

Parent - Student Handbook

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Home of the Ambassadors

2016 - 2017

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Table of Contents

Item	Page Number
Welcome From The CEO	3
Message From The Assistant Principal	4
Purpose of the Handbook, Mission Statement, 3 R's	5
Strategic Goals, Daily Expectations, Two Rules	6
Arrival and School Hours	8
Enrolling/Reenrolling Students	11
Enrolling Military Children	12
Absences/Attendance	14
Denial Of Credit	15
Tardiness To School	16
Approved/Unapproved Absences	17
Truancy	19
Parental Involvement	22
Parents At School/Visitor Procedures	23
Student Dismissals	25
Trespassing And Visitor Control	26
Health Related Information	28
A Parent/Teacher Guide To Communication	30
Collection Of School Fees	31
Public Concerns Procedures	33
Process For Resolving Concerns	36
Code of Behavior	38
Code of Conduct	39
Code of Honor	40
Parent Code of Conduct	42
Dress Code	44
Nevada Educational Involvement Accord	46
Electronic Devices Policy	49
Student Wellness Policy	50
Traffic Policy	54
Computer And Equipment Acceptable Use Policy	56
Internet Safety Policy	60
Safe And Respectful Learning Environment	62
Law Enforcement	68
Academic Counseling	70
Extra Curricular Activities	71
High School Graduation Requirements	74
Middle School Promotion/Retention Procedures	75
K-5 Promotion, Retention, And Demotion Of Students	77
Grade Level Credits/Grading	79
SB 391 – Read By Three	82
Course Descriptions	81
Student Management	97
Suspensions	102
Expulsions	104
Offensive Behavior Resulting In Disciplinary Actions	107
Administrative Actions	113
Bell Schedules	116
Lunch Schedules	118

Welcome

A famous man once said, “ Education is the most powerful weapon which you can use to change the world.” (Nelson Mandela)

All of us at Innovations are very excited to have the opportunity to help with educating your child. There is nothing more precious than your children – our children in this world. We are honored that you have chosen us to help with this.

Innovations has been selected to be a Victory School again this year. This is a status given to schools through legislation and Governor Sandoval’s office. While the term Victory School may mean one thing to legislators, to us it means that we are going to bring our children forward in mastering reading, writing, mathematics, science, and all other subject areas needed to be proficient. It means that we are going to work with your children to become good citizens and to learn to take leadership roles so they can advocate for themselves and others. We had a successful year last year with our students’ academic success while introducing them to a variety of forms of technology-enriched instruction.

It is the belief of our staff that our children will live up to the expectations and the beliefs that we have in them. When our students walk through our doors, we see endless possibilities and welcome the chance to work with them. It’s an exciting time of year as we plan and move forward with the new curriculum and programs we have chosen to put into place.

Helping parents to become our learning partners is the most critical step of all in working towards a child’s success. Helping at home, asking questions about what your child is learning in school, and visiting the school are all critical parts of a child’s success. You are your child’s first set of teachers. The messages you leave in their hearts and in their confidence sets them upon a path of success. We are ready and willing to help you on this plan, as each of our students is unique and quite capable of learning.

Thank you for selecting our school. We look forward to an exciting school year and a fruitful partnership with our families and parents.

Dr. Masin, Chief Educational Officer

Message From The Assistant Principal

Students,

“Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of their championship character.” (Alan Armstrong)

As you prepare for your new school year, please keep in mind that when you enter the first day of school, you are preparing to learn and to have a good year. Whether you are in kindergarten beginning your first formalized education or a senior preparing to graduate, the winner is not the one who reaches the finish line first. He/she is the student who gets the most out of the year and accomplishes more than anyone believed could be possible.

Throughout the school year, we will be taking interim assessments in language arts and mathematics. It is important that you do your best on all of these tests. Not only do they measure your growth and show you how much you have learned, but for students in grades 3 – 12, these tests mirror your end of the year standardized exams. Taking your time, thinking problems through, and looking for evidence to back up what you read are the key skills to master this year.

We are very excited to be able to share the new school year with you. Remember that you are a champion and that you will show us each day just how wonderful you are. Congratulations on coming this far and the best of the new school year to all of you!

Mr. Poole, Assistant Principal

Purpose of the Handbook



This handbook is designed to help our families understand the policies and procedures followed at the school each day. It is critical that you review this document and keep it where you can access it for the year. The school's policies are continually refined and updated in an effort to provide quality assistance for our families. While we would like to think that all of the information needed throughout the year could be found in this book, we cannot guarantee this handbook is all-inclusive. Please note that we have included what we believe to be the most critical of information to help you get started for the new school year. Throughout the year, as situations arise, more information will be sent to keep you updated as to changes. Thank you in advance for your help with this and we wish you and your family a wonderful school year.

Mission Statement

Innovations International Charter School's mission is to provide our students with a safe learning environment focused on academic success utilizing our global curriculum while preparing our students for life.

3 R's for Education

Relevance: making learning relate to the real world

Responsibility: adults teach – students learn as well as being responsible for oneself and others

Relationship: building connections between our students, adults, community members and staff members

Strategic Goals

- ❖ Create, maintain, and improve our educational program to promote academic achievement for all students
- ❖ Coordinate community interactions to increase support for our students and families
- ❖ Employ instructional strategies that take the needs of individual students into account
- ❖ Enhance student learning through the use and mastery of technology
- ❖ Model responsibility for learning and help our students see they can achieve with work and effort
- ❖ Empower students to take the knowledge learned in the classrooms to a higher level of performance
- ❖ Set and maintain high expectations for our students
- ❖ Increase student proficiency levels in reading and mathematics while decreasing the achievement gaps between our school, the state, and the district
- ❖ Help our children to understand and celebrate their uniqueness
- ❖ Support our families by becoming partners in the education of their children

Daily Expectations

- ❖ Students will arrive on time for school each day ready to begin their day
- ❖ Students will be in uniform with their uniforms visible for all to see
- ❖ Students will follow the school's rules at all times
- ❖ Students will come to school prepared with all of the materials needed to learn
- ❖ Students will come to school with an open mind ready to learn new things and ready to share their knowledge with others

Two School Rules

Keep your hands, feet, and other objects to yourself

Be nice

Critical Information

2016 - 2017



Ambassadors

Arrival and School Hours

Arrival, Dismissal, and School Hours

- 6:30 a.m. Innovations' Before School Program begins working with its students each morning that school is open. Doors will open at that time to accept students for the day. Students arriving before that time will not be supervised.
- 7:09 a.m. Early Bird Classes begin at the City Impact Campus ONLY – Not all students will attend this class – Students should check their schedules
- 7:10 a.m. Innovations will begin serving breakfast to early arrival students
- 7:45 a.m. Innovations faculty and staff will arrive to prepare for the school day
- 8:00 a.m. Students will arrive and be in class ready for instruction for the day
- 8:00 – 8:30 a.m. Breakfast After The Bell for students needing to eat
- 3:30 p.m. Students in grades K-2 will prepare to dismiss for the day
- 3:45 p.m. Students in grades 3-4 will prepare to dismiss for the day
- 4:00 p.m. Students in grades 5-12 will prepare to dismiss for the day
- 4:10 p.m. Students not released to parents/guardians and those in the After School Program will be escorted to the cafeteria
- 5:00 p.m. Students working in the after school program will begin receiving dinner
- 6:00 p.m. Innovations will be closing activities in preparation to have the after school program closed for the day
- 6:00 p.m. After school program staff will leave for the day, as all children should have been released to parents

Supervision

Before School All students will enter with their parents and sign in for the morning program. Students will be assigned where to go. Students will be supervised by IICSN until they are turned over to their homeroom teacher (s) at 8:00 a.m.

After School All students will be assigned to IICSN staff members and can be picked up from their assigned rooms until 6:00 p.m. After 6:00 p.m., parents are to go to the cafeteria for their children.

Inclement Weather

During the inclement weather, (rain, strong wind, cold, etc.) students are kept indoors for recess. This is to help keep the children warm and to help those with asthma. Outdoor recess will be held as often as possible, so please make sure you dress your children with coats, sweaters, or sweatshirts accordingly.

Procedures

COMPLIANCE

REGULATIONS

GUIDELINES

Enrolling Students

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/Reenrollment

To receive an application for open enrollment, a parent or guardian may go to our website at 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/reenrollment 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, Innovations 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, Innovations 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.

Absences/Attendance

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 school days (10) 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.

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 who 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 the child
- Phone call home to parent
- In house detention
- After school detention
- Mandatory Saturday school attendance
- Require Parent Conference
- Suspension

- Filing truancy charter with appropriate services
- Other as deemed relevant to the incident

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 Innovations 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.

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.

Notification Of Absence

Notifications of student absences will be made to the parent/guardian of students as recorded in Infinite Campus, the school's student information system. This will be done for each unverified absence.

In the event of an unapproved absence, the registrar or administrator will deliver or cause delivery of a written notice of truancy to the parent/guardian or other person having control or charge of the student (NRS 392.130(4)).

Makeup Work

After any absence, the parent/guardian is responsible to contact the school to obtain appropriate makeup work. This must be done within one (1) day directly following the absence. Once contact has been made, the nature of the makeup work will be communicated to the student and parent/guardian. Students will be given three (3) school days to complete makeup work and return it to school to be graded. **Failure to complete the makeup work by the student for an excused absence within the maximum of three (3) days will result in an unexcused absence counting toward the limitation of absences.**

This policy is applicable to students participating in a program of special education or a Section 504 Plan, but subject to the student's IEP or 504 Plan and in accordance with the Individual with Disabilities Education Act.

**** Please allow at least 24 hours from the time of the parent/guardian request to prepare a student's makeup assignments. All makeup work will be left in the school's offices to make it easier for the parent to retrieve.

Parental Involvement

Working Together

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

Parents At School/Visitor Procedures

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 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 email 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 chare 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.

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.

Health Related Information

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 scabbies
6. Mrsa or staph infections

As appropriate, the school nurse and administration will send a notice to parents.

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

All medications must be stored in the school office in the original containers.

The 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.

Preparedness Drills

From time to time, students, teachers, and other district employees will participate in preparedness drills of emergency procedures. 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.

Each of the Innovations campuses has a Crisis Response Manual it follows in times of emergency. You may ask to see this manual so you will know its contents and see the types of training our staff engages in to keep our children safe. The manual may not be taken from the office or school.

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

Collection of School Fees

Innovations International is a public K-2 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/Lunch/Food Fees

Parents are responsible for making sure their child's meals are paid for weekly. Innovations cannot allow students to eat for meals unpaid over the fee of \$5.00. Younger children will be offered an alternative meal while the school waits for its fees. Older children will not be served breakfast or lunch until their fees have been paid.

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.

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
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Talked/met with teacher	___	___	___	___
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Talked/met with principal	___	___	___	___
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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.

School Codes



Student Behavior Code

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

✓ Do It ...

✓ Own It ...

✓ Fix It ...

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



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.

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.

What is cheating?

Cheating or academic dishonesty can take many forms, but always involve 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 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.

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 email, 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.

Dress Code

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 work 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 Required Parent Conference and/or 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

Note the following guidelines for school uniforms.

1. Students are expected to use good hygiene and wear clean clothing to school.
2. An approved school shirt with the school's logo will be worn each school day. If the child forgets his/her school shirt, a loaner shirt will be provided from the office. The student is responsible for returning the shirt at the end of the day. Should this shirt not be returned by the end of the week, a fee will be charged to the family in an effort to replace the unreturned shirt.
3. School shirts must be worn to cover the body of the student. Draping the shirt around the shoulders, neck, or other body parts is unacceptable.
4. **School shirts must be visible at all times.**
5. Altering the school shirt will not be tolerated and will result in disciplinary actions.
6. Shirts will cover the students' shoulders as well as meet the top of the bottom garment.
7. Students will be asked to wear pants, shorts, skorts, or capri pants that are either **solid black or khaki (beige)** in color. The school recognizes that some designers/manufactures design their own logo into the clothing. The logo may be acceptable, but further designs and/or stripes on pants are not allowed. It is expected that these will be comfortable for the students and loose enough to allow for participation in the physical education program.
8. **Knit pants may be worn at school as long as they are made of a substantial material that does not provide a compromise to student health and safety.**
9. **Knit leggings are not allowed unless worn under a skirt as the material is thin and can easily be damaged or compromise the safety of the student.**
10. Skirts, shorts, skorts, or jumpers will be no shorter than fingertip level above the knee.
11. Undergarments must be secured under the student's clothing. It cannot be viewed by other students or staff.

12. Pants or shorts for male students should be secured with a belt, not slouching.
13. Shoes with soles will be required for student safety at all times. Shoes with open toes (sandals, flip flops, etc.) will not be acceptable for wear at school.
14. Bedroom slippers are also not allowed for wearing at school. These offer no protection for the student.
15. Middle and high school students will be expected to purchase and wear the school's physical education uniform to PE on their assigned days. These will be used only during PE class and should be taken home to be cleaned and returned in good condition.
16. 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.
17. Habitual offenders of the dress code will be subject to disciplinary actions from the office up to including calling the parent and/or suspending students who habitually violate the dress code policy.
18. Dress code violations will not be tolerated.

Clothing that carries derogatory connotations and is obscene or suggestive is not allowed at school. Clothing that distracts from the learning environment (cut-up jeans, no shoes, mesh shirts, half shirts, tank tops, hats, overly short garments, or undergarments worn as outer garments) are also not allowed at school.

All outdoor wear (coats, jackets, hats, book bags, etc.) are to be stored in the classrooms during the school hours unless being worn.

No writing other than the logo on the backpack should appear at all. No writing other than the school's logo should appear on the school shirts. Hats, stocking caps or any item that covers the head should NOT be worn inside the school.

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.

Nevada Educational Involvement Accord

PARENT

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

I realize that 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

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 concerns

High Achieving Student Academic Pledge



As a student at Innovations International Charter School of Nevada

I accept my responsibility to participate constructively in class, to complete any in-class work, to complete my homework, to take exams, or to complete any projects assigned me.

I will do so having been prepared and with pride in myself, and in the ability I possess to be a high achieving student.

I will pass any quiz, test, or semester exam assigned me with the intent of being an "A" student.

I understand that I will receive a passing grade for the class (es) listed above and accept full responsibility for my actions and desire to succeed academically this academic school year.

I acknowledge there is nothing the teacher (s), my parent (s), my counselor, or the administration can do to prevent my desire to succeed in the class (es) listed above.

I take full responsibility and ownership for my grades and will be prepared at all times to show my academic success.

I understand that passed class (es) will result in my earning credits needed to move to the next grade level and could accelerate my graduating in a timely manner.

I promise not to disrupt the learning of others, become a discipline problem in the classroom and to continue to follow all rules and policies set at Innovations International Charter School for student safety.

I will work patiently, deliberately, and quietly for my desired "A".

I am a successful student.

School Policies



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.

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. 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
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- E. In addition to the above nutrient standards, food items must meet at least one of the following criteria:
- a. 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
 - b. Have listed as the first ingredient on the food label, one of the non-grain main food groups: fruit, vegetable, dairy, or protein foods
 - c. Be a combination food that contains at least one-quarter (1/4) cup fruit and/or vegetable
 - d. 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

- a. Plain water – no size limit
- b. Milk – unflavored nonfat, unflavored low-fat, or flavored nonfat milk
 - i. Elementary: less than or equal to 8 fluid ounces per serving
 - ii. Secondary: less than or equal to 12 fluid ounces per serving
- c. Juice – 100% fruit and/or vegetable juice, 100% juice diluted with plain water
 - i. Elementary: less than or equal to 8 fluid ounces per serving
 - ii. Secondary: less than or equal to 12 fluid ounces per serving

B. Other Allowable Beverages

- a. Noncarbonated calorie-free beverages less than or equal to 20 fluid ounces per serving
- b. 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.

Recess

Recess for the younger children will be held 20 minutes before lunch each day. When all children have completed their meals, they will be given additional time outside to utilized physical activity for the day.

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 2016 – 2017 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 2016 – 2017 school year during school hours from 6:30 a.m. – 6:00 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 Oakey Campus from 17th Street (lower parking lot) and exit on Oakey.
4. Enter the Oakey Campus from Oakey (staff parking lot) and exit on Bracken.
5. Enter the City Impact Campus from Sahara and exit through St. Louis.
6. Enter the City Impact Campus from St. Louis and exit through Sahara.

Morning

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**

Afternoon

Pick-Up In The Afternoon

- Enter the campus and stay to the right curb lane
- Stay on line - do not attempts 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.

Computer and Equipment 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 anything, 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.

Limited Personal Use Exception For Employees:

Minimal personal use by employees during non-duty hours may be authorized in advance by their supervisor upon written request. Personal use of a more substantial nature may be authorized by a supervisor upon written request.

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 and 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 designated 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.



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

Bullying is a deliberate or intentional behavior using words or actions intended to cause fear, intimidation, or harm. Bullying may be repeated behavior and involves an imbalance of power. The behavior may be motivated by an actual or perceived distinguishing characteristic such as age, national origin, race, ethnicity, religion, gender, gender identity, sexual orientation, physical attributes, physical or mental ability or disability, and social, economic, or family status.

Bullying behavior can be:

- **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)

Cyberbullying

Cyberbullying means bullying through the use of 'electronic communication'. Electronic communication means the communication of written, verbal, or pictorial information through electronic devices, including telephones, cellular phones, computers, or any other means of communication.

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 consent 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.

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, Nevada Department of Family 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.

Academic Information



Academic Counseling

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 that 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.

Extra Curricular Activities

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

* Basketball	Elementary, Middle School and High School (Boys and Girls)
* Volleyball	Elementary, Middle School and High School (Girls)
* Soccer	Elementary and Middle School (Boys and girls)
* Flag football	Elementary (Boys)
* Chess club	Elementary, Middle School, and High School (Boys and Girls)
* Baton squad	Elementary (Girls)
* Cheerleaders	Elementary and Middle School (Boys and Girls)
* Choral Groups	Elementary, Middle and High School (Boys and Girls)
* Martial Arts Demo Team	Elementary, Middle School, and High School (Boys and Girls)
* Skateboarding Demo Team	Elementary, Middle, and High School (Boys and Girls)

In order to participate in an extra curricular 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 | * Shows respectful behavior at all times |
| * Show good behavior in school | * Have good school attendance |
| * 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 more than one class |

Being a part of an extra curricular 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.

Withdrawal From School

A student may be withdrawn from school before the end of the school year only by his parent or guardian. Please notify the Attendance Specialist/Registrar 24 hours in advance so the necessary records of withdrawal can be prepared. Textbooks and all library books must be turned in or paid for prior to withdrawal of the student Cafeteria accounts must be paid in full before withdrawing a student. Special permission must be obtained from the office of the Administration before the student may be withdrawn by someone other than the parent, guardian or person with legal control.

Students under 18 who are withdrawing from school need parental consent. This consent may be obtained by presenting a note, with the parent's signature, to the school registrar. Consideration of the request will be made by administration. The withdrawal procedure then begins in the registrar's office.

School Dances and Functions

Several dances/functions are provided for students during the school year. The following should be observed at those times:

- All school regulations are in effect unless otherwise announced.
- Students must remain inside the dance area. Once the student leaves the dance area or goes outside, he/she will not be permitted to return.
- The school reserves the right to refuse the admittance of any out-of-school date/guest. Out of-school dates/guests must abide by school rules while attending a school function and must obtain permission to attend the dance from the school's administration.

Gang Free Zones

Certain criminal offenses, including those involving organized criminal activity such as gang related crimes, will be enhanced to the next highest category of offense if they are committed in a gang-free zone. For purposes of IICSN, a gang-free zone includes a school bus and a location in, on, or within 1,000 feet of any school -owned or leased property or campus playground.

Athletics

Nevada Interscholastic Activities Association

In 2015, Innovations International 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 compliment 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, Innovations International 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.

High School Graduation Requirements

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 9th grade and 10th 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 21st 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.

High School Course of Study

* 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

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

Middle School Promotion/Retention Procedures

During the middle school years, it is critical for students to have a well- balanced program that includes mathematics, English, reading, science, social studies, career and technical education, fine arts or exploratory classes, health, and physical education. Students who successfully complete all middle school coursework are prepared for high school.

According to the Nevada Administrative Code (NAC) 389.445, students must complete one and one-half (1 ½) credits of English or reading, one credit of science, and one credit of social studies with a passing grade during seventh and eighth grade for promotion to high school. One credit of coursework is equivalent to one full year of academics.

Clark County School District's Policy and Regulation 5123 is used as a benchmark for students enrolled in IICSN. This sets the standards for promotion from sixth to seventh grade, from seventh to eighth grade, and from eighth grade to high school. The regulation notes the following.

- Students in Grade 6 must complete one semester with a passing grade in:
 - Mathematics
 - English or Reading
 - Sciencefor promotion to seventh grade.
- Students in Grade 7 must complete one semester with a passing grade in:
 - Mathematics
 - English or Reading
 - Science
 - Social Studiesfor promotion to eighth grade.
- Students in Grade 8 must complete three semesters with a passing grade in:
 - Mathematics
 - English or Reading
- Two semesters with a passing grade in:
 - Social Studies
 - Science

during the seventh and eighth grade years for promotion to high school. An eighth grade student who does not meet promotion requirements may be promoted to high school on academic probation provided the student meets the criteria. A parent/guardian may elect not to place his/her child on academic probation and ask for a retention in Grade 8.

Academic Probation

Although a student may be promoted to high school on academic probation, summer school credit retrieval is recommended to improve academic skills and to prepare for high school success. Successful completion of required summer school courses may remove a student from his/her academic probation.

An eighth grade student who has not met the promotion requirements may be promoted to the 9th grade on academic probation provided at least one (1) of the following have been met:

- 1] Criterion Referenced Test (CRT) scores meet or exceed standards in the area (s) of credit deficiency,
or
- 2] Credits have been earned in the core area (s): English or reading, mathematics, science, and social studies, however, the student is deficient in one semester of the five total credits required for promotion,
or
- 3] A student reaches the age of sixteen (16) before, on, or after the first day of school

High school academic probation will consist of the appropriate remediation in the subject area (s) in which the student failed to pass in middle school. Remediation may include, but is not limited to a minimum of one semester of remedial instruction in the deficient subject area (s) during the 9th grade year. The student must earn a passing grade in the remediation course (s) in order to be removed from academic probation. A student may be placed on academic probation for more than one semester.

An eighth grade student **not meeting criteria for promotion to ninth grade and not meeting the criteria for academic probation may be retained in the eighth grade for the following school year. A retained eighth grade student MAY NOT BE promoted mid-year.**

K-5 Promotion, Retention, and Demotion of Students

Kindergarten

Students normally spend one year in kindergarten and are promoted to first grade at the end of the year. In some instances, individual students may profit by special education placement or by a second year in kindergarten. In these instances, principals and teachers may make this recommendation to parents or guardians. Because Nevada Law concerns first grade age for entry, parents'/guardians' consent is needed before this recommendation can be executed.

Grades 1 – 5

The general practice is that students are promoted to the next grade at the end of the school year. However, progress should be continuous and student advancement through the curriculum should be according to the student's demonstrated ability rather than the student's age or years in school. Principals are responsible for the standard promotion of students.

Double promotions may be made in exceptional circumstances in light of such factors as the child's age, achievement scores, measured ability, effort and attitude, physical and emotional maturity, and parents' or guardians' attitude and support. Principals are responsible for the final decision regarding double promotions within their school, but parental or guardian consent must be obtained and teachers must be consulted prior to the decision, and where the double promotion would affect two sites, the movement must be done in consultation with the receiving school's principal. Double promotion should not be considered where the impetus for movement is to circumvent attendance at an assigned school.

A student may be demoted to the next lower grade in exceptional circumstances in light of such factors as the child's age, achievement scores, measured ability, effort and attitude, and physical and emotional maturity. The principal, the sending teacher, and the parents or guardians must approve demotion, and when such movement affects two school sites, by the receiving school's principal.

Before any student may be retained in the same grade rather than promoted, the student's teacher and principal must make a reasonable effort to arrange a meeting with the parents/guardians to discuss the reasons and circumstances. Unapproved absences of twenty (20) days or more will be one of the considerations for retention. The teacher and principal, in joint agreement, have the final authority to retain a student. In the absence of final agreement between teacher and principal, the student will not be retained. No student may be retained more than one time in the same grade.

Each student's learning needs are to be assessed and provision made for these needs. Adjustment of the curriculum to meet individual student needs will be a continuous process and not a midyear or year-end consideration. Students are to be motivated to progress as rapidly as their ability permits. Teachers are to be alert to every student's social and academic needs and provide appropriate learning situations to meet them. Parents/guardians are to be informed regularly regarding the level of work being done by their children. Teachers and principals are to make this clear by use of the report card and parent conferences. Pursuant to Senate Bill (SB 391) the Governing Body of a charter school will prepare a plan to improve the literacy of students enrolled in kindergarten through third grade. The literacy improvement plan must note that if a student does not achieve adequate proficiency in the subject area of reading before the completion

of grade 3, the student will be retained in grade 3 rather than promoted to grade 4 unless the students has a good-cause exemption. A good-cause exemption will include:

- The demonstration of an acceptable level of proficiency in reading on an alternative standardized reading assessment approved by the State Board
- The demonstration proficiency in reading at grade level, through a portfolio of student work, mastery of academic standards in reading beyond the retention
- The demonstration of limited English proficiency and has received less than 2 years of instruction in a program of instruction that teaches English as a second language
- The demonstration of having received intensive remediation in the subject area of reading for 2 or more years but still demonstrates a deficiency in reading and was previously retained in kindergarten through grade three for a total of 2 years in any one grade
- The demonstration of being a student with a disability with his/her IEP indicating that participation in the criterion referenced exams are not appropriate or that he/she participated in the criterion referenced exams but has a documented disability.

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)

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 in Infinite Campus, contact the school's Registrar and he/she can issue you the content again.

Your child will also be issued a Moby Max Account (user name and password) if he/she is in kindergarten through eighth grade. This account can be accessed from any electronic device and is meant to assist your child with skills in reading, writing, language, mathematics, test taking, vocabulary, social studies and science. As your child participates in the Moby Max program, it logs in the time, skills attempted, and growth patterns of the child. It helps the teacher to see what he/she needs to work on with your child. Please encourage your child to use the Moby Max at home for at least 30 minutes/day. Those who do will show significant academic growth over the school year.

Students in grades 3 – 12 will be issued a Reading Plus Account (user name and password). This system allows students and teachers to track a child's progress on silent reading and reading comprehension. This program is completed on a computer and allows students to read a variety of stories to build vocabulary proficiency and to help students better understand what they are reading.

Students in grades K – 12 will also be issued an IXL Online Mathematics Account (user name and password). This system allows children to practice and master mathematic skills at all content and subskill areas for mastery of the Common Core Standards and the Nevada Academic Content Standards. Skills in numbers and counting, computation, comparing, probability and statistics, data and graphing, geometry, and algebraic functions are all provided to students at their academic levels to assist with remediation and enrichment of mathematic skills needed for proficiency.

Your child will also be issued an Evaluate Account (user name and password) for grades K – 12. This system measures quarterly (grades K-1) and monthly (grades 2-12) the academic achievement of students in language arts/reading and mathematics. Success indicators, instructional resources, and lessons can then be individualized by Depth of Knowledge (DOK) levels 1 – 4 to help students meet the Nevada Academic Curriculum Standards for all grade levels. For grades 3 – 12, this is especially helpful as the students prepare for the standardized assessments at the end of the school year.

Senate Bill 391 (SB 391) Read By 3rd Grade

In 2015, the Nevada Legislature established SB 391 to promote effective literacy instruction in grades K – 3 and ensure students achieve proficiency in the subject area of reading. Key elements of this legislation require school districts and governing boards of charter schools to prepare plans to improve the literacy of K-3 students, designate Learning Strategists to receive and provide professional development relative to reading and literacy, and implement intensive instructional programs to meet the needs of students who exhibit deficiencies in reading.

Elements of the Ready By 3 mandate are as follows:

- hire and train a learning strategist
- enter into contracts with vendors for the purchase of reading assessments, textbooks, computer software or other materials
- provide professional development for school personnel
- provide programs to students before and after school and during school breaks or summer school
- provide evidence-based literacy initiatives for students enrolled in kindergarten to third grade

Each school across the state has been mandated to produce a Literacy Plan. Elements of this literacy plan include the following:

- reading assessment procedures
- provide a program of intensive K-3 reading instruction
- improve the reading proficiency of English Language Learners
- provide a learning strategist on-site for K-4 students and classroom teachers
- provide a professional development plan for training K-4 classroom teachers

Innovations International Charter School of Nevada is following this mandate and will continue to support its teachers, students, and families in developing literacy instruction and skills for its students.

Elementary Course Descriptions

Grades K-5

Reading/Language Arts – All elementary courses include comprehensive core reading and language arts curriculum which focuses on reading, language arts, and writing standards. The curriculum addresses the five areas of reading instruction: reading comprehension, phonics, phonemic awareness, fluency, and vocabulary while focusing on 21st Century skills including critical thinking and problem solving; communication and collaboration; creativity and innovation; and technology.

Mathematics – All elementary courses focus on the CCSS strands including Numbers and Operations; Measurement; Geometry; Patterns, Algebra, and Probability; Problem Solving; Communication; Mathematical Reasoning, and connections to science, social studies, and real life application of skills.

Science – Science themes are covered through multiple learning measures/styles to include topics in scientific thinking processes that include observation, communication, comparing, organizing, relating, inferences, and application. Common Core strands may include: Life Science; Earth and Space Science; Physical Science and Technology; Scientific Reasoning and Technology.

Social Studies – Social Studies themes are covered through multiple learning measures/styles to include topics on developing an understanding of how, as noted in the Nevada State Social Studies introduction, cultural differences impact the interpretation of events at the local, state, national and international levels. The core curriculum in grades K-5 will include foundational content in the strands of History, Geography, Economics, and Civics while also being infused in the core subjects of reading, language, writing, mathematics, science, technology, and civic literacy.

Physical Education and Health – Curriculum is based on the Nevada's Physical Education and Health standards. Topics include: Vocabulary and Elements to Improve Performance, Proficiency in movement, manipulative skills, Health enhancing individual fitness, Personal responsibility, positive social interaction, and respect for diversity in physical activity settings, Personal health skills and overall wellness (healthy eating habits, physical activity, detection of health problems), Substances: How they change your body, Safety precautions to personal injuries, Peer pressure and Communication skills.

Visual Arts – Arts education helps young people explore, understand and accept ambiguity and subjectivity. Students become increasingly interested in learning, add new dimensions to what they already know, and enhance their expectations for learning even more. Perhaps most important, the arts have intrinsic value. They are worth learning for their own sake, providing benefits not available through other means. The arts also make a contribution to education that reaches far beyond their intrinsic value. The skills recommended for success in the workplace of the future are those learned in arts education programs: working in teams, communication, self-esteem, creative thinking, imagination, and invention. Finally, a comprehensive, articulated arts education program engages students in a process that helps them develop the self-discipline and self-motivation necessary to lead productive and fulfilling lives.

- Through the study of music, students move, sing, play, dance, and create as well as engage in the fundamental musical processes of analyzing, evaluating, and listening to sound.
- Through education in theatre, students study and integrate acting, designing, directing, script writing, researching, analyzing and critiquing, and understanding contexts of theatrical forms.
- Through study in the visual arts, students develop thinking skills by analyzing artwork in multiple contexts and by producing artwork in various media.

Middle School Course Descriptions

ENGLISH 6

Course Scope:

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English requirement.

READING 6

Course Scope:

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

MATHEMATICS 6

Course Scope:

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

ENGLISH 7

Course Scope:

This one-year course emphasizes the development of specific writing types; arguments, informative/explanatory texts, and narratives in which the development, organization, and style are appropriate to task, purpose, and audience. Students demonstrate increasing sophistication in all aspects of language use. A variety of literature and informational texts serve as models to improve writing skills. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade English requirement.

READING 7

Course Scope:

This one-year course emphasizes the development of critical reading skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, critical writing, class discussions, and presentations, students deepen their ability to analyze, evaluate, and critique text independently. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance and integrate reading, writing, speaking, listening, and language use. This course fulfills the seventh-grade reading requirement.

MATHEMATICS 7

Course Scope:

This one-year course is designed to focus on four critical areas: 1) developing understanding of and applying proportional relationships; 2) developing understanding of operations with rational numbers and working with expressions and linear equations; 3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and 4) drawing inferences about populations based on samples. Instructional practices incorporate integration of diversity awareness including appreciation of all cultures and their important contributions to society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for seventh-grade students.

U.S./NEVADA HISTORY 7

Course Scope:

This one-year course is a study of Nevada from statehood to present day and American history from the time of the American Revolution through World War II. Students explore and evaluate challenges facing the new nation and make connections between the rise of industrialization and contemporary social and economic conditions. The history of Nevada is integrated throughout the year. 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 is a required course for all seventh grade students.

SCIENCE 7

Course Scope:

This one-year course for seventh-grade students focuses on understanding Earth and Space science systems. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of Earth's structure and place in the Solar System, atmospheric processes, and composition of matter. Critical thinking, collaboration, accuracy, and communication skills will be practiced as students extend their scientific literacy. This course is required for seventh-grade students. 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 fulfills the science requirement for seventh-grade students.

ENGLISH 8

Course Scope:

This one-year course emphasizes the development of critical reading and writing skills. A variety of literature and informational text of steadily increasing sophistication is used. Through close reading, careful writing, class discussions, and presentations, students deepen their ability to independently write, analyze, evaluate, and critique text. Students demonstrate increasing sophistication in all aspects of language use. Students actively seek to understand other perspectives and cultures through reading and listening. Technology is used thoughtfully to enhance reading, writing, speaking, listening, and language use. This course fulfills the eighth-grade English requirement.

PRE-ALGEBRA GRADE 8

Course Scope:

This one-year course is designed to focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Instructional practices incorporate integration of diversity awareness, including appreciation of all cultures and their important contributions to our society. The use of manipulatives, mathematical tools, and technology, including calculators and computer software, is an integral part of this course. This course fulfills the mathematics requirement for eighth-grade students.

WORLD GEOGRAPHY 8

Course Scope:

This one-year course is the study of the world's cultures, economics, history, regions, and geographic features from the development of ancient civilizations through the Age of Exploration. Students examine the earth from the scale of states, nations, countries, and continents creating connections to contemporary geographic conditions. Students synthesize concepts, patterns, and interdependent relationships that make our ever-changing world diverse and dynamic. 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 is a required course for all eighth grade students.

SCIENCE 8

Course Scope:

This year-long course for eighth-grade students provides the physical science explanations that extend understandings developed in previous science courses. Students will use scientific processes, protocols, and tools, including inquiry, to build understanding of structures, patterns, and relationships explained through the physical sciences. Critical thinking, collaboration, accuracy, and communication skills will be emphasized as students refine their scientific literacy. This course is required for eighth-grade students. 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 fulfills the science requirement for eighth-grade students.

TECHNOLOGY – MIDDLE SCHOOL

Course Scope:

To ensure that Nevada students are prepared for life in the digital age, students must be proficient technology users. It is no longer adequate for instruction to focus solely on basic technology skills as the basis of previous versions of the Nevada Computer and Technology Standards. Rapid changes in our global society and technological advancements warrant changes in the ways technologies are integrated into classroom instruction. The standards address basic competence, and also incorporate the skills and knowledge that students require to learn effectively and live productively in an increasingly digital society.

Skills covered are:

1. **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
2. **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively including at a distance, to support individual learning and contribute to the learning of others.
3. **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
4. **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make inferential decisions using appropriate digital tools and resources.
5. **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
6. **Technology Operation and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

High School 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 noncommunicable 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.

Student Discipline



Student Management

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

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. Attention of the Positive Behavioral Interventions & Supports is focused on creating and sustaining behavioral systems that improve student behaviors by targeting less effective student behaviors while shaping these into desired functional behavior in the school.

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

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
- Vandalism/destruction of school property
- Gang activity
- Assault/battery on a school employee
- Arson
- Habitual disciplinary status

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.

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 for any of the reasons provided below.

- Assault or battery on a school employee
- Assault or battery on another student
- Verbal abuse or intimidation and/or use of curse words resulting in a threat to a staff member or another student
- Racial or sexual harassment
- Physical abuse on another person
- Violation of authority and behavioral guidelines
- Immoral conduct
- Theft, loss, or destruction of school or private property (tagging, vandalism, graffiti, etc.)
- Arson
- Weapons and/or simulated weapons
- Gross insubordination – refusal to follow direction given by a school staff member
- Drugs, alcoholic beverages: sale, use, distribution, under the influence, or possession
- Tobacco: sales, use, distribution, or possession
- Robbery/extortion
- Habitual violation of electronics use policy
- Gang related activity
- Violation of law
- Disruption of the flow of instruction in a classroom
- Ditching class, leaving class without permission, and/or habitually tardy to class
- Habitual disciplinary status
- Sale or distribution of items on campus for the sole purpose of individual profit

The length of a 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 one to five 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.

Students suspended for:

- Assault or battery to an employee or other student
- Using, selling, possession, under the influence, or attempting to distribute alcohol or drugs on campus
- Arson
- Disrupting the flow of instruction
- Possession of a weapon on campus
- Immoral conduct or gross insubordination

- Sexual harassment or behavior
- Gang affiliation/related actions or behaviors
- Vandalism

are not allowed on campus for any reason without the express prior permission of the school's administrator. Emergency measure will be used to suspend the student pending an investigation for these behaviors.

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 (10th) 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 removal of a student from IICSN for any of the reasons provided below. Expulsion may result from a variety of incidents that include, but not limited to:

- Assault or battery on a school employee
- Assault or battery on another student
- Dangerous and/or antisocial behavior
- Immoral conduct
- Possession, Sale, Under the Influence of, Distribution, or Use of Drugs and/or Alcohol
- Use, Possession, Distribution of guns, knives, or other dangerous weapons/simulated weapons
- Arson
- Vandalism/Destruction of School Property
- Gang Affiliation/Related Actions or Behaviors
- Gross insubordination
- Habitually disrupting the flow of instruction

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/infraction 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 Board of Trustees 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.

Commit These Crimes And You Will Be Subject To Expulsion

Arson - willful burning of property.

Assault and/or Battery on a School Employee – physical abuse and/or threats of physical abuse directed at a school employee.

Drugs/Alcohol/Controlled Substances – use, possession, and/or distribution of a controlled and/or illicit substance or any substance represented to be such.

Immoral Conduct – contact as it pertains to sexual behavior between individuals (Not to be confused with the ‘age of innocence’) requiring alternate discipline.

Weapons – possession, use, transmittal, or concealment of any operable or inoperable weapon. Weapons are defined as firearms, knives, explosives, inflammable materials, or other items that may cause bodily harm or death. Simulated weapons like BB and pellet guns, pocket knives, projectiles, and fireworks are weapons. The Gun Free Schools Act and NRS 392.466 specify expulsion requirements based on type of weapons, and/or circumstances surrounding the infraction.

Students found in violation of the above will be referred for prosecution to the fullest extent of the law.

Offensive Behaviors Resulting in Disciplinary Actions

Discipline should never be confused with punishment. The goal of discipline is a self-disciplined individual with a mature attitude and socially acceptable code of student conduct.

Discipline policies within IICSN shall be enforced by the general guidelines noting the various administrative actions that could be taken for violations of the law and of the standard school behavior guidelines.

The maximum administrative actions are exclusion and expulsion.

The following minimum actions do not imply or require a step-by-step progression be employed by administration. However, there will be a logical relationship between the intensity of the offense and the administrative action taken.

All students will be afforded their due process rights in order to have all stories verified. It is not the intent of administration to minimize the investigation or compromise the information obtained as the disciplinary actions taken come from the information gathered and reported by all involved parties.

It is not the intent of administration to exclude a child from the educational environment as no one wins in this situation. Administration will work to err on the part of the students; however, the severity of the incident will dictate the immediate response to be taken. The safety of all students and staff members will be the foremost thought as the investigation is conducted and the disciplinary measures for infractions are given out.

Disciplinary Infractions

* **Arson:** a student shall not intentionally set fire, or attempt to set fire, or intentionally engage in conduct that may reasonably be foreseen to set fire to IICSN's school property, nor the property of another nor shall a student participate in or encourage another person to participate in such conduct.

* **Assault on a School Employee:** a student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way, as could reasonably cause physical injury to a school employee. Assault is a violent act causing bodily harm or intentional infliction of bodily harm to another.

* **Assault on Another Student:** a student shall not intentionally cause or attempt to cause physical injury or intentionally behave in such a way, as could reasonably cause physical injury to another student. Assault is a violent act causing bodily harm or intentional infliction of bodily harm to another.

* **Automobile Misuse:** the inappropriate use of automobiles on school property includes but is not limited to:

1. reckless driving
2. speeding
3. disregard of traffic signals
4. unlawful riding
5. improper parking

The driving and parking of vehicles on school property is a privilege that can be revoked or suspended for just cause. In addition, violators of traffic laws on school property are subject to criminal traffic citations.

* **Campus Disruption:** a student will not by use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the substantial and material disruption or obstruction of any lawful mission, process, or function of the school. A student will not engage in or urge other students to engage in such conduct for the purpose of causing the substantial and material disruption or obstruction of any lawful mission, process, or function of the school if such a disruption or obstruction is reasonably certain to result from the students' actions.

* **Care of School Provided Items:** our school furnishes materials for instruction, both paper bound and technology-related. It is necessary for students to take good care of all school provided materials at all times. Students who lose or damage school provided items will be asked to pay the replacement cost of that item.

* **Chronic Truancy:** is defined in our attendance policy section of the handbook.

* **Closed Campus:** no students will be released to walk home or go to another destination during the school day unless they are picked up in person by an adult who is listed on their emergency card. This includes students who are 18 years or older. Adults wishing to pick students up in the office will be asked to provide identification before signing for the student's release.

* **Computer Misuse:** any unauthorized or abusive use of computers that affects the school's computer system (local area network and/or mainframe) is prohibited. Neither shall a student access sites not verified by the school's technology instructors.

* **Defiance of School Personnel's Authority:** is a refusal by a student to comply with reasonable requests deemed for a student by a school staff member or school personnel.

* **Disorderly Conduct, Profanity, and Obscene Behavior:** is conduct and/or behavior that is disruptive to the school environment such as vulgar, abusive or coarse language or behavior offensive to decency.

* **Disruption to the Flow of Instruction:** classroom disruption is defined as those student behaviors that cause instruction or the intended classroom activity to cease or to proceed with difficulty. Students causing a disruption to the flow of instruction will be removed from the classroom with further disciplinary actions to be taken immediately.

* **Dress Code Violation:** is a failure by a student to observe and follow the school's dress code policies. Dress code violations will be addressed on an individual basis and recorded for more stringent violations as the student becomes a habitual dress code violator. A habitual dress code violator will be a student who fails to follow dress code policies three (3) or more days during the school year.

* **Electronic Use Violations:** involve the misuse of any electronic devices to include radios, tape recorders, iPods, MP2 players, cameras, CD players, head sets, cellular telephones, video cameras, video game systems, electronic watches, and beepers. Any use of these items during the instructional class time will be confiscated and dealt with following the established school policy. Please note, as electronic devices are continually produced and refined, the above list is not inclusive of all electronic devices that could be found on a student during a typical school day or at a school sanctioned event.

Cellular phones are frequently used as communication tools between parents and students. This has become an accepted form of communication for many of us. However, no cell phone should be taken out and used while instruction is taking place during the school day. It is advisable to have your child place his/her cell phone in a pocket or backpack to remain out of temptation's way during the school day. This would mean that IICSN requests that parents refrain from calling or texting their child while school is in session.

IICSN will not take responsibility for the loss or theft of any electronic devices incurred during the student's time on campus. We do not condone the bringing of these devices to school and would encourage they remain at home. We will not pay for the replacement of any device stolen, broken or lost during the student's time on campus.

* **Explosive Devices:** possession, use, sale, or distribution of explosive devices on the school's campus or at school sanctioned events is prohibited. A substance prepared chemically that explodes or is capable of an explosion is off limits.

* **False Fire Alarms:** the giving of a false fire alarm or the tampering or interference with any fire alarm system is strictly prohibited.

* **Fighting/ Mutual Combat:** engaging in or threatening physical harm to another student while on campus is prohibited. IICSN strictly forbids any form of fighting to include play fighting as someone always becomes upset and injured. IICSN insists that students seek the assistance of teachers, counselors, staff members, security, and the administrator to resolve conflicts involving other students. Students who engage in fighting will be dealt with immediately. Multiple instances of fighting constitutes a habitual offender and brings with it the maximum disciplinary action as defined by the State of Nevada.

* **Forgery:** is the writing and using the signature or initials of another person for an illegal or unauthorized purpose.

* **Gambling:** a student participating in games of chance for the purpose of exchanging money or other valuables is engaged in gambling. This is a prohibited action on campus.

* **Gang Activity/Affiliation:** students are prohibited from wearing any clothing or carrying any symbol on campus that denotes membership in or affiliation with a criminal gang or crew. Students are prohibited

from engaging in any activity that encourages participation in or recruitment of members for a criminal gang or crew. No facilitation of illegal acts of criminal gang or crew membership is allowed on campus or at a school sanctioned event.

* **Gross Insubordination:** is defined as a refusal to follow a directive given by an authority figure. The authority figure in the school would be a teacher, staff member, security guard, office personnel, support staff, counselor, and administration. Refusing to follow directions given results in a blatant disrespect for authority.

* **Habitual Discipline Problem:** NRS 392.466 – a student shall be deemed a habitual disciplinary problem if the school in which the student is enrolled has written evidence that documents that in one school year the student has: threatened or extorted, or attempted to threaten or extort another student, teacher, or personnel employed by the school, or has been suspended for initiating at least two (2) fights on school property or has a record of five (5) suspensions for any reason.

* **Harassment/Bullying:** participating in or conspiring with others to engage in harassing acts that injure, degrade, or disgrace other individuals is prohibited.

* **Hazing:** an activity in which a person intentionally or recklessly endangers the physical health of another person for the purpose of initiation into or affiliation with a student organization, academic association, or athletic team is prohibited.

* **Illegal Conduct:** behavior that violates the statutes and/or ordinances of the State of Nevada or any political subdivision of the State of Nevada is prohibited.

* **Immoral Conduct:** any student who commits or attempts to induce another student to commit an act or acts of immoral conduct that in an administrator's judgment may be harmful to others or may bring discredit to IICSN. If it appears that law has been violated, the student shall speak with proper law enforcement agencies immediately.

* **Insubordination:** failure to respond appropriately to any reasonable request by a staff member will result in disciplinary action immediately.

* **Leaving Campus Without Permission/ Ditching Class:** any action by a student to leave class without permission or to avoid attending class is a truancy issue. Per NRS 392.130 a student shall be deemed a truant who is absent from school or one or more class periods or the equivalent of one or more class periods without the written permission of the teacher or administrator unless the student is mentally or physically unable to attend.

* **Mandatory Expulsion:** students found to have committed acts of assault on a school employee, arson, weapons, unlawful drugs, or alcoholic beverages as it pertains to the unlawful sale of narcotics or drugs; shall be recommended for expulsion from school and for prosecution to the full extent of the law.

In accordance with the Federal Gun Free Schools Act of 1994, if an expulsion recommendation results from a student's possession of a firearm or destructive device, explosive, incendiary, or poison gas, said expulsion from a regular school program shall be for a period of not less than one year.

* **Physical Abuse on Any Person:** a student shall not intentionally cause physical injury to any person nor intentionally behave in such a way as could reasonably cause physical injury to another person. Neither reasonable self-defense nor action undertaken on the reasonable belief that it was necessary to protect some other person is to be considered an intentional act under this rule.

* **Plagiarism/Cheating:** all students must follow IICSN's Code of Honor regarding plagiarism and cheating. Students believed to be in violation of this code will be disciplined on a case by case basis depending on the severity, type, and frequency.

* **Public Display of Affection:** students must 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 are actions found to be unacceptable for a school campus: (a) Kissing, (b) sitting on another's lap, (c) hugging/holding, and (d) licking.

* **Racial or Sexual Harassment:** a student shall not willfully or maliciously engage in either verbal or physical conduct that would cause a reasonable person to feel racially or sexually harassed.

* **Record and Identification Falsification:** the falsification of signatures or data and/or the refusal, when requested to do so by a staff member to give proper identification or the giving of false identification is prohibited.

* **Repeated Violations:** a student shall not repeatedly fail to comply with directions from teachers, student teachers, substitute teachers, teacher assistants, administrators or other authorized school personnel during any period of time when he/she is properly under the authority of school personnel. Students must comply with the behavioral guidelines that are adopted by the school in conjunction with the spirit and intent of this regulation.

* **Robbery or Extortion:** a student shall not take or obtain property of another person by means or reason of violence, force, threat of force, coercion, intimidation, fear, passive resistance, or any other conduct.

* **Sale or Distribution of Goods:** a student shall not sell or trade any item for a personal benefit or profit while on campus or at a school sanctioned event. Selling of objects is arranged through the school as sanctioned fundraisers only. These have been cleared before hand with administration. Any student caught selling goods to other students or staff members will be dealt with accordingly.

* **Sexual Harassment:** sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature are prohibited.

* **Simulated Weapons:** no person may carry, use, possess, conceal or transmit a simulated weapon on the school campus unless they have received written permission from the school's administrator or designee to do so. Simulated weapons include, but are not limited to, any 'toy' or nonfunctional implement that bears a substantial visual resemblance to any item defined by this regulation as a weapon.

* **Theft, Loss or Destruction of School and/or Private Property:** a student shall not intentionally cause or attempt to cause any act that may reasonably be foreseen to cause substantial damage in any manner to IICSN's school property or to private property located on the school's campus. A student may not attempt to steal the same as well. Parent and students are responsible for instructional supplies and materials loaned the student for the academic year. Students and parents will be held responsible financially for the damage and replacement of instructional materials. Students and/or parents will be required to pay for damages and/or reimburse IICSN for the loss of materials owned by the school. There will be no exception to this rule.

* **Tobacco:** students are prohibited from smoking, possessing, and distributing tobacco products while on campus or at a school sanctioned event.

* **Trespassing:** unauthorized presence on school property without written or verbal consent of the administrator or an appointed designee is prohibited and will be disciplined.

* **Truancy:** is defined in the Attendance Policy section of the handbook.

* **Unlawful Drugs, Alcoholic Beverages:** any student who is found to have sold, possessed, distributed, or to have used recently any alcoholic beverages, drugs, or substances represented to be alcoholic beverages, narcotics or drugs, or drug paraphernalia will be suspended immediately pending a formalized investigation. IICSN reserves the right to take a **NO TOLERANCE** stance on these issues. If circumstance cause suspicion that an illegal act has been committed, the student will be referred to the proper law enforcement agency.

* **Verbal Abuse or Intimidation:** a student will not direct harassing, vulgar, or derogatory remarks toward any person resulting in a threat to a staff member or another student. A student will not willfully or maliciously engage in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, or harassed

* **Weapons:** No person may carry, use, possess, conceal, or transmit a weapon on IICSN school property or at a school sanctioned event except for a peace officer or a person having written permission from the school's administrator. IICSN reserves the right to take a **NO TOLERANCE** stance on this issue. Students found in possession of a weapon will immediately be referred to the appropriate law enforcement agency and suspended from school pending a further investigation.

Weapons are defined as: firearms, explosive devices, explosive propellant, destructive device, knives and similar objects, sharp instruments, nunchucks, machetes, explosive or inflammable materials, fireworks or firecrackers, or any other items that may cause bodily injury or death. The use of normally non-dangerous implements shall also come under the provisions of this section.

* **Willful Damage to School Property (Vandalism):** the willful cutting, defacing or otherwise injuring in any way property, real or personal, belonging to the school constitutes willful damage of school property. Willful damage of property includes destruction of property, tagging, vandalism, and more.

Administrative Actions

It is the responsibility of the Dean and all 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
- Required Parent and Student Conference
- 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

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.

Innovations International Charter School of Nevada 2016 – 2017 Bell Schedule

Oakey Campus K- 5

Period One	8:00 – 9:00 a.m.
Period Two	9:00 – 11:00 a.m.
Period Three	11:00 – 12:00 p.m.
Period Four	12:00 – 1:00 p.m.
Period Five	1:00 – 2:00 p.m.
Period Six	2:00 – 3:00 p.m.
Period Seven	3:00 – 4:00 p.m.

Student Dismissals

Grades K – 2	3:40 p.m.
Grades 3 – 4	3:50 p.m.
Grades 5 – 6	4:00 p.m.



City Impact Campus 6 – 8

Period One	8:00 – 8:50 a.m.
Period Two	8:51 – 9:41 a.m.
Period Three	9:42 – 10:32 a.m.
Period Four	10:33 – 11:23 a.m.
Lunch	11:24 – 11:54 a.m.
Period Five	11:55 – 12:45 p.m.
Period Six	12:46 – 1:36 p.m.
Period Seven	1:37 – 2:27 p.m.
Period Eight	2:28 – 3:08 p.m.
Period Nine	3:10 – 4:00 p.m.

City Impact Campus 9 – 12

Early Bird	7:09 – 7:59 a.m.
Period One	8:00 – 8:50 a.m.
Period Two	8:51 – 9:41 a.m.
Period Three	9:42 – 10:32 a.m.
Period Four	10:33 – 11:23 a.m.
Period Five	11:24 – 12:14 p.m.
Lunch	12:15 – 12:45 p.m.
Period Six	12:46 – 1:36 p.m.
Period Seven	1:37 – 2:27 p.m.
Period Eight	2:28 – 3:08 p.m.
Period Nine	3:10 – 4:00 p.m.

Student Dismissals – City Impact Campus

Grades 6 – 12 4:00 p.m.

Student Dismissals – Oakey Campus

Grades K – 1 3:30 p.m.

Grades 2 – 3 3:45 p.m.

Grades 4 – 5 4:00 p.m.

Lunch Schedules

For Oakey Campus

Kindergarten: 11:00 – 11:30

First Grade: 11:30 – 12:00

Second Grade: 12:00 – 12:30

Third Grade: 12:30 – 1:00

Fourth Grade: 12:30 – 1:00

Fifth Grade: 1:00 – 1:30

Sixth Grade: 1:30 – 2:00



Lunch Schedules

For City Impact Campus

Grades 6 – 8 11:24 a.m. –
11:54 a.m.

Grades 9 – 12 12:15 p.m. –
12:45 p.m.

Acknowledgement of Receipt Of Parent – Student Handbook

As a parent/guardian of a child enrolled at Innovations International Charter School of Nevada, this handbook is critical in helping you and your child to understand the policies and procedures of the school.

As acknowledgement of receipt of this book, it is noted that upon entry into the school for the 2016 – 2017 school year, all students were given the handbook to be taken home to their parents. In reading this handbook, you are assuring the school that:

Your child and you have read, reviewed, and understand the Innovations International Charter School Student and Parent Handbook. We understand that by receiving this book, we agree to abide by the rules and regulations set forth in this handbook for student safety and academic success.

We also understand that becoming a member of Innovations International Charter School means that we will do our best at all times to support the school, its staff members, and its students. We accept this responsibility and will do whatever we can at all times to uphold this trust placed with us by the school, its staff members, students, and families.