by third parties is for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations.
4. Any software available from the IICSN network resources is not guaranteed as to suitability, legality, or performance by IICSN.
5. IICSN does not warrant the functions or services performed by the IICSN computer network resources. Resources are provided on an "as is, as available" basis.
6. Staff, students, and community members agree to indemnify and hold harmless IICSN for any liability arising out of any violation of this Computer and Equipment Acceptable Use Policy.

## **Internet Use Agreement**

Each person must have a signed Network Access Form before access is granted to the IICSN computer network resources. This form shall remain on file at IICSN. The parent/guardian can withdraw their approval at any time upon written request.

## **Internet Safety Policy**

### **Introduction**

It is the policy of Innovations International Charter School to: (a) prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communication; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal information of minors; and (d) comply with the Children's Internet Protection Act.

### **Key Terms Defined in the Children's Internet Protection Act**

1. Access to Inappropriate Material: to the extent practical, technology protection measures (Internet filters) shall be used to block or filter Internets or other forms of electronic communications or access inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors. Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

2. Inappropriate Network Usage: to the extent practical, steps will be taken to promote the safety and security of the users of IICSN's online computer network. Its usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
3. Supervision and Monitoring: it shall be the responsibility of all members of the IICSN staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act. Procedure for the disabling or otherwise monitoring any technology protection measures will be the responsibility of the network administrator or designate representative.
4. Technology Protection Measure: this term means a specific technology that blocks or filters the Internet access to visual depictions that are:
  - a. Obscene

- b. Child pornography
  - c. Harmful to minors
5. Harmful to Minors: means any picture, image, graphic-image file, or other visual depiction that:
- a. Taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex, or excretion
  - b. Depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and
  - c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors
6. Sexual Act/Sexual Contact: have the meanings given such terms in section 2246 of title 18, United States Code.

### **Textbooks, Electronics, Technology and Instructional Materials**

Like many schools across the nation, IICSN periodically updates its textbooks and instructional materials. Changes in curriculum cause the use of some content area textbooks to become obsolete as they do not address the Nevada Academic Content Standards. Each student is responsible for the care and protection of books and will be required to reimburse the school for the loss or damage beyond normal wear and tear of the book. Textbooks and instructional materials damaged beyond use will require reimbursement from the student/family in order to replace the materials for use. Textbooks and instructional materials are the property of Innovations International Charter School and are loaned to students under specific conditions.

1. Textbooks, electronics, technology, and instructional materials assigned to a student are to be used only by that student and not transferred to another.
2. Textbooks, electronics, technology, and instructional materials are to be return when requested or at the time of withdrawal if the student leaves the school prior to the end of the school year.
3. If the book, electronics, technology, or instructional material is damaged in excess of reasonable wear or if any of the listed items are lost or stolen, a student must pay for the damaged, lost, or stolen instructional material prior to being issued a replacement.

Students are responsible for the textbooks, electronics, technology, or instructional materials. Typically, theft happens when these items are left unattended.

#### **Note:**

Students with outstanding financial obligations to the school may be prohibited from school activities, field trips, and other activities deemed appropriate by administration until the fines or replacement fees are taken care of by the student. All fees and fines must be cleared prior to graduation from high school to receive a diploma. Families with financial hardships will need to make payment arrangements with Innovations' Business Office.

## **Attendance Guidelines**

As a public charter school, Innovations is bound to follow the rules and regulations set forth by the State of Nevada on issues of student attendance. Please note the following Nevada Revised Statute as one such regulation that must be followed.

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

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

2. For the purposes of this section, the days on which a pupil is not in attendance because the pupil is absent for up to 10 days within 1 school year with the approval of the teacher or principal of the school pursuant to NRS 392.130, must be credited towards the required days of attendance if the pupil has completed course-work requirements. The teacher or principal of the school may approve the absence of a pupil for deployment activities of the parent or legal guardian of the pupil, as defined in NRS 388F.010. If the board of trustees of a school district has adopted a policy pursuant to subsection 5, the 10-day limitation on absences does not apply to absences that are excused pursuant to that policy.

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

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

(b) The pupil has completed course-work requirements.

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

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

(a) A pupil who receives an exemption pursuant to this subsection is not exempt from the minimum number of days of attendance prescribed pursuant to subsection 2.

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

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

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

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

### **Importance of Attendance**

Regular school attendance is essential for a student to make the most of his/her education. Students must be present in the classroom to benefit from the teacher led instruction, activities, and technology enrichment. Absences that include multiple days can be harmful to a child as he/she misses out on daily instruction that leads to building on the learning of topics at different levels over many days of learning. Absences from school can result in a serious disruption of a student's mastery of instructional materials. We would request that parents help us to avoid unnecessary absences from school for their children.

In accordance with NRS 392.040 except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all of the time the public school is in session in the school district in which the child resides unless the child has graduated from high school. NRS 392.040 and 392.160 require students to comply with the provisions governing the attendance and truancy of students. The parent, legal guardian, or other person in the State of Nevada having control or charge of any student is required to send the student to school during all times that the public

school is in session. Each student is expected to attend school for the entire day. The Nevada Revised Statutes provide corrective steps and/or sanctions to be taken when a student does not attend school.

### **Elementary Absences (Grades K-5)**

Elementary students who exceed 20 school days (20) absences during the school year, (10 per semester) may be retained in the current grade and/or receive failing grades for their courses. The absences are considered excessive under NRS 392.122: "The board of trustees of each school district shall prescribe a minimum number of days that a student who is subject to compulsory attendance and enrollment in a school in the district must be in attendance for the student to obtain credit or to be promoted to the next higher grade." Pre-arranged absences must be approved by administration and must be less than 10 total non-consecutive school days. All pre-arranged absences for which the makeup work was not completed and submitted as specified by the teacher shall be considered unapproved. Pre-arranged absences must be submitted to the office at least one week prior to the requested start date for the absence. Late submittals do not have to be approved by the teachers.

It is understood there are days when students do miss school with the consent of parents/guardians due to illness. In these situations, the parent/guardian **MUST** call the school to verify the absence. This must be followed with a written excuse when the student returns. If your child is absent from school, within three (3) days of the occurrence, the lack of a written and submitted excuse for the absence will be considered an unexcused or unverified absence.

### **Secondary Absences (Grades 6 – 12)**

Secondary students who exceed ten (10) school days unapproved / unexcused absences in any course during the semester may receive a failing semester grade for those courses and the absences are considered excessive under NRS 392.122: "The board of trustees of each school district shall prescribe a minimum number of days that a student who is subject to compulsory attendance and enrollment in a school in the district must be in attendance for the student to obtain credit or to be promoted to the next higher grade."

### **Denial of Credit or Promotion**

Before a student is denied credit or promotion to the next higher grade for failure to meet attendance requirements, an administrator will provide written notice to the parents/guardians of the student. The administrator or his/her designee and the parent may review the absences upon which the denial of credit or promotion is based. After the review, the administrator or his/her designee shall determine if credit is warranted towards the required days of attendance each day of absence for which: (a) there is written evidence of affirmation by the parent that the student was physically or mentally unable to attend school on the days of absence and (b) the student has completed the course-work requirements.

A requested parent conference is to be scheduled by the administrator or his/her designee when the following occurs due to excessive absenteeism:

- A student has been identified for possible retention
- A student may be denied course credit (secondary)
- A student is being recommended for enrollment at an alternative school
- A student is deemed to be habitually truant
- A referral for education neglect is contemplated (elementary)

IICSN may investigate, in cooperation with the parent and student, the cause of absences and determine a course of action on or before the accrual of 10 full-day absences or upon the accrual of one or more unapproved absences.

Except as otherwise provided in subsection 5 of the NRS 392.122, before a student is denied credit or promotion to the next higher grade level for failure to comply with the attendance requirements of the school, the principal of the school in which the student is enrolled or his/her designee shall provide written notice of the intended denial to the parent/guardian of the student. This notice must include a statement indicating that the student and his/her parent/guardian may request a review of the absences of the student and a statement of the procedure for requesting such a review. Upon the request for review by the student and his/her parent/guardian, the principal or his/her designee shall review the reason for each absence of the student upon which the intended denial of credit or promotion is based.

After the review, the principal or his/her designee shall assign credit towards the required days of attendance each day of absence for which:

- There is evidence or a written affirmation by the parent/guardian of the student that the student was physically or mentally unable to attend school on the day of the absence
- The student has completed course work requirements
- Elementary students may be retained in the current grade if they exceed the limitation of absences allowed for the school year
- Secondary students will receive a denial of credit for any course in which the limitation of absences has been exceeded
- Students in grades 9-12 who fail three or more courses may have to attend credit retrieval classes
- Secondary students will receive written documentation and parents/guardians will be given options for making up deficient credits

An appeal process is available to parents/guardians who wish to debate the denial of credit. The board may adopt a policy to exempt students who are physically or mentally unable to attend school from the limitations or absences set forth. If a board adopts a policy pursuant to this subsection:

- A student who receives an exemption is not exempt from the minimum number of days of attendance prescribed
- The days on which a student is physically or mentally unable to attend school must be credited towards the required days of attendance if the student has completed the related coursework requirements
- The procedure for review of absences set forth does not apply to days on which the students is absent due to his/her physical or mental inability to attend school

A school shall inform the parents/guardians as well as the student of their responsibility to comply with the attendance and truancy laws of the State of Nevada. IICSN will inform its parents of the appeal procedures involved in its attendance/truancy policy. If a parent/guardian believes he/she has extenuating circumstances, issues that may have led to the excessive absences and/or mistakes in record keeping have been made; an appeal may be made to the administration or his/her designee. The final level of appeal is with Innovations' Governing Board.

### **Attendance Documentation**

Student attendance is documented by Innovations on Infinite Campus. This is a universal reporting system by which the State of Nevada and the Clark County School District pull nightly data concerning the school's enrollment and attendance. Regulations developed to implement IICSN's attendance policy fall under the Nevada Education Reform Act of 1997 as a criterion for determining the adequacy of the school's overall program performance.

- Students are allotted three (3) days after returning from an absence to provide IICSN with written notification from the parent/guardian as to the nature of the absence. Students may not submit written notification.

- All paperwork regarding absences must be turned in to the office or to the registrar. If an acceptable explanation of the absence is not provided, the absence will be unapproved.
- Any student who has been absent 10 or more full days may be required to submit a note from a medical provider on all subsequent absences in order for those absences to be approved, except if the majority of the initial 10 absences were pre-arranged.
- Absences that are unapproved/unexcused are considered to be trancies.

### **Approved Absences**

- The student is physically or mentally unable to attend school, or the absence is related to the student's disability. The course work assigned during the absence **MUST** be completed and submitted for grading.
- The approval of the administrator and/or his/her designee has been given for an unavoidable absence due to an emergency.
- The student is absent due to a required court appearance or religions holiday.
- The student is absent due to disciplinary actions deemed essential by administration.
- The absence has been pre-arranged pursuant to the request of a parent/guardian prior to the absence and does not exceed the ten (10) pre-approved ICSN days per year.

### **Unapproved Absences**

If a student has one or more unapproved absences from the school, a conference may be requested between the student, the counselor, and the parent/guardian. Three (3) or more **consecutive** absences will require a written note from a medical provider, or the absence may be unapproved.

#### **An absence is unapproved when:**

1. The pre-arranged absence was not requested in writing at least one week in advance of the absence.
2. The absence was not due to the physical or mental inability of the student to attend school, the student's disability, an emergency, a required court appearance or religious holiday.
3. The absence from class or school was without the written permission from the registrar or administrator.
4. The parent/guardian or person in charge of the student failed to notify the school of the reason the student was physically or mentally unable to attend, or the nature of the emergency, court appearance or religious holiday within three (3) days after the student returned to school.
5. The student failed or refused to attend school when so directed by the parent/guardian or school official.
6. The parent/guardian failed or refused to require the student's attendance at school.
7. The student failed to turn in makeup work by a predetermined date.
8. Upon the fourth consecutive absence, a note from a medical provider was not submitted to the office.
9. After the ten (10) absences during the school year, a note from a medical provider was not submitted to the office.

## **Prearranged Absences**

Students that will be absent from school for extended periods of time may follow along with classroom instruction. Teachers will not be required to give 'pre-arranged' absent work in advance of a student absence. In the event that a student is absent for an extended period of time, the students will receive additional time to complete make-up assignments upon his/her return. In order to be classified as excused, arrangements and the proper paper work documentation must be completed and filed with the school's registrar.

## **Chronic Absenteeism**

Daily attendance in school is a critical component of a child's educational process. The connection between student attendance and learning is clear; a missed school day is a lost opportunity for students to learn. The Nevada Department of Education has begun its process of looking at chronic absenteeism and its effect on student learning. Chronic absenteeism is defined as the accumulation of days absent from school for any reason for 10% or more of the child's enrolled days in school.

The definition of chronic absenteeism is as follows:

*A student is absent if he/she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason, regardless of whether absences are excused or unexcused. Students who are absent 10% or more of their enrolled school days are considered chronically absent.*

A student at Innovations will count as absent if he/she misses 50% or more of the school day. A student will be considered absent when he/she meets this threshold and is not receiving instruction or instruction-related activities. Chronically absent students include students who are absent for any reason (illness, suspension, the need to care for family member, etc.) regardless of whether absences are excused or unexcused.

In an effort to comply with the new regulations by the state to track the chronic absenteeism of students, letters will be sent to identified families of chronically absent students warning of the exact number of days the student has been absent and noting the need to actively ensure students are in regular attendance for the remainder of the school year. If a child has missed the 10% threshold, a meeting with the Registrar will take place in an effort to rectify the situation and implement further actions to get on track. Please be responsive to the letters noting that Innovations does have an attendance policy as outlined in our Parent and Student Handbook.

Innovations will provide its families with information and reminders about the importance of attendance as one of the primary absentee prevention strategies. The school will also introduce school-wide incentives to encourage students to strive for perfect or near perfect attendance.

Innovations has developed an Attendance Monitoring Team to review student attendance and serve as a primary point of contact for students missing school consistently. Notification of benchmarked days of absence are noted for parent convenience in the chart to follow.

## Notification of Absences from School

| Number of Days Absent     | Notification   |
|---------------------------|--|
| 2                         | <b>Phone Call</b> - Parent will receive a phone call from the school's office staff indicating that the student has missed two days of school. The student will be required to return to school with a note with the reason for the absence. Students will be given 3 days to make up homework missed during the day.  |
| 5                         | <b>Phone Call and Meeting with the Registrar</b> - Parent will receive another phone call and will be required to meet with the Registrar whereby a letter notifying the parent of the child's progress toward chronic absenteeism will be revealed.   |
| 10                        | <b>Meeting with the Registrar and Presentation of Student and Parent Attendance Contract</b> - Parent will meet again with the Registrar whereby he/she will be asked to sign a Student and Parent Attendance Contract. This will include the child attending the meeting with the parent in order that both parties are included in the accountability process. |
| 11                        | <b>Phone Call from Counselor</b> - Parent will receive a phone call from the counselor seeking to provide resources and/or services to help the parent and child get back on track with attendance.  |
| 9% of Total Enrolled Days | <b>Administrative Action</b> - Parent and student will be notified of the school's required consequences for habitual truancy.   |
|                           |  |

## **Tardy Policy**

### **Tardiness to School**

As well as absences being harmful to children, so is tardiness to school. Students are expected to arrive on time and remain on campus for the entire instructional school day. It is understood that circumstances arise that cannot be predicted or managed where students will be tardy to school. However, a habitually tardy student is one who consistently enters or attempts to enter the classroom after instruction has begun. Consistently enters or attempts to enter classes is constituted as a student that has had two (2) or more tardy slips administered by the office for entry to class.

Tardiness begins at 8:10 a.m. each morning at both of our campuses and continues throughout the day. Since the school's instruction begins at 8:00 a.m., it is critical to ensure your child is on campus and in his/her homeroom ready to begin the day when school starts.

Chronic or habitual tardiness is not acceptable. Administration will seek disciplinary actions to assist in correcting habitual tardy problems. This could be in any of the following forms and in no particular order, depending upon the issue and severity of the situation.

- Warning given to the child
- Phone call home to parent
- In house detention
- After school detention
- Mandatory Saturday school attendance
- Parent Advisory Meeting
- Filing truancy charter with appropriate services
- Other as deemed relevant to the incident

## **Truancy**

As provided under Nevada law, all children between the ages of 7 and 18 years must attend a school. IICSN's regulations require that within three (3) days after a child returns to school from an absence, a notice from the parent/guardian must be provided to the school explaining why the child was physically or mentally unable to attend or, if an emergency arose, the nature of the emergency. Failure to do so will result in the absence being declared a truancy.

When a student is absent from school without a valid excuse, did not secure prior permission for the absence, or did not make up the class work for the absence, the absence is considered unexcused. In

addition, failure to provide an excuse to the school within three (3) school days will result in an unexcused absence. In accordance with Nevada law, an unexcused absence is deemed to be a truancy issue.

Any student who has been declared truant three (3) or more times within one school year must be declared a HABITUAL truant. Nevada law required that habitual truants be reported to law enforcement. A citation by a law enforcement agency can result in fines of \$100 or more; required community service; suspension of a

child's driver's license or future privilege of obtaining a license; referral of the parent to law enforcement; and/or referral of the parent for educational neglect to Child Protective Services.

Excessive absenteeism and/or truancy could result in the student failing, denial of credit, a referral to an alternative education program, and/or retention in the current grade level. School personnel are willing to work with the parent/guardian to determine the cause of the absence (s) and establish a pattern of regular attendance at school for the child and his/her family.

Innovations will follow the truancy laws set forth by Nevada and the Clark County School District. The following shared information notes the definition of truancy and the policies deemed necessary to care for these issues.

When a student is absent from school without a valid excuse, does not secure prior permission for the absences, or did not make up the work for the class during the absences, the absence is considered unexcused. In addition, failure to provide an excuse within three (3) school days will result in an unexcused absence and is deemed to be a truancy.

When a student exceeds two (2) unexcused absence (truancies), the student is declared a habitual truant. The school must report these students to the local law enforcement agency to file an education neglect complaint with CPS for elementary students or the issuance of a truancy citation for secondary students.

Elementary school truancy violations will be referred to Child Protective Services (CPS) for investigation. The possible consequences that may be imposed for secondary violators are as follows:

- First Offense: supervision by a probation officer or warning
- Second Offense: court appearance, 8 – 16 hours of community service at the school of attendance, suspension of the student's driver's license for 30 days to 6 months or a delay of 30 days from the date a student can apply for a first time license and/or a fine of \$100
- The consequences for a secondary student who is issued a misdemeanor truancy citation cannot be appealed through the school
- Failure of a parent/guardian to comply with these truancy issues will result in the parent receiving a misdemeanor count against him/her

If a secondary student is deemed a habitual truant or tardy, the school administrator may report the student to an advisory attendance review board, designated by the Board of Trustees. This report shall include the dates of truancy and all actions taken by the school to assist and encourage the student to attend school. The administrator will notify the parent/guardian of this report and request written permission to release the student's records to the advisory board. If the parent refuses to sign a release of records, the administrator

shall report the student to a local law enforcement agency in accordance with NRS 392.142. The school shall provide written notice of the referral to the parent/guardian of the student that must include the name, address of the student, explanation of the referral, and a summary of the attendance review process. Per SB 269, students who have three (3) or more unapproved absences may be deemed a habitual truant, issued a truancy citation, and suffer a suspension of their driver's license for thirty (30) days for the first

offense and sixty (60) days for the second offense. Students who do not have a valid driver's license will not be eligible to apply for a learner's permit or a driver's license. Once they become eligible to apply, the

permit/license will be revoked for thirty (30) days for the first offense and sixty (60) days for the second offense.

If a habitually truant student is cited a second time for truancy, further disciplinary issues will result in the form of a misdemeanor or citation. The consequences for subsequent citations could be an assignment of additional days of community service, court assigned curfew and/or house arrest; 60 days to 1-year suspension of driving privileges, suspension of work permit and \$200 fine. In addition, if the parent/guardian to whom the notice of the habitual truancy has been given fails to prevent the child's subsequent truancy within that year, the parent/guardian is found guilty of a misdemeanor.

Habitual truancy, education neglect, and/or subsequent truancy or educational neglect constitutes citations by local law enforcement and a Request for Summons to be filed and served. A Request for Summons is a written notification for the parent and child to appear in court before a judge to defend and answer questions regarding the truancy issues involving the student and his/her family. Failure to appear in court and/or comply with the court's decision will result in further disciplinary actions put forth by the judge up to and including possible jail time.

## **Campus Safety**

### **Safe and Respectful Learning Environment**

#### **Introduction**

IICSN is committed to providing a safe, secure, and respectful learning environment for all students and employees. Bullying, cyberbullying, harassment, and intimidation have a harmful social, physical, psychological, and academic impact on victims, bystanders, and even the bullies themselves. The school strives to consistently and vigorously address bullying, cyberbullying, harassment, and intimidation so that there is no disruption to the learning environment and the learning process. Bullying and cyberbullying are prohibited at IICSN. This includes, but is not limited to going to and from school and any activity under school supervision.

IICSN shall develop methods for discussing the meaning and substance of this policy with staff to help prevent harassment. In addition to informing staff and students of this policy, IICSN will develop a school-wide progress discipline plan to assure that professional development is provided to those employed at the school. The planned professional development will address:

- awareness concerning the various types of bullying, cyberbullying, harassment, and/or intimidation
- how the bullying, cyberbullying, harassment, or intimidation manifests itself
- devastating emotional and educational consequences of bullying, cyberbullying, harassment and/or intimidation
- training in appropriate methods to facilitate positive human relations among students without the use of bullying, cyberbullying, harassments, and/or intimidation so others may realize their full academic and personal potential
- methods to improve the school environment in a manner that will facilitate positive human relations among students
- methods to teach skills to students so they are able to replace inappropriate behavior with positive behavior

#### **Bullying and Cyberbullying Are Prohibited in Public Schools**

The following policies are put into place by the Nevada Legislative process to protect our students. This policy in its entirety is written below for parent/student viewing and will be presented to students as a take home document at the beginning of each school year.

**NRS 388.121 Definitions.** As used in NRS 388.121 to 388.1395, inclusive, unless the context otherwise requires, the words and terms defined in NRS 388.122, 388.123 and 388.124 have the meanings ascribed to them in those sections. (Added to NRS by 2001, 1928; A 2005, 705; 2009, 687; 2011, 2244; 2013, 1654, 2137; 2015, 411)

**NRS 388.122 “Bullying” defined.**

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

- (a) Have the effect of:
  - (1) Physically harming a person or damaging the property of a person; or
  - (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
- (b) Interfere with the rights of a person by:
  - (1) Creating an intimidating or hostile educational environment for the person; or
  - (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
- (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
  - (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
  - (2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

- (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
  - (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
  - (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
  - (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
  - (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
  - (f) Blocking access to any property or facility of a school;
  - (g) Stalking; and
  - (h) Physically harmful contact with or injury to another person or his or her property.
- (Added to NRS by 2009, 687; A 2011, 2245; 2013, 1655, 2138; 2015, 411)

**NRS 388.123 “Cyber-bullying” defined.** “Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual

image of a minor. As used in this section, "sexual image" has the meaning ascribed to it in NRS 200.737. (Added to NRS by 2009, 687; A 2011, 1062)

**NRS 388.124 "Electronic communication" defined.** "Electronic communication" means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication. (Added to NRS by 2009, 687)

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

1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State's high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyber-bullying will be tolerated within the system of public education in this State;
4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:
  - (a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;
  - (b) All administrators, principals, teachers and other personnel of the school districts and public schools in this State demonstrate appropriate and professional behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyber-bullying, and by taking immediate action to protect a victim or target of bullying or cyber-bullying when witnessing, overhearing or being notified that bullying or cyber-bullying is occurring or has occurred;
  - (c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers, coaches or other personnel of a school district;
  - (d) All persons in public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying or violence; and
  - (e) Any teacher, administrator, principal, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying or violates a provision of NRS 388.121 to 388.1395, inclusive, regarding a response to bullying or cyber-bullying will be held accountable; and
7. By declaring this mandate that the public schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be free from physical, emotional or mental abuse while in the care of the State and that pupils be provided with an environment that allows them to learn.

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

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

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

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

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

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

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

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

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

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

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

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

(3) Training regarding methods for reporting violations of NRS 388.135; and

(4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide.

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

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

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

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

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

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

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

(c) The development and implementation of procedures by which the public schools of the school district and the pupils enrolled in those schools can discuss the policies adopted pursuant to NRS 388.134 and the provisions of NRS 388.121 to 388.1395, inclusive. (Added to NRS by 2011, 2242; A 2013, 1655, 2755; 2015, 413)

**NRS 388.1327 Regulations.** The State Board shall adopt regulations:

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

2. As are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive.  
(Added to NRS by 2011, 2244; A 2013, 2755; 2015, 413)

**Policies; Informational Pamphlet; Program of Training**

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

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

2. The policy must include, without limitation:

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

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

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

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

(3) Methods to promote a positive learning environment;

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

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

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

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

The board of trustees of each school district shall:

1. Adopt the policy prescribed pursuant to NRS 388.133 and the policy prescribed pursuant to

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

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

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

4. Ensure that the parents and legal guardians of pupils enrolled in the school district have sufficient information concerning the availability of the policies, including, without limitation, information that describes how to access the policies on the Internet website maintained by the school district. Upon the request of a parent or legal guardian, the school district shall provide the parent or legal guardian with a written copy of the policies.

5. Review the policies adopted pursuant to subsection 1 on an annual basis and update the policies if necessary. If the board of trustees of a school district updates the policies, the board of trustees must submit a copy of the updated policies to the Department within 30 days after the update.

(Added to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138)

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

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

- (a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.1395, inclusive;

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

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

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

necessary to ensure the pamphlet contains current information.

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

4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department. (Added to NRS by 2011, 2241; A 2013, 1656; 2015, 414)

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

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

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

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

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

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

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

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

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

(a) Within 90 days after becoming an administrator;

(b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and

(c) At least once during any school year within which the program of training is revised or updated.

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

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

7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.

(Added to NRS by 2011, 2242; A 2013, 1657, 2139; 2015, 414)

**School Safety Team**

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

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

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

**NRS 388.1344 Membership; chair; duties.**

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

- (a) A school counselor;
  - (b) At least one teacher who teaches at the school;
  - (c) At least one parent or legal guardian of a pupil enrolled in the school; and
  - (d) Any other persons appointed by the principal.
2. The principal or his or her designee shall serve as the chair of the school safety team.
3. The school safety team shall:
- (a) Meet at least two times each year;
  - (b) Identify and address patterns of bullying or cyber-bullying;
  - (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying;
  - (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying; and
  - (e) To the extent money is available, participate in any training conducted by the school district regarding bullying and cyber-bullying.

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

**Prohibition of Bullying and Cyber-Bullying; Reporting and Investigation of Violations**

**NRS 388.135 Bullying and cyber-bullying prohibited.** A member of the board of trustees of a school district, any employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, a member of a club or organization which uses the facilities of any public school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in bullying or cyber-bullying on the premises of any public school, at an activity sponsored by a public school or on any school bus.

(Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658)

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

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

2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take

any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report. The investigation must include, without limitation:

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

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

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

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

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

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

1 additional school day may be used to complete the investigation.

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

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

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

8. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the principal or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. Not later than 30 days after receiving a response provided in accordance with such a policy,

the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department. (Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069)

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

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

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal or refusal to reemploy; and
2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the board of trustees of the school district that the board submit a recommendation to the State Board for the suspension or revocation of the license. (Added to NRS by 2015, 410)

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

1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of NRS 388.135.
  2. As used in this section, "school official" means:
    - (a) A member of the board of trustees of a school district; or
    - (b) A licensed or unlicensed employee of a school district.
- (Added to NRS by 2005, 705)

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

1. No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of NRS 388.135 unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.
2. If a principal determines that a report of a violation of NRS 388.135 is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the principal may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. (Added to NRS by 2005, 705; A 2013, 2140)

#### **Rules of Behavior; Week of Respect**

**NRS 388.139 Text of certain provisions required to be included in rules of behavior.** Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading "Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that

the school district provides to pupils pursuant to NRS 392.463.

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

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

during the “Week of Respect” must focus on:

1. Methods to prevent, identify and report incidents of bullying and cyber-bullying;
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
3. Methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying.

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

Forms of Bullying Behavior viewed at schools:

- **Indirect** (such as spreading rumors, intimidation through gestures, social exclusion, or sending insulting messages or pictures)
- **Physical** (such as assault, hitting, punching, kicking, theft or threatening behavior)
- **Power imbalance** (such as someone taking power over someone else)
- **Punitive** (aimed at hurting or punishing targeted individuals)
- **Repetitive** (repeated act over time)
- **Verbal** (threatening language, teasing or name calling, racist remark)

### **Requirements and Methods for Reporting Violations**

IICSN will assure that any person who believes he/she has been a victim or target of bullying or cyberbullying be encouraged and instructed to adhere to the following reporting method:

- **Students:**

It is the policy of IICSN to encourage students who are victims/targets of bullying or cyberbullying and students who have first-hand knowledge of such bullying and cyberbullying to report such claims. Students should report any incident (s) to a teacher, counselor, or school administrator. Students are also encouraged to report knowledge of bully and cyberbullying to the school's website if you wish to report anonymously.

### **No Tolerance**

Bullying and cyberbullying are prohibited at IICSN and all public schools. We will take a ‘No Tolerance’ approach for the safety of all students, staff members, and our families. It will be the responsibility of the student (s) and families at the school to bring forward any and all forms of bullying and cyberbullying to the school's counselor and/or administrator in order for the school to move forward with notifying the proper authorities and in order for the school to deliver its own consequences. Since the administrator needs to be kept informed in order to move to action, your cooperation and your reporting of any and all incidences of bullying and cyberbullying are greatly appreciated.

## **Sexting**

Sexting is the act of sending sexually explicit messages or photographs, primarily between cellular phones. Sexting that involves teenagers sending explicit photographs of themselves to their peers has led to a legal gray area in countries that have strict anti-child pornography laws. Some teenagers who have texted photographs of themselves or of their friends or partners, have been charged with distribution of child pornography, while those who have received the images have been charged with possession of child pornography.

IICSN has taken the stance that children need to be educated at an early age of the inappropriateness of sexting as well as letting parents and students know this can endanger their child's welfare. Cell phones must be checked for photos as well as various social networking sites. It is the intent of the school to be proactive in protecting all students from a disruption of the school day and from the flow of instruction in the classroom. Any forms of sexting found, will be reported to the parents and to the local law enforcement agencies if needed.

## **Administrative Searches**

IICSN believes in upholding the Fourth Amendment while providing a safe learning environment for staff and students. We will follow the US Supreme Court decision of TLO –vs – New Jersey in conducting searches at the school. There will be NO unreasonable searches and seizures of personal items concerning its students. It will however, ensure that a search of a student by a school official be justified upon its inception when there is a reasonable ground for suspecting that the search will turn up evidence that a student has violated or is violating either the law or the rules of the school.

Reasonableness for a search requires that the search be justified prior to its commencement and be related to the circumstances giving rise to the search. Absent extraordinary circumstances, a student's person and possessions may be subject to search on school property only if:

- the student voluntarily consents to the search
- prior to the search there is an individualized, reasonable suspicion that the student is hiding evidence of a wrongdoing and
  - a search is necessary to maintain school discipline, order, safety, and to prevent the removal or destruction of evidence and
  - the search is reasonable in scope and methods as related to the alleged wrongdoing area the age and gender of the student and
  - the search is conducted in accordance with this regulation or
  - appropriate law enforcement authorities conduct the search

Absent extraordinary circumstance, a search of a student's person or possessions will be conducted by a school administrator or his/her designee in the presence of another employee as a witness. Prior to the search, the witness must be told, in the presence of the student, of the alleged wrongdoing and the evidence believed to be hidden on the student's person or in his/her possession.

- the student will be asked to consent to the search in the presence of the witness
- the person conducting the search will make a reasonable effort to notify the parent/guardian before, or as soon after, any search of the student's person
- school personnel may not require students to expose intimate undergarments or to expose skin normally covered by intimate undergarments in the process of the search except in extraordinary circumstances

All searches at IICSN will be administrative searches conducted upon the mandate of the school's administrator. Administrative searches will be limited to those where a student or students are believed to be violating the law or educational process. Administrative searches could include personal items, electronics, and school supplied materials. Parents will be notified of the result of the searches in an effort to keep them informed and ensure the safety of all involved parties.

### **Field Trips**

Written permission, signed by the parent or guardian, must be on file at the school before the start of the field trip. When returning to the school, all students making trips on school transportation must return on school transportation. Exception to this rule may be considered under special conditions provided arrangements are made prior to the field trip with the principal. Students will be released to no one other than their parent or guardian at any time on field trips.

Any student in good standing may take part in field trips sanctioned by the school, subject to criteria and guidelines of that particular activity. The campus principal shall be responsible for making that determination.

### **Celebrations**

Although a parent or grandparent is not prohibited from providing food for a school-designated function or for children in the child's or grandchild's classroom for his or her birthday, please be aware that children in the school may have severe allergies to certain food products. Therefore, it is imperative to discuss this with the child's teacher prior to bringing any food in this circumstance. Occasionally, the school or a class may host certain functions or celebrations tied to the curriculum that will involve food. The school or teacher will notify students and parents of any known food allergies when soliciting potential volunteers for bringing food products.

### **Disruptions of School Operations**

Disruptions of school operations are not tolerated and may constitute a misdemeanor offense. As identified

by law, disruptions include the following:

- Interference with the movement of people at an exit, entrance, or hallway of a district building without authorization from an administrator.
- Interference with an authorized activity by seizing control of all or part of a building.
- Use of force, violence, or threats in an attempt to prevent participation in an authorized assembly.
  
- Use of force, violence, or threats to cause disruption during an assembly.
- Interference with the movement of people at an exit or an entrance to district property.
- Use of force, violence, or threats in an attempt to prevent people from entering or leaving district property without authorization from an administrator.
- Disruption of classes or other school activities while on district property or on public property that is within 500 feet of district property. Class disruption includes making loud noises; trying to entice a student away from, or to prevent a student from attending, a required class or activity; and entering a classroom without authorization and disrupting the activity with loud or profane language or any misconduct.
- Interference with the transportation of students in vehicles owned or operated by the district.

### **Social Events**

Several district/school sponsored functions, social events and dances are provided for students during the school year. The following should be observed at those times:

- All district/school regulations are in effect unless otherwise announced.
- Students must remain inside the area the event is being held. Once a student leaves the event area or goes outside, he/she will not be permitted to return.
- The district/school reserves the right to refuse admittance of any out-of-district/school date/guest. Out-of-district/school dates/guests must abide by all district/school rules while attending the event.

### **Social Media**

While social media like *Facebook*, *LinkedIn*, *Twitter*, and much more are important tools for connecting and staying current with friends, it goes against the number one Internet rule – ***protect yourself from identity theft***. Participating in online social networking sites leaves a trail of personal information that can make stealing your identity a lot easier. Each of us should take responsibility for protecting ourselves. Here are some tips that you, as parents, can use to help protect your family.

1. Protect yourself from sharing **Too Much Information**. Never share your social security number, your birth date, home address, or phone number. Protect all of your passwords, PIN numbers, bank accounts, and credit card information. Never share the state where you were born. Do not enter information you do not want shared with others.
2. Check out the settings and configuration of privacy sections on the social networks. Customize your information so it's harder to break.
3. Network sites can be falsified and hide someone's identity online. Check out the site you are joining to see if it is honest.

4. Avoid accidentally sharing personal details on the social network site. Be aware of what information you share that might make you a target for others who read your site.
5. Learn how network sites can use your information. Social network sites are free to use. This means they are making their money by advertising to you. This also means they are collecting information about you.
6. The person with the most 'friends' on Facebook is not the winner of the social networking contest. Many of the people you 'friend' can be strangers who now have access to your information. Before you 'friend' someone, check them out.

### **Parent Code of Conduct**

Innovations International Charter School of Nevada encourages its parents to visit the school and classrooms to observe their children, teachers, and staff members. The school and its sanctioned events are a place of work and learning where policies must be set to provide for the safety of the students. The building principal or his/her designee is responsible for securing all persons in the building and on the grounds. Therefore, the following rules for a Parent Code of Conduct apply to parents and visitors at the school.

1. Anyone who is not a regular staff member or student at the school is considered to be a visitor. This includes parents, family members, and community members.
2. Parents/guardians must report to the office upon arrival at the school to sign in, get a name tag, and state their reason for being at the school.
3. Parents/guardians who wish to observe in a classroom while school is in session are required to arrange their visits at least 24-hours in advance with the classroom teacher to limit class disruption.
4. Teachers will not take classroom instructional time to discuss individual student matters with parents/guardians. This takes away from instructional time.
5. Unauthorized people on campus will be reported to the principal and/or his/her designee. Any parent unauthorized to be on campus will be asked to leave. A trespass may be issued and local law enforcement will be called if the situation warrants.
6. Parents/guardians are expected to abide by the rules for public conduct on school property contained in this code of conduct.
7. Parents/guardians will be asked to maintain a positive attitude toward education, the school, teachers, and staff members at all times.
8. Parents/guardians will be asked to show an active interest in their child's schoolwork and progress through regular professional communication with the school.
9. Parents/guardians will be asked to help their child in being neat, follow dress code, and be well-groomed at all times.
10. Parents/guardians will be asked to make sure their child attends school regularly and on time each day that school is open or in session.
11. Parents/guardians will be asked to report and explain to the school any absence or late arrival.
12. Parents/guardians will display polite and appropriate behavior when speaking to or working with school officials whether on the phone, through e-mail, via text message, or in person.
13. Parents/guardians will be available to speak with the school staff concerning their child, especially about class work and discipline.
14. Parents/guardians will be asked to refrain from using derogatory speech, curse words, or aggressive behavior/conversations with teachers and/or support staff.

15. Parents/guardians will be asked to attend the yearly Parent-Teacher conference to assist the teacher in helping his/her child to succeed academically.
16. Parents/guardians will be asked to remain patient and respectful when seeking assistance and correspondence/communication from school personnel.

### **Prohibited Parent Conduct**

No person, either alone or with others shall:

1. Intentionally hurt or threaten to do bodily harm to another person while on the school campus or at a school sanctioned event.
2. Intentionally damage or destroy school property or the personal property of a teacher, administrator, or support staff. This includes graffiti, arson, or any other form of vandalism.
3. Disrupt the orderly operation of classes, school programs, or other school activities.
4. Distribute or wear clothing on school grounds or at school sanctioned events that are obscene, advocate illegal action, appear libelous, obstruct the rights of others, promote gangs, or are disruptive to the school.
5. Intimidate, harass, or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
6. Enter the school premises without authorization or remain in any portion of the school normally closed or vacated for the time being.
7. Block or impede the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations, or other restrictions on vehicles pertaining to the school or its sanctioned events.
9. Possess, consume, sell, distribute or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school sanctioned event.
10. Possess or use weapons in or on school property or at school sanctioned events, except in the case of law enforcement officials.
11. Linger on or around school property or at a school sanctioned event.
12. Gamble on school property or at school sanctioned events.
13. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance or board policy while on school property or at school sanctioned events.

The building principal or his/her designee is responsible for enforcing the conduct required by this code. In the instance that a prohibited conduct is witnessed that does not pose an immediate threat or injury to persons or property, the principal or his/her designee will inform the parent/guardian of the infraction and ask for the individual to stop. If there is a refusal to stop the infraction, the parent/guardian will be trespassed and asked to remove himself/herself from the school property or the school sanctioned event. If the parent/guardian does not comply, local law enforcement officers will be called to assist in removing the person.

## **Trespassing and Visitor Control**

The Nevada State Legislature has articulated a statute that schools hold a unique place in our society today. This statute notes that students and school employees are legally protected from disturbances that interfere with the instructional day.

**NRS 392.910** generally prohibits a disturbance of the peace on school property by using vile or indecent language within the building or on the school's grounds. Violation of this NRS is punishable as a misdemeanor. The same statute further makes it unlawful for any person to maliciously and purposely interfere with or disturb any persons peaceably assembled within a school building for school purposes.

**NRS 392.915** makes it unlawful for any person, through the use of any means of oral, written, or electronic communication, to knowingly threaten to cause bodily harm to a student or employee of the school with the intent to intimidate, harass, frighten, alarm, or distress that student or employee, or interfere with the operation of the public school.

**NRS 207.200** makes it unlawful for a person to go upon the land or into any building of another with the intent to vex or annoy the owner or occupant thereof, or to commit any unlawful act; or willfully go or remain upon any land or in any building after having been warned by the owner or occupant thereof not to trespass.

**NRS 202.459** states that a public nuisance is committed when a person annoys, injures or endangers the safety, health, comfort or repose of any considerable number of person, or in any way renders a considerable number of persons insecure in life or the use of property.

**NRS 200.471** is defined as intentionally placing another person in reasonable apprehension of immediate bodily harm.

**NRS 393.410** makes it unlawful for any person to commit any nuisance in any public school or purposely and maliciously commit any trespass upon the ground attached to the public school.

**IICSN Board Procedures Concerning School Visitors** addresses school visitation by parents, adult community members and those interested in education. Visitor controls may be necessary to prevent the intrusion of disruptive persons into the schools to ensure an undisturbed educational program. The administrator has the authority to prohibit the entry of any person to his/her facility or to expel any person when there is a reason to believe the presence of such person would be contrary to the good order of the school. The administrator is authorized to request local law enforcement to assist or remove those individuals that create a disturbance or refuse to leave the school.

The determination to expel and prevent re-entry (trespass) a citizen should be judiciously considered. Any person who continues to display threatening behaviors or disturbances of the school environment may be trespassed by announcement. This can most effectively be achieved via the delivery of a pre-printed statement on school stationery, signed by the principal and containing the following language:

***As the duly appointed representative of Innovations International Charter School, I hereby warn you that you are trespassing upon this property. If you do not leave immediately, you will be subject to arrest.***

The administrator is empowered to issue a trespass only for Innovations International Charter School of Nevada. A trespass does not transfer with the parent/guardian to a new school if the student enrolls elsewhere.

### **Student Dress Code**

IICSN encourages its students to dress for success and respect. Personal appearance should never detract from or disrupt the instructional school environment. The Governing Board and Administration have the right to designate which types of dress or appearance are not acceptable.

Innovations International Charter School of Nevada has an adopted dress code policy for its students to use each day that school is in session. The dress code standards accomplish several things as we seek to move our children to high academic achievement. It encourages our young people to become more serious as students as opposed to student social appearance as it promotes a concentration of academics versus 'looking good'. It also promotes unity within the student body so our students can take pride in being an Ambassador.

The goal of all personal grooming is to prepare students for a professional learning environment. Uniforms should be clean and neat with school shirts in view at all times. Belts should be worn as needed at all times. Modesty and decency should be taken into account, as undergarments are not to be visible. Sagging pants are not acceptable for any students.

**Students who are not in uniform may be sent home or the parents will be required to bring the proper uniform to school. Repeated offenders will result in a Parent Advisory Meeting and/or in house detention/suspension.**

The grade level of the child determines school colors. Please note the following.

|      |               |
|------|---------------|
| K-5  | Maroon shirts |
| 6-8  | Green shirts  |
| 9-12 | Black shirt   |

School uniform shirts will be worn Monday through Thursday of each week that school is in session. On Fridays, the students will be asked to wear their:

### **Friday's Dress for Success Days**

The Dress for Success Days will be used to celebrate student success and achievement while promoting respect and boosting self-confidence for all students.

White Dress for Success Crested Polo Shirt  
Black Dress Pants

## Black Shoes

### Acceptable School Clothing to be Followed

#### Footwear

- Students are required to wear closed toed shoes with soles to school each day.

#### Shirts

- An approved school shirt with the logo will be worn each school day. If the child forgets his/her school shirt, a parent will be notified to bring the shirt to school. If the parent is unable to leave work to do so, a loaner shirt will be issued to the student from the front office. The student must return the shirt by the end of the school day. A fee will be charged for unreturned shirts.
- School shirts must be worn to cover the body of the student. Draping the shirts around the shoulders, neck, or other body parts is unacceptable.
- No skin must show between the bottom of the shirt and the top of the pants at any time.
- Altering the school shirt will not be tolerated and will result in disciplinary actions.
- School shirts should be visible at all times. However, in the cooler weather, it is understood that jackets, sweatshirts, or sweaters are needed. When asked, the student should be able to reveal his/her school shirt.

#### Pants/Skirts/Dresses/Shorts

- All shorts, skirts, and dresses must be a minimum of three inches above the top of the kneecap.
- The colors of the pants/skirts/dresses/shorts are either **solid black or khaki (beige)** in color. The school recognizes that some designers/manufacturers design their own logo into the clothing. **The logo may be acceptable, but further designs or stripes on pants are not allowed.** It is expected that these will be comfortable for the students and loose enough to allow for participating in the physical education program.
- Denim type pants, knit pants, cargo pants, corduroy pants or other pants with substantial material weight may be worn. **Denim does not mean blue jeans – these will ONLY be worn on Sprit Days.**
- Knit leggings are only allowed when they are worn under a skirt or shorts as this material is very thin and can compromise the safety of the students wearing them.
- Pants/shorts may not sag or may any pants be worn which allow underwear to show. Pants/shorts must be worn at the hip and be no more than one size larger than what the student would normally wear. Students should wear a belt to assist with this issue.
- Pants/shorts may not be torn or ripped.
- Pajama bottoms and/or lounge pants are not allowed.

### **Hats, Hoods, and Accessories**

- Headgear such as hats, hoods, caps, or hair grooming aids are not permitted in the hallways or classrooms and should be secured in the student's backpack or locker. Exceptions may be made in extreme weather conditions or in celebration of special events.
- Bandanas, baseball caps, large belt buckles, and other dress attire accessories noting gang colors and/or affiliations will be confiscated and held in the office for a time to be determined by administration.
- Any clothing, jewelry, buttons, and/or accessories that promote illegal or violent conduct or affiliation with groups that promote illegal or violent conduct such as, but not limited to, the unlawful use of weapons, drugs, alcohol, tobacco, drug paraphernalia, or gang membership or clothing that contains threats are prohibited.
- Spiked jewelry/ad or accessories are prohibited. For safety reasons, gauges with sharp backs are not allowed. Facial piercings that are maintained by a small stud are not considered a violation of the dress code policy. Facial piercings that involve any sort of hook or loop are considered violations of the dress code policy. Looped earrings are discouraged, but are permitted.
- Coats, mittens/gloves, and scarves must be removed upon entering the classroom. No trench coats are allowed. Hooded sweatshirts must be worn with the hood off while on campus.
- If sunglasses are worn while walking to school, they must be put away before class begins. This is a safety hazard when going up and down the stairs.

### **Dress Code Violators**

- Habitual offenders of the dress code will be subject to disciplinary actions from the office to include calling the parent and/or detention.
- Dress code violations will be addressed with the student and his/her parents.
- It is not the intent of IICSN to deny attendance, penalize, or otherwise subject its students to punitive measures for failing to wear standard school uniform attire if there is a financial hardship presented to the family. IICSN will work with families having these difficulties in order that they meet the stated standards of dress code

## **School-wide Discipline Philosophy and Procedures**

Student discipline is a system of rules and behavioral strategies, appropriate for working with students and for maintaining order in the school. It is a system that seeks to create a safe environment while providing order in the classroom to support student learning.

The goal of good behavior is necessary. However, it is not enough to ensure all students learn academically. Effective school discipline strategies seek to encourage responsible student behavior and to provide all students with a satisfying school experience while discouraging disruptive student behavior.

The purpose of discipline in school is to develop the attitudes, habits, ideas, and code of conduct through the integration of the student's social development with an organized, cooperative academic environment allowing students to achieve socially, emotionally, and academically in and out of the classroom. By following a discipline system, students and adults interact in the educational setting like family and community members do in a real life, democratic environment outside of the school.

Here are some intended consequences of school discipline:

- Children develop a feeling of security as they know what they can and cannot do
- Children avoid frequent feelings of guilt and shame for misbehavior in class
- Children learn to live according to standards that have been approved by society
- Children learn to behave in ways that lead to praise and acceptance integral to successful adjustment and happiness
- Children become encouraged as they accomplish what is required of them
- Children develop an 'internal voice' that helps guide them in making better decisions and controlling their own behavior

High performing schools work to provide a safe and orderly learning environment in order to provide quality education for all students. Central to this goal is the respect that students and staff members hold for each other and themselves. Students, family members, and students have a right to be treated with dignity and respect at all times.

Schools need rules and regulations to help develop and maintain an environment of respect and to help provide safety for all members of the learning community while school is in session. Disciplinary actions range from simply conferencing with a student to expulsion based on the severity of the infraction committed. Disciplinary action is taken when any individual student endangers the safety of others, disrupts the educational setting, or interferes with the right of teachers to teach and students to learn.

## **Positive Behavioral Interventions and Supports**

The discipline philosophy at IICSN is that of encouraging a positive approach to dealing with students. IICSN takes the approach of responding to and restoring justice when dealing with inappropriate student behaviors. In all discipline situations, there is an offender or aggressor and a victim. Responding to, repairing, and restoring justice focuses on the needs of the victims and the offenders while helping the students to take responsibility for their actions and to repair the harm that has been done. This theory of justice is used to help future consequences of the same poor behavior not to happen again.

Positive Behavioral Interventions & Supports is a school-wide discipline system that places an emphasis on proactive strategies for defining, teaching, and supporting student behaviors. It is a continuum of positive behavior supports implemented throughout the school to increase the school's ability to design and enhance an effective learning environment.

Frequently, school-wide discipline focuses on reacting to student misbehaviors by implementing punishment based strategies. Research has shown these to be ineffective overall when used continually, especially when there are no positive strategies utilized to enhance desired behaviors. Introducing, modeling, and reinforcing positive social behaviors can be critical to the successful behavioral and cognitive development of students. Teaching behavioral expectations and rewarding students for following them, is much more likely to have a lasting long-term effect on handling discipline within a school.

Essentially, we look at discipline as a series of three steps.

1. **Do It** – if you caused the behavior, then you need to explain how it happened, why you did it, and what you hoped to gain from this poor choice of behavior.
2. **Own It** – now that you are having to answer for your behavior, take ownership of it and give insight into what you were thinking and what was happening at the time of your poor choice.
3. **Fix It** – again, you have noted this was not your best choice, so how will you work with this type of situation or this student so it won't happen again?

Not all discipline situations at the school need parental involvement or are serious enough to have students do a detention, suspension, or expulsion. Empowering students to take a look at what caused the poor behavior, how it hurt others in the class, and what needs to be done to fix the situation allows children to note that mistakes are made and hurt feelings can be repaired. It helps children to develop responsibility for themselves and others.

## **Four Key Elements**

1. Outcomes: academic and behavior targets
2. Practices: interventions and strategies that help students to refocus their behavior
3. Data: information that is used to help students feel better about their choices and themselves
4. Systems: supports that are put into place to help the students

### **Characteristics of Positive Behavioral Interventions & Supports**

Schools that recommend students to the office for discipline due to patterns of misbehavior are not addressing the success of students or completing sound practices to detract from these continued poor student choices. The following characteristics of Positive Behavioral Interventions & Supports are what the school is working to help students accomplish in an effort to change poor choices into positive ones.

- ✓ Commitment to helping students see what they have done and help them to refocus
- ✓ Emphasis on students taking leadership roles in the classrooms
- ✓ Acknowledgement of positive student choices/behaviors
- ✓ Correction of poor student choices/behaviors
- ✓ Provision of fair and consistent consequences

### **Positive Reinforcements**

For students who maintain good behavior, good grades, work to the best of their ability, have a positive demeanor, good citizenship, and wear their uniform daily; the following rewards may be available. Please note, this list is not all-inclusive; it merely represents a sample of the reinforcements available to students.

- Principal's Award/Certificate
- Pizza With the Principal
- Honor Roll Recognition
- Special Field Trips
- Incentive Socials
- Classroom/Teachers Rewards
- Treasure Chests Rewards
- Student of the Week Recognition
- Verbal Praise/Praise Telephone Calls to Parents
- Homework Passes
- Extra Recesses, Computer Time, Gym Time

### **Dangerous and Antisocial Behavior**

The law charges every teacher and principal with maintaining order and discipline among students and provides that students who do not comply with reasonable rules may be recommended for disciplinary action. Actions taken to control and correct undesirable student behavior should take individual

circumstances into account. Concern for safety and educational welfare of all students MUST be the major priority.

Students receiving and having been identified and/or qualifying for special education and/or 504 services will be disciplined in accordance with the provisions of Part B of the Individuals with Disabilities Act (IDEA) and Section 504 of the Rehabilitation Act.

It is the principal's responsibility to take actions necessary to protect the welfare of all students and staff members from dangerous or socially detrimental actions of students.

The following acts constitute dangerous or antisocial behavior:

- Assault/battery on a school employee
- Verbal abuse/intimidation/cyber bullying
- Racial/sexual harassment
- Physical abuse on any person/bullying
- Violations of authority and behavioral guidelines
- Immoral conduct
- Arson
- Weapons/simulated weapons
- Drugs- use/possession/distribution
- Alcohol – use/possession/distribution
- Tobacco – use/possession/distribution
- Robbery/theft/extortion
- Disruption of the flow of instruction
- Gang/criminal activity
- Vandalism – destruction of school property
- Habitual disciplinary status

### **Behaviors Constituting Mandatory Recommendation for Expulsion Infractions**

There are some offenses sufficiently serious or dangerous to justify permanent removal from campus by way of expulsion. These include, but are not limited to:

- Possession of guns or other dangerous weapons
- Possession/use/distribution of drugs or alcohol
- Assault/battery on students or others
- Assault/battery on a school employee

Any student who engages in such behavior, will be:

- Referred to the appropriate law enforcement agency,
- Immediately removed from campus
- Placed on suspension pending an investigation, and/or recommended for expulsion.

Expulsion proceedings for the school may include a hearing before a panel of the board of trustees who will have the authority to determine whether the expulsion is limited or permanent. The board will recommend to the administrator what corrective action is necessary and recommend that those actions be carried out immediately.

At the high school level, no academic credit will be earned for the remainder of the school year if the student is permanently expelled, unless the student works with a teacher and completes the required work assigned.

When a student is admitted on a trial enrollment, the educational records for that student will be made available to the student's teachers while confidentiality is protected and maintained.

### **Behaviors Constituting Major Violations That May Require Suspensions**

The following are considered to be major infractions of school rules and regulations. Offenses in this category may lead to a suspension from school for 1 or more days. The infractions listed below constitute a blatant disregard for school rules and if they may have occurred on the way to and from school, they would carry the same disciplinary action as if they happened on the school campus.

- Battery and/or assault against staff, students, or visitors (see expulsion)
- Drugs, alcoholic beverages, use possession, and distribution including substances represented as drugs or alcoholic beverages. Being under the influence of such drugs or alcoholic beverages is included in the violation (see expulsion)
- Verbal abuse, intimidation, or cyberbullying. A student shall not direct harassing, vulgar, or derogatory remarks toward any person, in person or by electronic means
- Engagement in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, or harassed
- Fighting – both parties involved in a fight may be suspended
- Gambling
- Activities of Criminal Gangs – This includes overt gang activity but also includes signing, gang symbols, language or tagging on notebooks or one's person, and clothing or other symbols connected with or associated with a gang
- Harassment, hazing, or intimidation. Basically this means "No Bullying". Cyberbullying will also not be tolerated. Inappropriate use of technology will be subject to discipline
- Immoral or lewd conduct that is sexual in nature, which includes the saying or writing of obscene words or symbols. This also includes 'sexting' via the computer or cell phone
- Insubordination and/or refusal to comply or cooperate with IICSN employees
- Nuisance items that threaten the safety of others or cause a major disruption to the learning environment.
- Robbery/Extortion
- Racial or Sexual Harassment – students need to understand that it is the perception of the victim more than the intent of the offender that matters the most. Sexual harassment can include sexual language, jokes, pranks, and other actions that may offend the victim. Offensive language that displays racism or bigotry toward any group is also not accepted
- Smoking on campus or possession of cigarettes, tobacco, matches, lighters, or other smoking materials

- Campus disruption or disorderly conduct
- Theft, loss, or destruction of school property. Student is responsible to reimburse for the loss. Loss of \$500 or more may result in legal action by the school.
- Truancy – penalties for truancy are dictated by Law Enforcement
- Weapons of any kind (see expulsion) Parents and students should note that razor blades, firecrackers, fireworks, plastic BB guns, air soft guns, and any type of simulated gun or knife are considered to be weapons

None of the incidents listed above can happen by accident. The most important thing to remember is that suspensions and expulsions can be avoided by following school rules and regulations.

### **Behaviors Constituting Minor Violations That May Require Detentions and/or Other Consequences**

Other behavior issues arise during the school day that disrupt the educational setting and interfere with the learning process. These safety issues require parent conferences, phone calls, warnings, or other consequences that can lead to in-house suspensions or detentions. Students are prohibited from doing the following:

- Disrespecting staff
- Disrupting class or otherwise becoming uncooperative in class
- Horseplay in the classroom or on campus – Innovations has a hands off policy. Students chasing each other and coming into physical contact with each other as in running, chasing, grabbing, playing hurtful games, etc. that can result in injury to other students is not permitted.
- Chewing gum is not allowed in class or on campus
- Bringing nuisance items to school is not allowed. Some items to avoid are White Out, Sharpies, rubber bands, spinner toys, cards, dice, games, etc.
- Students are not to use electronics during the school hours. Examples of these are ipods, headphones, gameboys, and video games. Innovations does NOT accept responsibility for lost, stolen, or broken electronic devices or nuisance items brought from home.
- Public displays of affection are inappropriate at school and will be addressed.
- Selling of personal items is not allowed

By working together, parents, students, staff, and administration can minimize nuisance items that detract from student learning. Teachers, counselors, and administration will handle minor disciplinary offenses with detentions, community service projects, one-on-one conferences, and additional study hall time. If necessary, phone calls to parents/guardians will be made as well. If minor disciplinary problems become habitual, they become a premeditated violation of school policy and will result in suspension from school.

### **Parent Advisory Meeting**

A Parent Advisory Meeting is an effective communication system between the families and the school whereby critical issues are discussed with the parents concerning their children. This meeting can take on a positive/celebratory nature or can be used to discuss discipline issues that have arisen. The initial Parent

Advisory Meeting will take place with the school's Assistant Principal. Parents and the administrator will discuss the nature of the meeting and work together to set a positive plan of action in place for the student. The school will work with the parent to accommodate schedules and meeting times.

## **Suspension**

Suspension is the temporary removal of a student from school. The length of the suspension will depend on the circumstances and the severity of the infraction. It will also depend on previous disciplinary actions involving the child during the school year. The typical suspension could be from 1 – 5 days.

The administrator for all formal suspension instances will use a Notice of Suspension. Within three to five (3-5) school days of an extended or emergency suspension, a conference will be held with the parent/guardian and administrator to discuss the events surrounding the suspension itself. No student will be suspended for more than ten (10) school days before a decision or recommendation is made to return the student to class or to recommend further disciplinary procedures. This meeting affords the school, parent, and student the opportunity to due process for discussing the findings and the recommendation to be made.

Any student placed on suspension will be read the following statement and the student will verify comprehension by signing the Notice of Suspension Form.

***As the duly appointed representative of the owner of all school property, I hereby warn you that should you come on this property during the term of suspension without the express prior permission of the principal, you will be duly noted as trespassing upon the property as defined by the Nevada Revised Statute 207.200 and will be subject to arrest for a misdemeanor.***

Prior to sending the child home on suspension, a school official will contact the parent/guardian and the infraction committed will be explained. It will be noted by the school official that the student has been able to relay his/her side of the story to the principal, thus giving the child his/her first due process rights.

A request for a Required Parent Conference and/or Temporary Removal From School Form may be used by administration when a parent conference is required before the re-admittance of the student to class. This will not be the case in all student suspensions; rather this depends upon the severity of the infraction. The loss of school days will be kept to a minimum in order to ensure students continue to receive educational services. The teachers will provide homework and class work in an effort to continue to provide instruction for the student while he/she is off campus. All days of suspension count toward the maximum allowable days for students with disabilities. Upon reaching the tenth (10<sup>th</sup>) day, a Manifestation Determination will be held to discuss the infraction and the disability status of the student.

## **Suspension Appeal**

The parent may appeal the suspension or request an alternate consequence with the Dean and/or Administrator by calling the school office and/or scheduling an appointment. If necessary, the appeal meeting will take place on the designated date and at the designated time in the school's administrative offices. The Chief Educational Officer's decision will be final.

## **Expulsions**

On rare occasions, a student may be recommended for expulsion. An expulsion is the permanent removal of a student from IICSN.

As needed, the administrator will report any violation of the law to the appropriate law enforcement agency. Administration will suspend a student pending an investigation at the same time the law enforcement agency is determining its actions. Discipline incurred by the school's administrator is separate and follows the disciplinary guidelines of the school from what the law enforcement agency will follow or impose.

Within three (3) school days of the suspension, the administrator will conduct a hearing with the student and his/her parents/legal guardians to discuss the investigation of the incident, violation of the school rules and the student's prior disciplinary history. Also included in the discussion will be information submitted by the parents/legal guardians as it relates to the suspension and possible recommendation of expulsion.

Expulsion proceedings for the school may include a hearing before a panel of the board of trustees who will have the authority to determine whether the expulsion is limited or permanent. The board will recommend to the administrator what corrective action is necessary and recommend that those actions be carried out immediately.

At the conclusion of the hearing/proceeding, the administrator will make a decision regarding the disciplinary action to be taken. Disciplinary action may include a recommendation for expulsion. The administrator has the obligation to recommend expulsion if it is determined the student has or is believed to have committed any of the offenses listed above.

The recommendation is made to the school's Governing Board at which time the parents/guardians are afforded an opportunity to appeal the recommendation and present their due process rights for their child. If the child is available, it is preferred that the child also attend the meeting to discuss the behavior/infracton incurred with the board of trustees as well.

The following levels of due process are available to the parents/legal guardians of a student being recommended for expulsion.

1. The school's administrator will conduct a hearing. The Administrator will disclose information obtained during the investigation. This information as well as that reported by the student himself/herself will be the basis for the decision to be recommended to the board.

2. Parents/guardians and the student will be encouraged to attend a meeting of the board members to discuss the situation and the recommendation for expulsion made by the Administrator.
3. If the decision to recommend expulsion is upheld by the Administrator, a letter of such recommendation will be presented to the board or its designee within two (2) school days.
4. Within three (3) school days of receiving the recommendations, the board president will review the recommendation to assure compliance with due process procedures and evaluate the appropriateness of the discipline recommended.
5. The board president or designee will determine whether the recommendation for expulsion should be limited or permanent and schedule a meeting to bring the information shared to the remaining board members.
6. Within two (2) school days after the determination of the board has been made, the board president or designee will notify the parents/guardians in writing of the recommendation and determination.
7. If the decision to recommend expulsion is upheld and the parents/guardians decide to contest the expulsion, they have the right to approach the board one last time to present their case. The parents /guardians have fourteen (14) days after receiving the notice to ask for a second hearing.
8. The second hearing will be the final determination and will be upheld at that time.

The Governing Board will make the following determination:

- What disciplinary offense, if any, the student has committed.
- If the student has committed a disciplinary offense, what the appropriate consequence and educational placement for the student.
- What is the nature of the offense, the student's disciplinary history for one calendar year prior to the recommendation for expulsion, the student's academic record and concerns, and any legal regulations as well as school policies governing such behavior.
- The decision of the board to uphold the expulsion will be decided upon using one of the following:
  - a. **Permanent expulsion** – permanent removal of the student from the school
  - b. **Limited expulsion** – removal of the student from the school for up to one semester
  - c. **A modified plan for school placement**

At the high school level, no academic credit will be earned for the remainder of the school year if the student is permanently expelled, unless the student works with a teacher and completes the required work assigned.

When a student is admitted on a trial enrollment, the educational records for that student will be made available to the student's teachers while confidentiality is protected and maintained.

### **Habitual Behavior Problems**

**NRS 392.4655 Conditions under which pupil deemed habitual disciplinary problem; plan of behavior to prevent pupil from being deemed habitual disciplinary problem; appeal by parent or guardian concerning content of plan or action taken pursuant to plan.**

1. Except as otherwise provided in this section, a principal of a school shall 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 two or more times or the pupil has a record of five suspensions from the school for any reason; and

(b) The pupil has not entered into and participated in a plan of behavior pursuant to subsection 5.

2. At least one teacher of a pupil who is enrolled in elementary school and at least two teachers of a pupil who is enrolled in junior high, middle school or high school may request that the principal of the school deem a pupil a habitual disciplinary problem. Upon such a request, the principal of the school shall 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 provisions of subsection 1 do not apply to the pupil, a teacher who submitted a request pursuant to this subsection may appeal that determination to the board of trustees of the school district. Upon receipt of such a request, the board of trustees shall review the initial request and determination pursuant to the procedure established by the board of trustees for such matters.

3. If a pupil is suspended, the school in which the pupil is enrolled shall provide written notice to the parent or legal guardian of the pupil that contains:

(a) A description of the act committed by the pupil and the date on which the act was committed;

(b) An explanation that if the pupil receives five suspensions on his or her record during the current school year and has not entered into and participated in a plan of behavior pursuant to subsection 5, the pupil will be deemed a habitual disciplinary problem;

(c) An explanation that, pursuant to subsection 3 of NRS 392.466, a pupil who is deemed a habitual disciplinary problem may be:

(1) Suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline; or

(2) Expelled from school under extraordinary circumstances as determined by the principal of the school;

(d) If the pupil has a disability and is participating in a program of special education pursuant to NRS 388.419, an explanation of the effect of subsection 8 of NRS 392.466, including, without limitation, that if it is determined in accordance with 20 U.S.C. § 1415 that the pupil's behavior is not a manifestation of the pupil's disability, he or she may be suspended or expelled from school in the same manner as a pupil without a disability; and

(e) A summary of the provisions of subsection 5.

4. A school shall provide the notice required by subsection 3 for each suspension on the record of a pupil during a school year. Such notice must be provided at least 7 days before the school deems the pupil a habitual disciplinary problem.

5. If a pupil is suspended, the school in which the pupil is enrolled 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) A plan for graduating if the pupil is deficient in credits and not likely to graduate according to schedule.

(b) Information regarding schools with a mission to serve pupils who have been:

(1) Expelled or suspended from a public school, including, without limitation, a charter school; or

(2) Deemed to be a habitual disciplinary problem pursuant to this section.

(c) A voluntary agreement by the parent or legal guardian to attend school with his or her child.

(d) A voluntary agreement by the pupil and the pupil's parent or legal guardian to attend counseling, programs or services available in the school district or community.

(e) A voluntary agreement by the pupil and the pupil's 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.

6. If a pupil commits the same act for which notice was provided pursuant to subsection 3 after he or she enters into a plan of behavior pursuant to subsection 5, the pupil shall be deemed to have not successfully completed the plan of behavior and may be deemed a habitual disciplinary problem.

7. A pupil may, pursuant to the provisions of this section, enter into one plan of behavior per school year.

8. The parent or legal guardian of a pupil who has entered into a plan of behavior with a school pursuant to this section may appeal to the board of trustees of the school district a determination made by 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 trustees of the school district shall review the determination in accordance with the procedure established by the board of trustees for such matters.

(Added to NRS by 1997, 2489; A 1999, 2110; 2015, 424, 2034)

### **Administrative Actions**

It is the responsibility of the Administrators to keep the students and the staff at Innovations International Charter School safe each day. While most of the time, the incidents brought forward for discipline are minor and can be handled by the teachers and the counselors, there are times when the infractions must be taken to the Dean and other administrators for more restrictive disciplinary measures.

The following disciplinary actions are a small sample of what the school's administrator might use when it is necessary to deal with infractions to the school's disciplinary procedures. The actions below are not listed in any particular order of use. This is also not an inclusive list of disciplinary actions that might be used. This is a sample of what might be used based on the individual students and the infractions that have occurred.

- Student conference
- Parents notified
- Parent Advisory Meeting
- Detention
- Suspension
- Expulsion
- Notification of proper law enforcement agency
  
- Confiscation of property
- Restitution of damages
- Removal from the student population
- Student sent home

### **Conduct That Causes Grounds for Short or Long Term Suspension or Expulsion**

School officials have the authority to discipline students by exclusion, suspension, or expulsion. In addition, in the case of clear and present danger to the student, other students, or staff members, emergency procedures may be followed.

Please note the following terms:

**Emergency Exclusion:** immediate exclusion if the student presents a clear threat to self or others.

**Short Term Suspension:** up to and including five (5) days of school.

**Long Term Suspension:** more than five (5) days but less than twenty (20) days of school.

**Limited Expulsion:** removal of the student from class for more than twenty days (20) days and up to the equivalent of one semester (18 weeks) of school.

**Expulsion:** removal of a student from school with loss of credit.

### **Infractions Constituting Immediate Action for Suspension, Expulsion, or Exclusion**

1. Use of violence, force, coercion, threat, intimidation, or similar conduct that interferes with school purposes
2. Willful damage to private or school property
3. Stealing of substantial value
4. Repeated damage or theft of small value
5. Causing or attempting to cause physical injury to a school employee
6. Causing or attempting to cause physical injury to another student
7. Threatening or intimidating a student with the intent of obtaining money or other valuables from the student
8. Possession, use, handling, or transmitting any object or material that can be considered to be a weapon
9. Unlawful possession, selling, dispensing, use, or under the influence of a controlled substance or alcohol
10. Engaging in an activity that constitutes a danger to other students or interferes with school purposes

11. Gross insubordination and/or refusal to do as directed by a school official
12. Repeated violations of any established school rule
- 13.

### **Student Discipline and Cooperation with Law Enforcement Agencies**

IICSN will cooperate with other agencies whose objectives are to promote the mental and physical well-being of youth.

As permitted by law, appropriate information will be furnished to law enforcement agencies and cooperation given in apprehending violators of the law. IICSN assumes the responsibility to supervise the students while in school or engaged in school-sponsored activities, but will not supervise activities not sponsored by the school. Appropriate action for those students who deviate from expected and desired behavior will be provided.

The administration will establish regulations and procedures to provide for disciplinary measures within the school in accordance with the board of trustees of the school and in compliance with Nevada School Law.

Regulations and procedures will be provided for strong direct support to teachers in such areas as:

- Classroom discipline
- Detention of students
- Weapons and dangerous implements
- Drugs and alcoholic beverages
- Immoral conduct
- Theft and extortion
- Destruction of property
- Physical and verbal assault
- Search and seizure

Students who violate discipline rules may be subject to suspension, expulsion, or other disciplinary action in compliance with Nevada School Law. A positive approach will be practiced whenever possible.

### **Law Enforcement Questioning of Students**

When law enforcement officers or other lawful authorities wish to question or interview a student at school, the principal will cooperate fully regarding the conditions of the interview, if the questioning or interview is part of a child abuse investigation. In other circumstances:

- The principal will verify and record the identity of the officer or other authority and ask for an explanation of the need to question or interview the student at school.
- The principal ordinarily will make reasonable efforts to notify the parent/guardian.
- The principal ordinarily will be present unless the interviewer raises what the principal

considers to be a valid objection.

### **Students Taken into Custody**

- State law requires the district to permit a student to be taken into legal custody.
- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of probation imposed by the juvenile court.
- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

Before a student is released to a law enforcement officer or other legally authorized person, the principal will verify the officer's identity and, to the best of his or her ability, will verify the official's authority to take custody of the student.

The principal will immediately notify the parent unless the officer or other authorized person raises what the principal considers to be a valid objection to notifying the parents. Because the principal does not have the authority to prevent or delay a student's release to a law enforcement officer, any notification will most likely be after the fact.

## **Student Activities and Recognitions**

The PLC teams and administration organize and supervise a number of activities that involve student recognition and student service to the school and community.

### **Success Day**

Once a month, the school will have a Success Day recognition assembly on Fridays, our Dress for Success Day. The assemblies will recognize students for their achievement, service to the school and community, participation in clubs and sports, and perfect or near-perfect attendance.

Students will receive colored school lanyards to be worn on Fridays with the success dress attire. Those rewarded will receive trophies, plaques, certificates, and/or pins for the lanyards to mark their accomplishments.

### **Success Awards**

#### **Honor Roll**

- Students receiving an A grade in all subject areas on quarterly report cards – A Honor Roll
- Students receiving A/B on quarterly report cards in all subject areas – A/B Honor Roll

#### **Attendance**

- Near Perfect Attendance (1 -2 tardies per month – 1 absence per month)
- Perfect Attendance (0 tardies per month – 0 absences per month)

#### **Student of the Month**

- Student of the Month – Each month students will be nominated by the teachers, administrator, counselor, and other members of the staff for outstanding achievement in any area the student has identified as a personal goal for his/her improvement.

#### **Pizza with the Principal**

- Quarterly pizza luncheon and pin award with administration for good citizenship, high achieving academics, and service to others in the classroom. Students will be nominated by teachers, administrator, counselor, and other members of the staff.

### **Exceptional Student Award**

- This award will go to the students by month and/or by quarter for growth and mastery of content standards in language arts and mathematics as measured by the students' testing scores on Evaluate.

### **Ambassador Award**

- Each month, students will be nominated by the teachers, administrator, counselor and other members of the staff for outstanding achievement in academics, citizenship, and leadership skills. These will be the students who work hard each day, prepare for class, complete homework, and have no discipline problems in the classrooms.

## **Student Services**

### **Assemblies**

Educational, spirit, and success assemblies will be scheduled by administration. At all times, student behavior should be courteous and respectful. Whether community guests are present or not, students are personally responsible for the impression made by the school as a whole. Unacceptable conduct will include, but is not limited to whistling, uncalled for clapping, booing, boisterousness, talking, and using the cell phone during the program. Students must be seated with their class during the assembly. Students who demonstrate inappropriate conduct will be removed from the assembly and/or face disciplinary action.

### **Campus Visitors**

Innovations International Charter School of Nevada has an open door policy, however, appointments to visit the classrooms, meet with teachers, support staff, the counselors, and administration need be made prior to arrival for the proposed visit. Certain procedures must be followed in order to provide for student safety. All visitors must sign in at the office and inform the office staff of the reason for the requested visit on campus.

Parents/guardians are encouraged to visit the classroom and observe their child interacting with his/her class. However, this is to be a scheduled visit as well so the teacher has the opportunity to find a location in the classroom for your comfort. This helps the school to prepare for you and allows you the opportunity to develop a good relationship with your child's teacher. Parents/guardians must keep in mind that teachers may not always be able to allow you in the classroom as testing and other standardized expectations cannot allow for a breach of the classroom environment. Please also keep in mind that when you do visit in the classroom, this is not a time for you to demand a one-on-one conference with the teacher as he/she is teaching all students from 8:00 a.m. – 4:00 p.m. Your assistance to keeping classroom interruptions to a minimum is greatly appreciated.

**If a conference is desired with a teacher, staff member, administration, or the counselor, please call the school during school hours and an appointment will be set for and with you.**

The following protocol has been set to protect your children and other children in the classrooms and in protecting the teachers working with them.

1. All visitors must check into the office prior to entering the classrooms and receive a Visitor's Badge.

2. All visitors must sign out with the office before leaving the school after the visit.
3. Teachers will notify the office of the parent visits at least 24 hours before the meetings are scheduled.
4. No parent will be allowed to enter the classroom without a scheduled appointment during normal school hours.
5. All parents entering a classroom unannounced will be asked to leave in order to maintain a confidential, uninterrupted flow of instruction in the classroom for the students.
6. If there is not an appointment, the parent (s) will be encouraged to leave names and phone numbers at the office for the teacher to make contact when he/she has a non-teaching period during the day.
7. Parents who have a meeting with the teacher are encouraged to leave siblings and pets at home for the meeting. This will allow for an uninterrupted conference with the teacher.
8. **If a parent has a complaint or concern with the teacher, he/she must address this concern with the teacher prior to meeting with the principal.** If there has been a meeting and both parties cannot communicate, the principal will be happy to schedule a meeting to further discuss the issues.
9. The principal will make himself/herself available to address parental concerns. **These meetings must be scheduled by parents 24 hours in advance or can be done through e-mail or a written request left with the office.**

### Non-Custodial Parents

We recognize the importance of parent/guardian involvement. Some families have more than one household. Non-custodial parents may participate in activities providing permission has been given by the custodial parent and providing there is no court ordered paper work prohibiting the visit. It is imperative the custodial parent/guardian provide the proper documentation to the school concerning non-custodial parents to assist in keeping everyone informed of the child's progress.

Parents are critical to their child's education. Their attitudes about the school will either inspire children to grow and achieve, or will seriously hinder what the school is trying to accomplish. Here are some ways that IICSN needs parental support.

1. **Be a positive role model** – help your child to develop good study habits while supporting the need to study, complete homework, and succeed in class each day. Help your child to also use positive advocacy skills when seeking an answer to a question.
2. **Pay attention to what your child is learning** – talk to your child each day about what he/she is learning at school. Have the child teach you and show you notes, class work, study guides, homework, test scores, progress reports, and much more.
3. **Help your child to take charge of his/her learning each day** – help your child to develop responsibility for learning, organizing himself/herself for school each day, and find out what motivates your child to do well. Reward/praise your child for his/her hard work to keep the forward movement of education going.

4. **Be kind when speaking about your child's teacher or staff member about an incident at school** – angry parents send their anger/frustration forward in speech and deeds. What your child sees/hears from you is what he/she will exhibit in school each day.
5. **Take time to process information heard/ask questions to discover the truth** – sometimes parents do not get all sides of the story about an incident at school. Ask the teacher for answers and seek out the information you need to make an empowered decision.
6. **Be patient** – sometimes things do not happen as quickly as we would like them to. Be patient, positive, and persist until the situation is thoughtfully completed and all information is shared.

### Emergency Contact Information

Each student must have current emergency information on file in the school's office. This is the parent/guardian's responsibility to designate responsible individuals to be contacted in case of an emergency. Emergency information should be turned in at enrollment. If any information on the forms changes, it is the responsibility of the parent/guardian to call the office with the new information or to send a written notice to school with the student to present to office staff.

### Student Dismissals

A charter that has been approved by the Nevada State Department of Education and by the Clark County School District governs IICSN. Since our charter was renewed 2012 for another six years in a unanimous vote by the Clark County School District, we work hard each day to ensure the integrity of the charter, the intent of the educational system of Clark County, and the educational laws set by the State of Nevada are followed. In our approved charter, assigned minutes of instruction have been submitted by grade level. These instructional minutes **MUST** be followed in order to provide **ALL** of our students with maximum instruction.

Students may not be released early from classes on a regular basis as this does take away from the mandated instructional minutes. Early dismissal is considered to be any dismissal prior to the child's assigned dismissal time.

If you need to take your child early, it is necessary for you to bring an excuse or an appointment notification that your child will be attending a prescheduled event (doctor, dentist, etc.). Your child will be released to you for this event. Present the notification to the office and your child will be brought to you. You will be required to sign your child out for the day with office staff.

Parents who wish to pick their children up before the assigned dismissal times without an official notification will be asked to wait until the end of the day. To request your child early for your convenience is not recognized by the state or the district as a good reason for your child to leave before the end of the school day. This is considered to be a breach of the required instructional minutes for the school day.

## **Health and Safety Related Items**

### **Shots**

State law requires that all students attending Nevada Schools must provide evidence of immunization prior to enrolling and/or after having updated the shots. Please check with the Southern Nevada Health District and/or the school for required vaccinations.

### **Communicable Diseases**

All communicable disease should be reported to the school. Measles, rubella, chicken pox, and mumps, by law must be reported. The school will provide educational opportunities to students regarding measures that can be taken to reduce the risk of contracting or transmitting communicable diseases at school and at school sanctioned events. Students may be excluded from school and/or events if they are suspected of or diagnosed with a communicable disease that poses a health risk to others and that renders them unable to adequately pursue their studies. These diseases may include, but are not limited to:

1. Head lice
2. Pink eye
3. Strep throat
4. Impetigo
5. Ringworm or scabies
6. Mrsa or staph infections

As appropriate, the school nurse and administration will send a notice to parents. All medications must be stored in the school office in the original containers.

### **Medication at School**

Children required to take medication during school hours must annually, and with any medication changes during the year, file a form signed by both the parent and the doctor allowing the medication to be administered at IICSN. Prescription medications to be given at school or during school-sponsored activities must be in the original container and must have the following information printed on the container:

- The student's full name
- The name of the drug
- Dosage and administration instructions
- Time(s) to be given
- Healthcare provider's name and telephone number

The FASA, office manager or administrative assistant will dispense and observe the student take the medication. Parents are responsible for the delivery and pick-up of medications and informing the school of

any changes in the schedule for the medication. Under no conditions will a student be given non-prescription medication such as aspirin nor will the child be allowed to self-administer such a medication.

### **Health Office / First Aid Safety Assistant (FASA)**

At various times throughout the school year, the office, counselor, or the FASA need to contact parents concerning their children. It is critical that our school have the most current working phone numbers and emergency contact person information.

- The FASA is on duty every day and takes care of the immediate needs of the students.
- The office and FASA are responsible for filing accident reports, keeping health records including vaccinations mandated by law, maintaining and dispensing prescription medication, providing first aid and emergency treatment, and notifying parents/guardians in cases of medical emergencies, contagious diseases, or illness.
- The school is responsible for the day-to-day management of student injuries and illnesses. Parents are responsible for transportation if medical services are needed.
- Every accident or injury taking place during school hours and any athletic injury occurring during a school-sponsored event must be reported immediately to the teacher in charge and to the FASA. First aid/emergency guidelines will be followed and Emergency Medical Services (EMS) will be called as needed for immediate medical services. The parent/guardian is responsible for any charges incurred due to EMS transportation.
- A student suspected of having a contagious or infectious disease may be temporarily excluded from school until a licensed healthcare provider determines the student is not a health or safety threat to other students or staff members. If the condition is long term, the FASA must be notified so educational services may begin.

### **Preparedness Drills**

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures as outlined in the school's Crisis Response Manual. When the command is given or alarm is sounded, students need to follow the direction of teachers or others in charge quickly, quietly, and in an orderly manner.

If the drill should be an actual emergency, parents are asked to NOT call their children from cell phones. The ringing of a phone could cause chaos in the building involving an active shooter or bomb threat. Cell phones can actually trigger unhealthy situations. Your child is the responsibility of the school and its staff during an emergency situation. Please give them a chance to complete the jobs they have been trained to do.

If you should come to the school and be locked out and/or denied access, please do not continue to pound on the door to get entry. This could cause major problems for your safety and welfare. Wait in your vehicle until the situation has passed.

### **Confidentiality of Student Information**

Due to confidentiality of student information as outlined in the Family Educational Rights of Privacy Act of 1974 (FERPA), Innovations will not release or disclose information from a student's educational record via telephone, as we are unable to ascertain the identity of the parent/guardian or other

authorized personnel. If a parent/guardian has a question regarding their child's attendance, the parent/guardian must go to the attendance office and present valid proper identification (ex: driver's license, military ID, or other government issued photo ID) prior to any information being given.

### **Family Educational Rights and Privacy Act (FERPA)**

According to FERPA, school records of students are confidential. FERPA allows school officials to provide what is called 'directory information' without parental consent. However, public notice must be made before directory information may be made available. Parent notification is included in the back to school packets at the beginning of each school year for students and parents. Directory information includes the student's name, address, grade level, date and place of birth, participation in officially recognized activities and sports, weight and height if a member of an athletic team, years of attendance, degrees and awards received, and schools attended. Information other than directory information is not released without the written consent of the parent/guardian, eligible student or by court order.

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

Questions about educational records at the school should be directed to administration in writing. Parents or eligible students have a right to file a complaint regarding the school's compliance with these requirements by contact the Family Policy Compliance Office, U.S. Department of Education.

### **Hallway Passes**

When students need to leave class for any reason, they must obtain a written pass from the teacher. Students are expected to sign in and out of the classroom with the teacher. This includes restroom breaks and emergencies. This ensures proper supervision of students in case of an emergency and allows for campus security to locate a missing student.

### **Collection of School Fees**

IICSN is a public K-12 charter school dependent upon state and federal sources to fund the education of our students. When the state's budget is low, the school has limited resources to replenish lost, stolen, or vandalized instructional materials, textbooks, computers, furniture, school fixtures, and supplies. Innovations cannot supplement meal fees or the before and after school care programs as well. We rely on our students and family members to take good care of the instructional materials and supplies given the students yearly. We also rely on our families to fulfill their financial obligations regarding fundraising money collected, meals purchased/charged for students and for the childcare programs utilized daily. Innovations staff and administration realize that during the course of a school year, parents/families may fall upon hard times and need financial assistance. These cases need to be addressed with the principal and/or business department via written request and will be handled on an individual basis.

Paycheck stubs, tax returns, or school lunch status will be checked prior to providing scholarships to students/families.

### **Instructional Materials, Supplies, Furniture, and School Fixtures**

If, over the course of the year, your child should vandalize, lose, or misplace instructional materials, textbooks, computers and/or computer equipment, furniture, school fixtures, or supplies, the parents will be responsible to reimburse the school fees associated with fixing or replacing what has been lost, stolen, or destroyed.

### **Breakfast and Lunch Services**

In August 2019, Innovations was selected to become a Provision School to provide free breakfast and lunch to all students regardless of individual household eligibility. Schools implementing a provision have experienced great success, allowing them to make numerous improvements to their school nutrition programs. Benefits to this program are:

- Students receive breakfast and lunch at no charge while in attendance at Innovations
- The efficiency of serving all students at a free rate allows the children to be served more quickly and to enjoy more time eating
- No child is singled out or receives an alternate meal or denied a meal because fees are owed
- Innovations is able to help family budgets and reduce hunger among its students

It is the school's desire to assist our families as much as possible and to help our students be prepared for the rigor of learning each day by providing nutrition daily. However, if the children leave the school to attend another school, the free meal status does not go with the students. Parents will have to go through the application process with the District.

### **Procedures for Fees Owed**

1. Families will be given ample time to replace lost or stolen materials; bring meal fees current; or bring before and after school fees current.

2. Parents will be billed for the cost of replacement materials, meals owed, and technology replacement fees owed.
3. If the school's property is vandalized, parents will be issued a bill for the cost of materials and labor associated with fixing the vandalism inflicted by the child.
4. Money collected by students/families for fundraising events are expected to be turned into the school in a complete format with money owed matching items purchased/sold. Checks written with insufficient funds will be assessed an overdraft fee.
5. Report cards and/or transcripts will be withheld from the child and his/her family until the bill has been cleared.
6. Children who withdraw to go to another school will still be presented with a bill for lost or stolen property. The new school will be alerted to such fees.
7. Collection of fees and/or questions concerning fees will be handled through the school's Business Office. Parents will be given this information so arrangements can be made for paying the associated fees.

### **Code of Behavior**

I will show respect to all people by remaining silent and giving my full attention to the message being delivered.

I will show respect to all adults by choosing the appropriate language and behavior in their presence.

I will show respect to Innovations International Charter School by never doing or saying anything to upset our fine reputation.

I will keep a positive attitude about school and realize that education is the key to my future.

I will be responsible for my learning and the learning of others by following the two school rules:

- Keep your hands, feet, and other objects to yourself
- Be nice

I will listen carefully to everyone's views and opinions before making judgments, listening to gossip, or making assumptions that are incorrect.

I understand that everyone has the right to be heard and that views expressed may be different from mine.

I understand that I am a student at Innovations International Charter School and that as a student; I will seek adult help when I have problems with others.

I understand that I am responsible for my own actions and choices. If I make a good choice, I will receive good consequences. If I make a bad choice, I'll be fine, but with this bad choice, there will be consequences to follow.

### **Code of Conduct**

A written report describing the incident or infraction must be sent to the office with the student or as soon as possible thereafter. If the teacher desires a student-teacher-security-administrator conference, the teacher should so indicate on the referral form. Every effort should be made to hold the conference in a timely manner in order to determine the appropriate action to be taken.

Disciplinary action should be taken as soon as possible. When appropriate, the student shall be returned to the classroom.

If the behavior warrants, a future conference or referral will take place with the parents and teachers to determine the outcome of the incident.

Phone calls will be placed to the parent upon the conclusion of the disciplinary action in order to provide parents with notification of the incident and the discipline that will take place.

Judgment and discretion will be used in all punishment. Maximum use will be made of the school counselor to assist in disciplinary actions to be taken when the behavior so warrants.

Administration reserves the right to utilize any of the following procedures when dealing with disciplinary actions:

- Warning is given the child
- In house detention
- After school detention
- Required parent conference
- Suspension
- Expulsion
- Other as deemed relevant to the incident

The school administration will develop or revise disciplinary procedures in accordance with NRS 386.585. The school staff and parent organization will be involved when feasible.

## **Classroom Discipline**

If classroom discipline is a problem, it should in most instances, be handled by the classroom teacher. The following steps will be followed:

1. Warning Given for First Offense
2. Time Out Issued for Second Offense
3. Phone Call Home for Third Offense
4. Detention Served for Fourth Offense
5. Visit Administration for Fifth Offense

If the teacher is confronted with a situation so serious that it should be brought to the administrator's attention; or if the teacher is confronted with a situation that is unacceptable, a referral will be made immediately for administrative action.

## **Title IX: Non-discrimination Policy**

NON-DISCRIMINATION (Title VI, Title IX, Title II, Sec 504) Innovations International Charter School of Nevada (IICSN) does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. Innovations is committed to creating a safe, healthy, learning environment for all students that enhances personal safety and encourages respect, dignity, and equality among students. Innovations is committed to creating and maintaining a learning environment that is free from bullying, harassment, and discrimination.

Any person who believes he or she has been the victim of discrimination should report the alleged discrimination within 30 days of the occurrence to the Administration at Innovations or submit a discrimination complaint form (available at the Front Reception desk) to the school's Administration. Once complaints (including anonymous complaints) have been submitted, designated personnel will instantly receive the complaint, begin an investigation, track progress, determine whether the alleged conduct constitutes a violation of Title VI, Title IX, Title II, Section 504, or the Age Discrimination Act, and take appropriate action.

**Title VI** of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, or national origin. If your Title VI complaint is unresolved at the school level, you may file an appeal with the Department of Human Resources.

**Title IX** of the Education Amendments of 1972 prohibits discrimination on the basis of sex. Title IX also prohibits gender-based harassment, which may include acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex- stereotyping, even if those acts do not involve conduct of a sexual nature.

**The Title IX Coordinator** for Innovations is Ken Malin, Director of Human Resources. Mr. Malin may be contacted by calling the school at 702-216-4337 or by email: [ken\\_malin@iicsn.org](mailto:ken_malin@iicsn.org).

**The Age Discrimination Act** of 1975 prohibits discrimination on the basis of age. **Title II** of the Americans with Disabilities Act of 1990 prohibits discrimination on the basis of disability.

**Section 504** of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability.

Appeals for Discrimination complaints involving students on an IEP/504 plan will be processed through the school's administration. For further information from the Office of Civil Rights (OCR) on notices of non-discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

### **Student Wellness Policy**

Innovations International Charter School of Nevada is committed to providing a learning environment in which students can make healthy food and beverage choices and have opportunities to be physically active. Research notes there is a connection between nutrition, student achievement, and classroom behavior. Federal law requires every school to have a wellness policy. These policies must address nutrition education, physical activity, school meals, and all other foods and beverages available at school.

This Student Wellness Regulation complies with the Nevada Department of Education's Statewide School Wellness Policy and the Child Nutrition Program (CNP), and with the federal statute: Healthy, Hunger-Free Kids Act of 2010.

### **Nutrition Standards**

- A. Nutrient standards will apply to all foods and beverages sold or given away to students during the period from midnight before, to 30 minutes after, the end of the official school day. Only approved snacks and beverages may be offered. Food must be commercially prepared and meet all nutrient and beverage standards with the exception of food grown in school gardens. Food and beverages sold more than one-half hour after regular school hours are exempt from this regulation.
- B. These standards govern the nutrient value, calories, and portion sizes of foods and beverages sold in all school venues, including but not limited to, student stores, vending machines, and cafeteria a-la-carte. This regulation also applies to fund-raising and all activities sponsored by the school conducted on property during the school day.
- C. Lists of approved foods and beverages will be retrieved from the Clark County School District Food Service Department and will be updated as appropriate.
- D. All food and beverage choices sold or given to students must meet all of the following nutrient standards (including any condiments)

|                            |   |
|----------------------------|---|
| Calories: Snack/Side Item: | Less than or equal to 200 calories per item as served |
| Entrée:                    | Less than or equal to 350 calories per item as served |

|         |                  |   |
|---------|------------------|---|
| Sodium: | Snack/Side Item: | Less than or equal to 200 mg per item as served   |
|         | Entrée:          | Less than or equal to 480 mg per item as served   |
| Fat:    | Total Fat:       | Less than or equal to 35% total calories from fat |
|         | Saturated Fat:   | Less than 10% total calories from saturated fat   |
|         | Trans Fat:       | Zero calories from trans fat                      |
| Sugar:  | Total Sugar:     | Less than 35% by weight                           |

- E. In addition to the above nutrient standards, food items must meet at least one of the following criteria:
- Be a grain that contains greater than 50% whole grains by weight or have whole grains listed as the first ingredient on the food label
  - Have listed as the first ingredient on the food label, one of the non-grain main food groups: fruit, vegetable, dairy, or protein foods
  - Be a combination food that contains at least one-quarter (1/4) cup fruit and/or vegetable
  - If water is the first ingredient listed, the second ingredient must meet one of the above criteria
- F. Sugar-free chewing gum is exempt from all competitive food standards and may be sold to students at the discretion of the principal

### **Beverage Standards**

Carbonated beverages or beverages containing any dietary supplements that do not have a Recommended Daily Allowance/Adequate Intake (RDA/AI) including herbal supplements cannot be sold or given away during the school day.

- A. Allowable Beverages
- Plain water – no size limit
  - Milk – unflavored nonfat, unflavored low-fat, or flavored nonfat milk
    - Elementary: less than or equal to 8 fluid ounces per serving
    - Secondary: less than or equal to 12 fluid ounces per serving
  - Juice – 100% fruit and/or vegetable juice, 100% juice diluted with plain water
    - Elementary: less than or equal to 8 fluid ounces per serving
    - Secondary: less than or equal to 12 fluid ounces per serving
- B. Other Allowable Beverages
- Noncarbonated calorie-free beverages less than or equal to 20 fluid ounces per serving
  - Noncarbonated lower calorie beverages less than or equal to 60 calories. Eight (8) fluid ounce servings must be less than or equal to 40 calories
- C. Caffeine

All foods and beverages in elementary schools and secondary schools must be noncarbonated and caffeine-free, with the exception of trace amounts of naturally-occurring caffeine substances (ie: chocolate milk). Caffeine is permitted at the high school level upon the discretion of the principal.

### **Incentives and Rewards**

Schools and teachers are strongly encouraged to utilize forms of incentives or rewards that are not food based. Any food awards are required to be in alignment with the nutrient and beverage standards as specified above.

### **Fund-Raising**

During the school day, all items sold to students on the campus must meet the nutrient and beverage standards noted above. The school day is defined as the period from midnight before to 30 minutes after the end of the official school day. Fund-raiser exemptions will not be granted.

### **Free/Reduced Meals**

Meals provided to students under the National School Lunch Program and School Breakfast Program are exempt from this regulation as they are governed by Federal Regulation (DFR 7 [11] [A] Parts 210 and 220).

### **Special Occasions**

All food for special occasions must be commercially prepared to minimize risks of foodborne illnesses and to avoid known food allergens. Food must meet the nutrient and beverage standards within this regulation with the exception of an activity that is part of a learning experience related to the reinforcement of established lesson plans in the classroom.

### **Physical Activity**

1. IICSN will provide the opportunity for at least 30 minutes daily of moderate to vigorous physical activity.
2. Passing periods do not qualify as physical activity time.
3. Teachers, school personnel, and community personnel will not use physical activity, or withhold opportunities for physical activity as a punishment.
4. It is recommended that students be given physical activity opportunities in bouts of 10 minutes at a minimum.

### **Nutrition and Wellness Education**

1. Nutrition and wellness information, including tobacco, alcohol, and other harmful substances prevention resources will be disseminated to students through health and physical education.

2. Nutrition and wellness information will be available on the CCSD website to assist students, teachers, and parents in making healthy lifestyle choices.
3. Nutrition and wellness information will be provided to parents.

### **School Wellness Coordinator**

1. The administrator will designate a School Wellness Coordinator at his/her school to provide an annual status of the school's implementation of an annual wellness regulation.
2. The administrator will work with the School Wellness Coordinator to ensure the wellness goals are met.
3. The school will retain records demonstrating compliance with meeting the Wellness regulation.

### **Birthday Parties**

Keep in mind that each child's birthday can mean multiple celebrations; one at home with family, a party with friends, and then another at school. Food does not have to be a part of school parties. If food is a way families want to celebrate; the suggestions below can be used to minimize 'sugary sweets'.

- Fruit smoothies
- Trail mix
- Fruit kabobs
- Angel food cake with fresh fruit
- Light or low-fat popcorn
- Applesauce or other fruit cups
- Raw veggies served with low-fat dip
- Graham crackers
- Whole grain tortilla chips and salsa
- Whole grain crackers with dip or cheese

### **Traffic Policy**

Innovations International Charter School is well aware of the need for student safety during the morning and evening hours of student drop off and pick up times. At times, parents and/or drivers are running late or in a hurry to get children into the building and forget that young children may be walking in front of or behind their cars. We believe it is critical that you help us to keep your children safe at all times.

Staff members are posted in our parking lots to direct drivers to ensure flow of traffic and student safety. Their job is to help our parents/guardians with better efficiencies in dropping off and picking up your children and keeping everyone safe. Please treat them with respect and cooperation.

If there are areas that have been 'coned off' please do not drive over the cones. These areas may be set aside for staff or for walkers who need safety to get into the building. Please remain in line as you come onto the campus staying to the right lane (curb area) as you approach the drop-off/pick-up area. In order to keep this line moving smoothly, we will not allow anyone to 'cut' to the right curb lane from the left side

(driving lane). We will direct all cars to continue to pull forward on the curb lane, allowing cars to not stack up in these two areas. As cars exit the curb lane, please pull forward to allow more cars to access the area. At the curb, direct your child to exit and enter your car from the passenger or curb side of your car. The driver must stay in the car at this time. We will not allow students to walk voluntarily into the driving lane to enter or exit cars on the driver's side of the vehicle. This is a safety hazard for them. Your cooperation is essential and appreciated by all.

If you wish to come into the school or meet your child on campus, please drive through the drop-off/pick-up area in the left driving lane, pull into our parking lot, park, and proceed onto the school grounds using the walkway provided.

### **Traffic Policy**

Please read the following traffic flow policy for the 2018 – 2019 school year. While most of our parents follow these guidelines already, we need to ensure 100% cooperation. The following guidelines will be in effect for the 2018 – 2019 school year during school hours from 6:30 a.m. – 6:30 p.m. Monday – Friday.

1. All State of Nevada traffic laws must be followed.
2. Instructions of school personnel directing traffic must be followed.
3. Enter the City Impact Campus from Sahara and exit through St. Louis.
4. Enter the City Impact Campus from St. Louis and exit through Sahara.

### **Drop-Off in the Morning**

- Enter the campus and stay to the right curb lane
- Stay on line – do not attempt to cut in front of others to gain a spot on the curb
- Move forward as cars leave the curb lane
- Stay in your car
- After your child is dropped off, exit the curb lane so others can advance
- Drop off and Go

### **Pick-Up in the Afternoon**

- Enter the campus and stay to the right curb lane
- Stay on line - do not attempt to cut in front of others to gain a spot on the curb
- Move forward as cars leave the curb
- Stay in your car
- When you have your child, exit the curb lane so others can advance
- **Pick-Up and Go**

All parents/guardians wishing to talk to the teachers, **MUST** park their vehicles in the designated parking areas to enter the campus. All children are signed out at the end of the day by a parent/guardian unless you have notified the school in writing that your child walks to and from school daily.

All parents/guardians who have other friends/family members who will be called upon to bring a child to school or take a child home, must have a copy of their driver's license on file in the office in order to have a child released to someone other than the parent/guardian. We want to ensure we are releasing children to the proper adults each day.

Thank you for remembering to drive slowly and carefully when exiting the parking lot (s). Please do not use cell phones during the designated drop-off and pick-up times.

**\*\* Note:** We are always working to ensure expediency and safety. The policies may change throughout the year if we find a better method.

**\*\* Note:** On inclement weather days, parents will be asked to park their vehicles and come into the school to physically get their child.

Thank you.

## **High School Core Course Descriptions**

### **English 9**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text, completing more complex writing assignments, and reading and analyzing a range of literary and informational discourse. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 9 Honors**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course is designed to build on knowledge and skills acquired in earlier grades but in more sophisticated ways such as mastering the language, structure, and rhetoric of text, completing more complex writing assignments, and reading and analyzing a range of literary and informational discourse. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 10**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course focuses on traditional (e.g., argument, persuasive, expository), technical, and creative modes of composition. A variety of literary genres will be used for the further development of reading strategies, literary appreciation, and interpretation. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 10 Honors**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course focuses on

traditional (e.g., argument, persuasive, expository), technical, and creative modes of composition. A variety of literary genres will be used for the further development of reading strategies, literary appreciation, and interpretation. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 11**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Various literary genres will be studied and used as springboards for composition. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 11 Honors**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. This course requires expository, analytical, and argumentative writing assignments that are based on readings representing a wide variety of prose styles and genres. Various literary genres will be studied and used as springboards for composition. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 12**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **English 12 Honors**

This one-year course provides instruction in the English Language Arts strands identified by the Common Core State Standards as reading, writing, speaking and listening, and language. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instruction focuses on refining the skills required for post-secondary success. The writing focus in this course includes analysis, synthesis, and argumentation as they relate to workplace and real-world situations. The appropriate use of technology and digital media are integral parts of this course. This course fulfills one of the English credits required for high school graduation.

### **Fundamentals of Reading**

This one-year course incorporates a laboratory where students work individually to improve achievement in reading. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course does not fulfill English credits required for high school graduation. This course fulfills one elective credit required for high school graduation and may be repeated once.

### **Algebra I**

This one-year course is designed to provide students with the necessary knowledge and skills to be prepared for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computer software, is an integral part of this course. This course will fulfill the algebra requirement for and one of the mathematics credits required for *high school* graduation.

### **Algebra I Honors**

This one-year course is designed to provide students with the necessary knowledge and skills to be prepared for further studies in mathematics. It is intended to increase mathematical fluency in problem solving, logic, reasoning, and effective communication in the study of patterns, functions, and algebra. This course builds on the concepts of rational and irrational numbers, data analysis, probability, geometry, measurement, spatial relationships, patterns, and algebraic concepts. The use of technology, including calculators and computer software, is an integral part of this course. This course will fulfill the algebra requirement for and one of the mathematics credits required for high school graduation.

### **Algebra II**

This one-year course in algebra continues and expands upon the concepts and procedures learned in Algebra I. It has the primary goal to develop competence in using variables and functions to model numerical patterns and quantitative relations. Emphasis is on the study of polynomial, rational, exponential, and logarithmic functions, systems of equations and inequalities, matrix arithmetic, and sequences and series. Connections to other areas of mathematics and applications to other disciplines are integrated into the course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including graphing calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

### **Algebra II Honors**

This one-year course provides students with a rigorous study of functions and statistics, including advanced topics. This course is designated as honors level by the accelerated instructional pacing and depth of

content. It incorporates problem solving, reasoning, modeling, and effective communication skills through the study of polynomial, rational, radical, exponential, logarithmic, and trigonometric functions; the design of statistical studies; and statistical inference. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course will fulfill one of the mathematics credits required for high school graduation.

### **Geometry**

This one-year course provides students with a rigorous study of Euclidean geometry including. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

### **Geometry Honors**

This one-year course provides students with a rigorous study of Euclidean geometry including advanced topics. It incorporates problem solving, reasoning, modeling, and effective communication in the study of transformational geometry, trigonometry, measurement, and probability. The use of mathematical tools and technology, including calculators and computer software, is an integral part of this course. This course fulfills one of the mathematics credits required for high school graduation.

### **Topics of Modern Math**

This one-year course is the study of advanced mathematical topics and their applications to prepare students for college-level mathematics. Emphasis will be on refining problem solving skills through modeling and project based learning. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of technology, including calculators and computers, is an integral part of this course. The prerequisite for this course is successful completion of Algebra II. This course will fulfill one of the mathematics credits required for high school graduation.

### **Biology**

This one-year course is designed as a survey of the biological sciences. The emphasis is on developing inquiry skills and problem-solving techniques while developing an understanding of major biological concepts. The course will also familiarize the students with the nature of science and technology. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

### **Biology Honors**

This one-year course is designed around introductory biological concepts designed for the academically-oriented student. Emphasis is placed on developing critical-thinking skills, research skills, and laboratory techniques. Independent study projects and inquiry-based learning experiences are integral parts of the course requirements. Instructional practices will incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course will fulfill one credit of the Nevada high school graduation requirement for science and qualifies as a laboratory science for college entrance.

### **Chemistry**

This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics included are mathematics of chemistry, safety, laboratory procedures, properties of matter, atomic theory and structure, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, states of matter, acids-bases-salts, equilibrium, thermochemistry, polymer chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit toward high school graduation and qualifies as a laboratory science for college entrance.

### **Chemistry Honors**

This course is designed for those students who have successfully completed Algebra I and exhibit an interest in science, especially chemistry. Topics include: mathematics of chemistry, safety, laboratory procedures, elements-compounds-mixtures, atomic theory and structure, structure and organization of the periodic table, mole concept, chemical bonding, nomenclature, chemical equations, stoichiometry, kinetic molecular theory, phases of matter, solutions, acids-bases theory, equilibrium, thermochemistry, organic chemistry, nuclear chemistry, chemistry of the environment, and career opportunities. Science, Technology and Society (STS) issues will be an integral on-going part of this course. Additional topics may include history of chemistry, biochemistry, qualitative chemistry, and research projects. The instructional pacing and the delivery of advanced content will distinguish this course from Chemistry I. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. This course fulfills one science credit towards high school graduation and qualifies as a laboratory science for college entrance.

### **Physics**

This is a first year algebra-based introductory physics course dealing with a broad range of topics, from the study of motion and energy in the first semester to waves, electromagnetism, atomic and modern physics in the second semester. Even though we are mainly interested in the *concepts* behind certain physical phenomena, an algebra and geometry background is very helpful in expressing these concepts mathematically using simple equations. This course emphasizes conceptual understanding through labs,

hands-on activities, projects, and problem-solving exercises. This course fulfills one of the science credits toward high school graduation.

### **Physics Honors**

This one-year course is designed for those students who have successfully completed Algebra I and who exhibit an interest in science. Topics included are the following: laboratory procedures, mathematics applications, laboratory safety, waves, optics, relativity, kinematics, dynamics, energy, heat, electricity and

magnetism, and atomic structure. Physics is a course that informs students about the interconnectedness among different types of forces and energy transformations. Demonstrations and/or lab experiences are to be an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the science credits toward high school graduation and qualifies as a laboratory science for college entrance.

### **US Government**

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the United States Government credit required for high school graduation.

### **US Government Honors**

This one-year course is a study of United States federal, state, local, and tribal governments evaluating the impact of political foundations, structures, processes, and institutions. Students apply constitutional principles to assess the growth and development of the United States government and political system. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. Government credit required for high school graduation.

### **US History**

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

### **US History Honors**

This one-year course is a study of American history with an emphasis on the Modern World from 1900 to

the present day. Students explore and evaluate the significant historical events and the consequences. This course provides an examination of historical themes to analyze how new events continue to shape our nation and society today. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the U.S. History credit required for high school graduation.

### **World History**

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

### **World History Honors**

This one-year course examines societal development from the Renaissance to the present with an emphasis on emerging ideologies, expansion of empires, growth of nations, and an increase of global interdependence. Students develop an understanding of current world issues and relate them to their historical, geographical, political, economic, and cultural contexts. This course is designated as honors level by the accelerated instructional pacing and depth of content. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills the World History/Geography and the Arts/Humanities credits required for high school graduation.

### **Business Software Applications**

This one-year course emphasizes the importance of computer technology in the business world. The business of computers from a marketing perspective is addressed. This course focuses on developing an understanding of the functions of a computer and an awareness of various software programs utilized in business environments. Computer technology is explored as an effective communication, design, and management tool. This course is one of the introductory courses in the Academy of Finance's pre-academy program and will fulfill one half of the elective credits required for high school graduation.

### **Intro to Computers**

This one-semester course is designed to acquaint students with the proper techniques for personal use of the computer. Emphasis is placed on the mastery of the keyboard and the development of touch keyboarding with speed and accuracy. Students will also learn the basic principles of keyboarding, word processing, and multimedia, spreadsheet, and database applications. It is designed specifically for students interested in meeting the computer competency requirement for graduation. Introductory Computer

Concepts will fulfill either one-half computer credit or one-half elective credit required for high school graduation.

### **Video Production I**

This one-year course is designed for the study and practice of the basic elements of broadcasting. There is a major emphasis on video recording and editing, news reporting, and writing for television. This class is performance based and will fulfill one of the elective credit requirements for graduation.

### **Video Production II**

This is a one-year course designed to provide students with a continuing education in the field of broadcast journalism. Students must have successfully completed Broadcast Journalism I with a grade of "C" or

better and receive teacher approval. In addition to reviewing the television production process, students will place a greater emphasis on editing and post-production in this course. Students will produce a daily live newscast, a bi-monthly variety program, as well as helping to compile a video yearbook. Students will continue to master the basic concepts of writing for television, camera usage, and lighting, audio, interviewing, and on-air talent production techniques. This course will fulfill one of the elective credits required for graduation. This course may not be repeated for credit.

### **Foreign Language I - ASL**

ASL 1 is an introduction to American Sign Language (ASL). Includes basic grammar, vocabulary, fingerspelling, numbers, and cultural information related to the Deaf Community. This course will fulfill one of the elective credits required for graduation.

### **Foreign Language II Honors- ASL**

ASL2 is a continuation of ASL 1. Expands vocabulary, grammatical knowledge, and cultural awareness. Introduces increasingly complex grammatical aspects, and emerging interpreting skills. This course will fulfill one of the elective credits required for graduation.

### **Health Education**

This one-semester course examines the intricate relationships between the structural and physiological functions required for the mental, physical, social, and emotional wellness. Topics include decision making, wellness, nutrition and physical activity, body systems, substance use and abuse, communicable and non-communicable diseases, violence prevention, safety, and consumer health. Sex education and sexually transmitted infectious disease education, within established guidelines, is an integral part of this course. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to our society. The appropriate use of technology is an integral part of this course. The course fulfills the one-half credit of health required for high school graduation.

### **Lifetime Sports**

This yearlong course is an activity oriented course designed to provide students with a comprehensive understanding of lifetime sports. Terminology, physical and mental well-being, skill development, and the techniques of officiating will be emphasized. Only eleventh and twelfth grade students may take this elective course.

**PE I**

This one-year course focuses on students becoming independent decision makers capable of planning for lifetime fitness and physical activity, while achieving current personal fitness and activity goals. Students are provided with experiences in psychomotor skills, movement, goal-setting, and health-related fitness knowledge. Students participate in movement experiences, team sports, individual and dual sports, dance/rhythms, and lifetime recreational activities. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The appropriate use of technology is an integral part of this course. This course fulfills one of the two physical education credits required for high school graduation.

**PE II**

This one-year course, required in the tenth grade, focuses on the physical, mental, social, and emotional development of the individual in cooperative and competitive settings. The student is provided with experiences in psychomotor skills, movement, and lifetime health-related fitness knowledge, skills, and values. The goals of this course are accomplished through participation in movement experiences and application of movement principles found in team sports, individual/dual sports, fitness and wellness activities, dance/rhythms, and lifetime recreational activities. Rules, strategies, and safety are emphasized in relation to active participation and development of knowledgeable spectators. Self-esteem is incorporated into all areas of the curriculum as is the exploration of career opportunities in related fields. This course will fulfill one of the two physical education credits required for graduation.

**Student Aide**

This one-year course is designed to allow students to assist teachers in classroom management. Under the direction of a supervising teacher, students will gain experience in clerical duties, laboratory assistance, working with faculty members, and following directions. Students are assigned to supervising teachers by a formal application process. Students are limited to one credit. This course will fulfill one of the elective credits required for graduation.