



# Parent and Student Handbook

**2022 – 2023**

*Welcome to the Home of the Aviators*

Elementary Campus  
1600 E. Oakey Blvd.  
Las Vegas, NV 89014  
NV 89014

Secondary Campus  
950 E. Sahara Ave.  
Las Vegas,

702-216-4337  
[www.iicsn.org](http://www.iicsn.org)

**Administration**

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

**Nr. Nick Didier**  
Assistant Principal

**Mrs. Linda Mazurkiewicz**  
Dean of Students

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

**Counselors**

Mr. Kevin Evans, K-5 Counselor  
Ms. Julie Breverman, 6-12 Counselor

**Office Staff**

**Oakey Campus**

Susan Douglas  
Adelaida Serna Lugo  
Becky Poole  
Victoria Hofeldt

**City Impact Campus**

Michelle Lopez  
Danielle Corey

## Bell Schedule

### Elementary

|            |                                    |
|------------|------------------------------------|
| 6:30 a.m.  | Before School Program Begins       |
| 7:00 a.m.  | Breakfast Service Begins           |
| 8:00 a.m.  | Beginning of the Instructional Day |
| 11:30 a.m. | Kindergarten and Grade 1 Lunch     |
| 12:00 p.m. | Grades 2 & 3 Lunch                 |
| 12:30 p.m. | Grades 4 & 5 Lunch                 |
| 3:30 p.m.  | Grades K & 1 Dismissal             |
| 3:45 p.m.  | Grades 2 & 3 Dismissal             |
| 4:00 p.m.  | Grades 4 & 5 Dismissal             |
| 4:10 p.m.  | After School Program Begins        |
| 6:00 p.m.  | After School Program Ends          |

### Secondary

|            |                                    |
|------------|------------------------------------|
| 6:30 a.m.  | Before School Program Begins       |
| 7:00 a.m.  | Breakfast Service Begins           |
| 8:00 a.m.  | Beginning of the Instructional Day |
| 11:09 a.m. | High School Lunch                  |
| 12:12 p.m. | Middle School Lunch                |
| 4:00 p.m.  | Student Dismissal                  |
| 4:10 p.m.  | After School Program Begins        |
| 6:00 p.m.  | After School Program Ends          |

## **Introduction**

### **Purpose of the Handbook**

Innovations International Charter School of Nevada is a school of choice for parents and students interested in receiving a quality education. Located centrally to the Las Vegas Valley, the school serves students from throughout the Clark County School District in grades K-12.

Innovations is accountable to the Nevada Academic Content Standards and to the State Mandated Assessments. Core classes deemed necessary for promotion and graduation are key to the credit bearing courses offered. Elective area courses are also found within the elective classes also offered.

Innovations has begun to refocus its academic expectations to specialize in Aerospace and Aviation through the development of its STEM program. Students in grades K-12 will engage in hands-on learning in the areas of science, technology, engineering, and mathematics. Aerospace and aviation explorations will take place in school-wide engagement sessions daily integrated with reading, writing, and research skills to build background knowledge and vocabulary skills to help students understand future career fields after high school graduation.

Information in this booklet is designed to help students and family members understand the procedures the school uses to provide a positive learning environment for all students. Any questions on any of the following content can be directed to Innovations' staff and faculty.

### **Mission Statement**

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

### **Expectations**

1. Staff and students will remain on task, persist, and support each other in the learning process
2. Staff and students will take ownership and pride in our school by providing a positive learning environment that welcomes and supports everyone
3. Staff and student will participate in the STEM focus of the school as actively engaged learners
4. Staff and students accept the academic rigor involved in becoming a STEM school and will use active communication and listening to show respect and acceptance of challenges presented
5. Staff and students will work to ensure that family members receive communication necessary to become active partners in the learning process

## **Admissions/Enrollment**

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

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

To receive an application for open enrollment, a parent or guardian may go to our website at [www.iicsn.org](http://www.iicsn.org) or go to one of our campus offices. Parents/guardians may also enroll their children for Innovations through the Infinite Campus Portal. 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 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, the school 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 of Military Children**

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

1. The administration will waive specific courses required for graduation if similar course work has been satisfactorily completed in another local education agency. If a waiver is not granted to a student who qualifies to graduate from the sending school, IICSN will provide an alternative means of acquiring required course work so the student may graduate on time.

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

## Academic Expectations and Information

### Course Expectations

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

Courses being taught at Innovations use the Nevada Academic Content Area Standards as goals and benchmarks for teaching and assessing student achievement. The school also uses the Next Generation Science Standards to guide the science goals and benchmarks set for grade levels.

### Grading

Student grades are determined by using three domains. These three domains include: (a) guided practice, (b) independent practice, and (c) assessments. Each of these domains are assigned a percentage weight based on elementary and secondary student grade level standards.

#### Guided Practice Examples

Classwork, Rough Drafts,  
Journals, Notebooks,  
Lab work, Presentations,  
and anything else students do in class

#### Independent Practice Examples

Homework, Research, and  
anything else students do in  
class

#### Assessments

Test, quizzes, oral and/or visual presentations,  
Final drafts of writing and/or research,  
Project completion and anything else students are asked to complete for a chapter or unit grade

#### Weight of Grades

| <u>Element</u>       | <u>Elementary Campus</u> | <u>Secondary Campus</u> |
|----------------------|--------------------------|-------------------------|
| Guided Practice      | 65%                      | 60%                     |
| Independent Practice | 35%                      | 20%                     |
| Assessments          | 10%                      | 20%                     |



## Homework

Homework is a necessary part of each student's educational program. Each student is expected to spend time outside of class instruction reviewing learned material. The amount of time a student devotes to homework each night will depend on how well the student organizes his/her work, pays attention in class, takes notes or brings home sample work completed in class, budgets his/her time, and spends time doing quality work to be submitted for a grade. All teachers will identify homework expectations and will provide daily/weekly homework assignments to be completed at home and submitted for a grade.

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

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

## Makeup Work

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

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

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

Students who will be absent from school for extended periods of time may follow along with classroom instruction through his/her teacher's Google Classroom. Teachers will not be required to give 'pre-arranged' absent work in advance of a student absence for a family trip. In the event a student is absent for an extended period of time, the student will receive additional time to complete make-up assignments upon his/her return.

## Late work

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

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

## **What is plagiarism?**

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

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

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

Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently when that is the nature of the assignment. Adhering to the Code of Honor for the purpose of academic honesty promotes an essential life skill.

## **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.

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

### **First Violation**

- Parent contacted by the teacher for a discussion
- Student may receive a zero (no credit) for the work where cheating or plagiarism took place
- Teacher notifies the counselor to meet with the student
- A corrective action plan is put into place

### **Second Violation**

- Steps for Violation One are followed
- Student is assigned to an after-school detention/study session

### **Third Violation**

- Steps for Violations One and Two are followed
- The student is assigned to a one-day in-house detention/suspension by administration

### **Four or More Violations**

- Steps for Violations One – Three are followed
- Further detention/suspension may be administered by administration

## **Computer Usage**

In order for students to be able to access any computer or electronic device on Innovations' campuses, or to apply to utilize a loaner computer for homework and access to Google Classrooms, an Annual Release and Network Access Form must be completed and returned by the parent/guardian to the school's office. No student will be allowed to bring a USB drive or laptop from an outside source to school. No student will be allowed to take a laptop home for school use without being assigned a specific laptop with an established serial number to a parent/guardian. The parent/guardian will assume full responsibility for any lost, stolen, or vandalized laptop which will include a fee for fixing and/or replacing the device.

Any student found tampering with or abusing a school laptop, computer, or electronic device in any way will permanently be denied any future use of that equipment and will be held responsible for the cost of repair or replacement. Such actions are serious and will be dealt with as vandalism of Innovations' property.

Any student found attempting to decode passwords, violating copyright laws, crashing files, access unauthorized files, utilizing another student's account, cyberbullying, customizing a computer, or copying another student's files will be denied any future use of the computer. Such actions are inappropriate and will be dealt with as vandalism of Innovations' property.

# **Nevada Educational Involvement Accord**

## **PARENT COMPONENT**

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

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

## **STUDENT COMPONENT**

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

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

## **TEACHER AND SCHOOL STAFF COMPONENT**

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

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

## Promotion and Retention

It is the policy of Innovations International Charter School that students work toward achievement of educational goals in a continual program of learning through grade-sequential curriculum. Promotion or retention in accordance with NRS 392.033 shall be based upon a student's demonstrated achievement rather than age or years in school. Before any student is retained in the same grade rather than promoted, a reasonable effort to arrange meetings with the parents or guardians to discuss the reasons and circumstances will be made. The principal in joint agreement with the teacher (s) have the final authority to retain a student.

### Kindergarten

Students normally spend one year in kindergarten and are promoted to grade one at the end of the year. In some instances, individual students may benefit 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 of Nevada School Law concerning first grade entrance age, parents' or guardians' consent is needed before this recommendation may be used.

### Grades 1-5

Students are normally promoted to the next grade level 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 considering 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 the school, but parental or guardian consent must be obtained, and teachers must be consulted prior to the decision.

A student may be demoted to the next lower grade in exceptional circumstances considering such factors as the child's age, achievement scores, measured ability, effort and attitude, and physical and emotional maturity. Demotion must be approved by the principal, the sending teacher, and the parents or guardians, 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 or 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 will be assessed, and provisions 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, emotional, and academic needs and provide appropriate learning situations to meet them. Parents or 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, progress reports, and parent conferences.

### Grades 6-8

Each sixth-grade student must have an approved three-year academic plan. The academic plan must set forth the specific educational goals the student intends to achieve before promotion to high school.

The following is the minimum requirements for a student to be eligible for promotion to the next grade level and/or to the high school. Innovations' expectation of all students is to complete and pass every semester of all courses to be better prepared for the following academic year.

### Grade 6

A student must complete and pass:

- 1 semester of mathematics
- 1 semester of English Language Arts
- 1 semester of science

### Grade 7

A student must complete and pass:

- 1 semester of mathematics
- 1 semester of English Language Arts
- 1 semester of science
- 1 semester of U.S. History

### Grade 8

A student must complete and pass in grade 7<sup>th</sup> and 8<sup>th</sup>:

- 3 semesters of mathematics
- 3 semesters of English Language Arts
- 2 semesters of science
- 2 semesters of social studies

For promotion to high school

An eighth-grade student who does not meet promotion requirements may be promoted to high school on an academic probation provided the student meets the criteria for academic probation outlined below. A parent or guardian may elect not to place his/her child on academic probation but to remain in grade 8.

An eighth-grade student not meeting the 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 students may not be promoted midyear. An eighth-grade student may be retained for more than one year.

## Academic Probation for Grade Eight

- An eight-grade student who has not met the promotion requirements may be promoted to the ninth grade on academic probation provided at least one of the following criteria has been met:
  - CRT scores meet or exceed standards in the area(s) of credit deficiency or
  - 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
  - A student reaches the age of sixteen before, on, or after the first day of school
- Academic probation will consist of the appropriate remediation in the subject area(s) that the student failed to pass in middle school. Such remediation will include, but is not limited to, a minimum of one semester of remedial instruction in the deficient subject area(s) during the ninth-grade year. The student must earn a passing grade in the remediation course (s) to be removed from academic probation. A student may be placed on academic probation for more than one semester.

A student may apply course work toward promotion to high school if mathematics, English or reading, science, and social studies are completed with a passing grade at a public or private junior high or middle school located in Nevada, at a public or private junior high or middle school located outside of Nevada if the local school district approved a transfer of units, at a youth correctional facility, or during a summer school offered by a public or private junior high or middle school. All courses to be applied toward course approval for promotion must have a passing grade of a D or better.

A student with a disability who is enrolled in a program of special education may be promoted to high school if he/she meets the requirements for promotion to high school that are prescribed in the IEP.

Students who exceed ten unapproved absences in any course during the semester will receive a failing grade, shall not earn semester credit for that course, and may be retained in the current grade. For the purposes of this subsection, all prearranged absences more than ten during a school year will be considered unapproved.

A student may be demoted to the next lower grade level in exceptional circumstances considering such factors as the child's age, achievement scores, measured ability, effort and attitude, and physical and emotional maturity. Demotion must be approved by the principal, the teacher(s), and the parents/guardians and when such movements.

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, emotional, and academic needs and provide appropriate learning situations to meet them. Parents or 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, progress reports, and parent conferences.

Students identified as being at risk for retention will be provided opportunities to participate in remediation programs at the school site as well as summer programs, tutorial programs, before and after school programs, and distance education.



## Grades 9 – 12

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

1. Students entering 9<sup>th</sup> grade and 10<sup>th</sup> grade no longer take the Nevada High School Proficiency Exams; rather they take the four End of Course Exams.
2. All students are required to take a college and career readiness assessment in grade 11.
3. 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.
4. 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 has transitioned to these new requirements over the past few years. The noted changes are aligned with the Nevada Academic Content Standards and are designed to ensure all students are college and career ready.

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

5. Algebra I or a state approved equivalent course
6. Geometry or a state approved equivalent course
7. Integrated Math 1I or a state approved equivalent course
8. Integrated Math II or a state approved equivalent course
9. ELA – English 10 or a state approved equivalent course


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

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

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.

### Credits Earned Grade Level Status

|                   |           |
|-------------------|-----------|
| 0 – 5.5 credits   | Freshmen  |
| 6 – 11.5 credits  | Sophomore |
| 12 – 17.5 credits | Junior    |
| 18 + credits      | Senior    |

| Credit Category  |  Advanced Diploma | Advanced Honors Diploma |             | College and Career Ready Diploma *** | Standard Diploma and Alternative Diploma |
|------------------|--|-------------------------|-------------|--------------------------------------|--|
|                  |  | Honors Units            | Total Units |                                      |  |
| English          | 4  | 3                       | 4           | 4                                    | 4  |
| Mathematics      | 4  | 2                       | 4           | 4                                    | 3  |
| Science          | 3  | 2                       | 3           | 3                                    | 2  |
| Social Studies   | 3 *  | 2                       | 3           | 3 *                                  | 2  |
| PE               | 2  | -                       | 2           | 2                                    | 2  |
| Health           | 0.5  | -                       | 0.5         | 0.5                                  | 0.5                                      |
| Computers        | 0.5  | -                       | 0.5         | 0.5                                  | 0.5                                      |
| Arts/Hum/CTE     | 1  | -                       | 1           | 1                                    | 1 *                                      |
| Flex Credit      | -  | -                       |             | -                                    | 2 **                                     |
| Foreign Language | -  | 1                       | -           | -                                    | -  |
| Electives        | 6  | 2                       | 6           | 6                                    | 6  |
| <b>Total</b>     | <b>24</b>  | <b>12</b>               | <b>24</b>   | <b>24</b>                            | <b>23</b>                                |
| <b>GPA</b>       | <b>3.25 unweighted</b>   | <b>3.25 unweighted</b>  |             | <b>3.25 weighted</b>                 | <b>-</b>                                 |

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, emotional, and academic needs and provide appropriate learning situations to meet them. Parents or 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, progress reports, and parent conferences.

Students identified as being at risk for retention will be provided opportunities to participate in remediation programs at the school site as well as summer programs, tutorial programs, before and after school programs, and distance education.

### Progress Reports

Innovations' Progress Reports are sent four times a year just prior to Report Cards. Parents will be notified that these are ready to view and are being sent home with the elementary students. Access to student reports can be made through the Parent. Portal of Infinite Campus. This gives families up-to-date grade

and attendance information. Parents with deactivated accounts, or who need to set up an account should contact the office of each campus for assistance. Proper identification will be requested to ensure that student and family confidentiality is protected.

Report cards come once per quarter and at the end of each semester. These show the student's progress and academic achievement as measurement for content mastery in preparation for promotion and credit accumulation at the middle and high school levels. Questions concerning student progress can be addressed to the teacher(s) of each student and to the counselors on each campus.

### **Counseling Programs**

The Innovations International Charter School counseling department functions as a responsive, supportive unit in providing direct services to children, parents, and teachers. Along with the counselors, school social workers have been added to the team to assist students with social/emotional needs and to assist students and families in finding supportive community resources that will help family members of all ages. The counselors take an active role in the academic, social, and emotional development of our students. Their primary role is to help build a foundation for learning by assisting students to develop confidence and a positive attitude toward acquiring knowledge. Innovations' foundational goal is to help students acquire skills that will help them through life. If a situation arises where these services are needed, parents may feel free to contact the school to discuss concerns. Our counselors and social workers do not make private referrals for our families.

Students and their parents are encouraged to talk with a school counselor, social worker, teacher, or principal to learn more about: (a) course offerings, (b) graduation requirements and early graduation procedures, (c) credit accumulation, (d) behavioral issues, and (e) emotional/social support. 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 social worker will provide support to students, staff, parents, and community members at each campus. Primarily, they will help students to understand and accept self and others, develop intervention strategies to increase academic success, help students develop appropriate social interaction skills, provide crisis intervention, and help students develop conflict resolution and anger management. For families, the social workers will help alleviate family stress while enabling children to function more effectively in school and assist parents in accessing and utilizing school and community resources.

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 student in selecting appropriate curriculum, schools, and training programs.
2. **Individual Analysis** – students receive analysis 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 student's strengths, weaknesses, knowledge, skills, feelings, and values. In addition, the counseling department provides consultations with parents, teachers, and administrators.
5. **Follow Up** – is designed to provide information on how students' goals may change. This may take the form of a questionnaire through the mail or by phone. Any information shared will benefit Innovations International and its services delivered to students and families will be held as confidential in manner to protect the staff, students, and families of IICSN.

### **Other Counseling Services**

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

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

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

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

## **Extracurricular Activities**

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

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

**To participate in an extracurricular activity, the student must meet the following eligibility requirements.**

- \* Have a 2.0 (C average) or better
- \* Wear the school uniform daily
- \* Receive a letter of recommendation from a teacher
- \* Shows respectful behavior at all times
- \* Has 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
- \* Suspended from school one time or more in a sport season
- \* Out of uniform three times in a season
- \* Was disrespectful to staff or students
- \* Had poor daily attendance or many times tardy to school
- \* Was sent to the office for behavioral issues
- \* Failing more than one class

Being a part of an extracurricular activity allows students to develop a wide range of talents, encourages teamwork 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.

## **High School Athletics**

### **Nevada Interscholastic Activities Association**

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

### **National Collegiate Athletic Association**

In 2015, the school was also 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 can 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.

## Parent and Family Communication

It is the philosophy of Innovations that the success of each child is the direct result of collaboration and cooperation between the school and the parents/family members at home. Parental help is needed to maximize learning opportunities for all students. Parents are encouraged to consider the following guidelines to help when answering questions, concerns, or ideas that require the attention of Innovations' staff.

### Classroom Issues

Contact the classroom teacher via email, Class Dojo, Google Classroom, or by phoning the school to make an appointment. Arrange a time for a conference to discuss concerns or to obtain information. If the situation is not resolved, contact the office to seek help from administration or the counselor. In the effort to work collaboratively, allow a 24-hour period for the needed staff member to respond to your request.

### School Issues

Contact the school and request to speak with a counselor, director, or administrator if there is a situation that cannot be resolved with the teacher. Please make sure you address your concerns with the teacher first as he/she has first-hand knowledge of any incident that may have happened.

It is important that we all work together to support the education of our students. Innovations is committed to acknowledging all inquiries within a 24-hour time frame to respond to parental concerns. There may be times in which other classroom or school responsibilities may prohibit the individual necessary to address your concern from being immediately available. Please rest assured that upon immediate availability, your concern will be fully communicated, and a response will be provided in a timely manner. Additionally, there may be times in which inquiries will be re-directed to a more appropriate person given the nature of the concern and/or steps that have not yet been taken to resolve the matter. Innovations is committed to strengthening the lines of communication. As the school year unfolds, we want to ensure that you receive the assistance you need through the various contact options available to you.

Public Concern Forms may be filled out at any time. Parents have the right and 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 Governing Board of Innovations 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.

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 1-3

### **Section 1**

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

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

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

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

### **Section 2**

Please indicate what steps you have taken to resolve this concern

| Action | Yes | No | Not Applicable | Date |
|--------|-----|----|----------------|------|
|--------|-----|----|----------------|------|

Talked/met with teacher

Talked/met with counselor

Talked/met with security

Talked/met with administration

Result(s) of the talk/meeting: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### **Section 3**

Please summarize the following information. Feel free to use a sheet of paper if you need more room.

1. Your Concern:

2. Your Desired Resolution:

**Section 4**

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

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

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

Administrator's Response:

Date response was addressed: \_\_\_\_\_

Status of Resolution:

Person Completing the form: \_\_\_\_\_

Status of Concern:   \_\_\_ Resolved                   \_\_\_ Unresolved                   \_\_\_ Addressed with Board

All responses to Public Concern must refer to a tracking 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 contact 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' timelines, 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.

# Computer Acceptable Use Policy

## Introduction

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

IICSN filters websites believed to be inappropriate for school-aged children. As no filtering system perfectly works all 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 IICSN's property for the purposes of this policy. IICSN's ownership and control over its systems shall apply regardless of how and where a user accesses the school's systems.

## Privacy

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

## Unacceptable Use

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

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

1. To access, upload, download, transmit, receive, or distribute pornographic, obscene, abusive, or sexually explicit materials or materials containing unclothed or partially clothed people.
2. To transmit or receive obscene, abusive, or sexually explicit language or profanity.
3. To violate any local, state, or federal law or engage in any type of illegal activities.
4. To vandalize, damage, or disable the property of another person or organization.
5. To access the materials, information or files of another person or organization without permission.
6. To use the IICSN computer network resources with the intent of denying others access to the system.
7. To violate any applicable state, federal, and international copyright, trademark, or intellectual property laws and regulations or otherwise use another person or organization's property without prior approval or proper attribution consistent with copyright laws, including unauthorized downloading or exchanging of pirated or otherwise unlawful software or copying software to or from any IICSN computer/equipment.
8. To engage in any form of gambling.
9. To engage in any type of harassment or discrimination, including but not limited to sexual harassment or 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 financial or contractual obligations without the prior express written consent of the IICSN Governing Board. Any financial or contractual obligation entered 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 usernames 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. Users shall always speak with polite and appropriate language.
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 follow 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 on behalf of IICSN by an unauthorized individual
  - b. Damage to property used to access IICSN computers, networks, equipment, or online resources
  - c. Information received through IICSN computers, equipment, online resources, or networks
  - d. Damages, injuries, or improper communications resulting from contact between individuals, including students through the Internet, e-mail, or use of IICSN equipment, computers, websites, or systems
  - e. Opinions, advice, services, and all other information supplied by third parties is for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations.
4. Any software available from the IICSN network resources is not guaranteed as to suitability, legality, or performance by IICSN.
5. IICSN does not warrant the functions or services performed by the IICSN computer network resources. Resources are provided on an "as is, as available" basis.
6. Staff, students, and community members agree to indemnify and hold harmless IICSN for any liability arising out of any violation of this Computer and Equipment Acceptable Use Policy.

### **Internet Use Agreement**

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

# Internet Safety Policy

## Introduction

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

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

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

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

2. Inappropriate Network Usage: to the extent practical, steps will be taken to promote the safety and security of the users of IICSN's online computer network. Its usage includes: (a) unauthorized access, including so-called 'hacking' and other unlawful activities and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.
3. Supervision and Monitoring: it shall be the responsibility of all members of the IICSN staff to supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection Act.

Procedure for the disabling or otherwise monitoring any technology protection measures will be the responsibility of the network administrator or designate representative.

4. Technology Protection Measure: this term means a specific technology that blocks or filters the Internet access to visual depictions that are:
  - a. Obscene
  - b. Child pornography
  - c. Harmful to minors
5. Harmful to Minors means any picture, image, graphic-image file, or other visual depiction that:
  - a. Taken as a whole and with respect to minors appeals to a prurient interest in nudity, sex, or excretion
  - b. Depicts, describes, or represents in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals and



- c. Taken as a whole, lacks serious literary, artistic, political, or scientific value to minors
6. Sexual Act/Sexual Contact: have the meanings given such terms in section 2246 of title 18, United States Code.

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

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

1. Textbooks, electronics, technology, and instructional materials assigned to a student are to be used only by that student and not transferred to another.
2. Textbooks, electronics, technology, and instructional materials are to be returned when requested or at the time of withdrawal if the student leaves the school prior to the end of the school year.
3. If the book, electronics, technology, or instructional material is damaged more than reasonable wear or if any of the listed items are lost or stolen, a student must pay for the damaged, lost, or stolen instructional material prior to being issued a replacement.
4. Throughout the school year, fines will be assessed for textbooks/electronic version, which have been lost, damaged or stolen.

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

#### **Note:**

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

### **Assemblies/Field Trips**

Educational and spirit assemblies and educational field trips will be scheduled throughout the year by administration. At all times, the students' behavior must be controlled and courteous. Whether outside guests are present or not, students are personally responsible for the impressions made by the school. Unacceptable conduct would include, but is not limited to whistling, uncalled-for clapping, booing, boisterousness, and talking during the program. Students must be seated with their class during the assembly/field trip. Students who demonstrate unacceptable conduct may be removed and excluded from attending assemblies or face disciplinary action.

## Attendance

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

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

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

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

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

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

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

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

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

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

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

(c) The procedure for review of absences set forth in subsection 3 does not apply to days on which the

pupil is absent because the pupil is physically or mentally unable to attend school.

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

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

## **Importance of Attendance**

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

In accordance with NRS 392.040 except as otherwise provided by law, each parent, custodial parent, guardian, or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all 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.

### **Attendance Documentation**

Student attendance is documented by the school staff 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 for those absences to be approved, except if the majority of the initial 10 absences were pre-arranged.
- Absences that are unapproved/unexcused are truanancies.

## 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 religious holiday.
- The student is absent due to disciplinary actions deemed essential by administration.
- The absence has been pre-arranged pursuant to the request of a parent/guardian prior to the absence and does not exceed the ten (10) pre-approved ICSN days per year.

## Unapproved Absences

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

### An absence is unapproved when:

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

## Prearranged Absences

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

## **Chronic Absenteeism**

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

The definition of chronic absenteeism is as follows:

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

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

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

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

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

## Notification of Absences from School

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

## Tardy Policy

### **Tardiness to School**

As well as absences being harmful to children, so is tardiness to school. Students are expected to arrive on time and remain on campus for the entire instructional school day. It is understood that circumstances arise that cannot be predicted or managed where students will be tardy to school. However, a habitually tardy student is one who consistently enters or attempts to enter the classroom after instruction has begun. Consistently enters or attempts to enter classes is constituted as a student 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 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
- Parent Advisory Meeting
- Filing truancy charter with appropriate services
- Other as deemed relevant to the incident

## Truancy

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

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

Any student who has been declared truant three (3) or more times within one school year must be declared a HABITUAL truant. Nevada law required that habitual truants be reported to law enforcement. A citation by a law enforcement agency can result in fines of \$100 or more; required community service; suspension of a child's driver's license or future privilege of obtaining a license; referral of the parent to law enforcement; and/or referral of the parent for educational neglect to Child Protective Services.

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

The school 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.

## Student Services

### Health Office

It is critical that the school office staff have current working phone numbers (cell, e-mail, home, employment) and emergency contact person information.

- The health office is responsible for filing accident reports, keeping health records including vaccinations mandated by law, maintaining and dispensing prescription and emergency medications, providing first aid and emergency treatment, and notifying parents/guardians in cases of medical emergencies or illness.
- The school is responsible for the day-to-day management of student injuries and illnesses. Parents/guardians are responsible for the transport and welfare of their children.
- Every accident or injury occurring during school hours and any athletic injury occurring during a school-sponsored event must be reported immediately to the teacher in charge and to the health office staff. First aid/emergency guidelines for school personnel will be followed. Emergency Medical Services (EMS) will be called as needed for immediate medical services. The parent/guardian will be responsible for any charges incurred due to EMS transportation.
- With permission of the parent/guardian, a student aged 11 and older may self-medicate expect for controlled substances. Medication must be properly labeled or have a prescription with the dosage, prescribing practitioner, and instructions for administration. The student must be able to produce written evidence their parent/guardian has authorized self-medication. For controlled substances and medications requiring administration in the health office, a signed medication release must be completed along with the licensed practitioner's order or pharmacy label. For over-the-counter medication, a copy of the prescriptions or order from the licensed prescribing practitioner is required.
- A student suspected of having a contagious or infectious disease may be temporarily excluded from school until a licensed healthcare provider determines the student is not a health or safety threat to other students or staff members. If the condition is long term, notify the school nurse/FASA so that appropriate educational services may be determined.
- The First Aid Safety Assistant (FASA) is on duty every day in the health office.
- The school nurse is available on an as needed basis.
- **It is critical that students report to the Health Office if ill or hurt before they call parents on their personal communication device (cell phone). They must check-out through the Health Office before being released to the parent/guardian.**

### **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. COVID-19
2. Head lice
3. Pink eye
4. Strep throat
5. Impetigo
6. Ringworm or scabies
7. Mrsa or staph infections

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

At the time of the school's opening, all staff, and students, regardless of their vaccination status, will be wearing face masks, disinfecting, social distancing, and practicing all federal and state mandates for COVID. We thank you ahead of time for helping us to keep everyone safe and for understanding the necessity of the school utilizing mandated mitigations.

### **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 ICSN. Prescription medications to be given at school or during school-sponsored activities must be in the original container and must have the following information printed on the container:

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

The FASA, office manager or administrative assistant will dispense and observe the student take the medication. Parents are responsible for the delivery and pick-up of medications and informing the school of any changes in the schedule for the medication. Under no conditions will a student be given non-prescription medication such as aspirin nor will the child be allowed to self-administer such a medication.

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

- The FASA is on duty every day and takes care of the immediate needs of the students.
- The office and FASA are responsible for filing accident reports, keeping health records including vaccinations mandated by law, maintaining and dispensing prescription medication, providing first aid and emergency treatment, and notifying parents/guardians in cases of medical emergencies, contagious diseases, or illness.

- The school is responsible for the day-to-day management of student injuries and illnesses. Parents are responsible for transportation if medical services are needed.
- Every accident or injury taking place during school hours and any athletic injury occurring during a school-sponsored event must be reported immediately to the teacher in charge and to the FASA. First aid/emergency guidelines will be followed, and Emergency Medical Services (EMS) will be called as needed for immediate medical services. The parent/guardian is responsible for any charges incurred due to EMS transportation.

### **School Telephone**

The office phone is a business phone and will not be used by students unless an emergency arises. Messages will not be delivered to students. Students may ask to use the phone after school hours if there is an emergency. Parents wishing to deliver a message to a student must come to campus and show proper photo identification for the message to be delivered.

### **Cafeteria**

The cafeteria is opened each school day at designated times to students who wish to have breakfast and/or lunch.

Innovations is a Community Eligibility Provision (CEP) school. Section 104(a) of the Healthy, Hunger Free Kids Act of 2010 amended section 11(a)(1) of the Richard B. Russell National School Lunch Act (42 U.S.C. 1759a(a)(1)(the law) to provide an alternative to household applications for free and reduced-price meals in local educational agencies (LEAs) and schools with increased levels of low-income students. This alternative is referred to as the Community Eligibility Provision. All students enrolled in the school may participate in the breakfast and lunch program at no charge to them. All students enrolled and attending Innovations International Charter School may participate in the breakfast and lunch program at no charge to their household each day of the SY2022-2023. Meal applications are not required for students attending these schools. However, once a student withdraws and moves to another school, the CEP free meal status does not apply. Families must then apply to the new school/district for lunch and breakfast assistance.

Once in the cafeteria, students are expected to behave appropriately and cooperate with the following guidelines.

- Find a seat and remain there for the entire lunch. Please, no table hopping.
- Do not take food or drink items from the cafeteria.
- Use the restroom during the lunch period as needed with permission from a supervising staff member.
- Clean your area prior to dismissal from the lunchroom. All trash needs to be placed in the garbage cans.
- Wait for an adult to dismiss your table before leaving the cafeteria.
- Parents may bring lunch for their children. Leave the lunch with office staff and they will make sure your child gets his/her food.
- For the time being, parents will not be able to eat lunch with their children in the cafeteria. We are still monitoring social distancing and the congestive effect of having multiple adults and smaller siblings in the cafeteria.

## **Lost and Found**

If student find lost items, they are to be brought to the office. These will be placed in a Lost and Found box waiting to be claimed. All valuable items, such as jewelry, cell phones, etc. should be turned into the office. Students may look for lost items at lunch or after school. Lost and found items will be held for thirty-days and then discarded/donated.

## **Restrooms**

Restrooms are to be used for their intended purposes. Loitering in the restrooms causes problems for students who wish to use them. Students are to leave the restrooms immediately after using them. Restrooms are frequently checked throughout the day for damage or neatness. Use of restrooms during class time is permitted; but monitored by teachers releasing the students. Students are to refrain from vandalizing the restrooms or causing damage of any kind. They are also encouraged to throw their paper towels in the trash cans. It is not appropriate to throw trash on the floors, clog the sinks with extra toilet products, plug up toilets, overflow the sinks and toilets, or use any portion of the bathroom other than toilets or urinals to leave their bodily urine or bowel movements. Restrooms are cleaned frequently during the day to provide a sanitary space for your children to use.

## **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.

## **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.

## **Fees and Fines**

Students with outstanding financial obligations may be prohibited from school activities, some field trips, and other activities as deemed appropriate by the administration until such obligations are taken care of by the student. All fees and fines must be cleared prior to graduation from high school to receive a diploma.

## Dress Code and Appearance

Innovations International Charter School encourages students to 'dress for respect'. Personal appearance should not be disruptive to the educational environment. Innovations has an approved school dress code with the wearing of a school uniform. The school shirts and sweatshirts in the fall and winter can be purchased from the school at a nominal fee. Periodically throughout the year, there are special spirit days where the dress code is forgiven for that day only. Information will be sent home to families to prepare them for what can be worn that day.

### Footwear

- Students are required to wear shoes with soles and closed toes. House slippers, shoes with wheels, flip flops, sandals, and other open toed shoes are not permitted as these become safety concerns for the children.

### Shirts

- All clothing should cover any undergarments. No skin should be seen between the bottom of a shirt/blouse or the top of the pants/shirts at any time.
- Students are to wear the Innovations' uniform shirt each day school is in session unless a spirit day is called resulting in a 'dress down' day. If a student forgets his/her school shirt, a parent will be notified to bring the shirt to school. If the parent is unable to leave work to do so, a shirt will be provided by the office as a borrowed shirt for the day. The student must return the shirt by the end of the school day to the office. A fee will be charged for unreturned shirts.
- Innovations currently has two school uniform shirts. The first is a gray and black baseball type shirt worn the previous school year. Your child may continue to wear this shirt during the school week for the current school year. We are also adding a black polo shirt with our Aerospace and Aviation logo. We encourage your child to have at least one of these shirts to be worn throughout the week. The school will move to make this the mandatory shirt by the beginning of the 2023-2024 school year.
- School shirts must be worn to cover the body of the student wearing it. They should be always visible. However, in the cooler weather, it is understood that jackets, sweatshirts, or sweaters are needed. When asked, the students should be able to reveal his/her school dress shirt.

### Pants, Skirts, Dresses, Shorts

- All shorts, skirts, and dresses must be a minimum length of three inches above the top of the kneecap.
- The colors of the pants/skirts/dresses/shorts are either **solid black or khaki (beige)** in color. The school recognizes that some designers/manufacturers design their own logo into the clothing. **The logo may be acceptable, but further designs or stripes on pants are not allowed.** It is expected that these will be comfortable for the students and loose enough to allow for participating in the physical education program.
- Denim type pants, knit pants, cargo pants, corduroy pants or other pants with substantial material weight may be worn. **Denim does not mean blue jeans – these will ONLY be worn on Fridays.** This does allow students to wear black or khaki denim pants.

- Pants/shorts may not sag, nor may any pants be worn which allow underwear to show. Pants/shorts must be worn at the hip and be no more than one size larger than what the student would normally wear. Students should wear a belt to help secure the pants or shorts where needed.
- Pants/shorts must not be torn or ripped three inches above the kneecap. Patches that cover such tears, or leggings worn underneath such tears are allowed.
- Pajamas/lounge pants are not permitted.
- Leggings may be worn if they are solid black. It is preferable to have the leggings under a skirt or shorts as the material is very thin and can compromise the safety of the students wearing them.

### Hats, Hoods, and Accessories

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

### Dress Code Violators

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

### Traffic Policy

Innovations is deeply aware of the need for student safety during the drop-off and pick-up times during the morning and afternoon hours of school. Please see the following to be followed.



## Before School Program

Parents will be issued car line passes at the beginning of the school year. These passes will have the child's name, grade level, teacher's name, and an ID number. Please post these in your car windows so staff will be able to match who you are picking up each day. We want to ensure that our students are released safely each day. The school issues two (2) tickets per family. If you need more, you will need to present the office with the names and a photo ID of possible people to pick up your child during the school year before additional tickets are issued.

The drop off procedures for the morning program from 6:30 a.m. – 7:30 a.m. involve parents entering the school's lower parking lot off from 16<sup>th</sup> Street and following the cones in the parking lot to the drop off area. Parents are not to get out of their cars. Students will be greeted by the security and staff members assisting in the car line(s). The children will be released from the cars and directed to enter school through the main entrance. Parents may then exit the school's parking area on Oakey Blvd. to continue onto work.

From 7:30 a.m. – 8:00 a.m., there will be three designated car lines for releasing children into the building.

- Kindergarten and Grade 1 will drop off and enter through the kindergarten gate
- Grades 2 and 3 will drop off and enter through the upper parking lot
- Grades 4 and 5 will drop off and enter through Bracken Street

Release and picking up of students at the end of the school day will be using car lines as well.

At 3:30 p.m., grades kindergarten and first will pick up from the kindergarten gate. At 3:45 p.m., grades 2 and 3 will pick up from the upper parking lot, and at 4:00 p.m. grades 4 and 5 will pick up from Bracken Street.

The front doors of the school will be secured for safety purposes during the school day. A staff member will be posted at these doors during drop off and pick up time to assist parents seeking to get their students outside of the car lines. Students will be called for using our radios and brought to the parents to take home. Please ensure you have your picture IDs with you so we may release the students to their appropriate parents.

Students attending the after-school program will also be released at the front doors. Staff members will call for your children and they will be brought forward to be released. Please note that you may call for your children from the after-school program between the hours of 4:10 p.m. – 6:00 p.m.

## Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest.
  - Other schools to which a student is transferring.
  - Specified officials for audit or evaluation purposes.
  - Appropriate parties in connection with financial aid to a student.
  - Organizations conducting certain studies for or on behalf of the school.
  - Accrediting organizations.
  - To comply with a judicial order or lawfully issued subpoena.
  - Appropriate officials in cases of health and safety emergencies; and
  - State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

Due to confidentiality of student information as outlined in the Family Educational Rights of Privacy Act of 1974 (FERPA), Innovations will not release or disclose information from a student's educational record via telephone, as we are unable to ascertain the identity of the parent/guardian or other authorized personnel. If a parent/guardian has a question regarding their child's attendance, the parent/guardian must go to the attendance office and present valid proper identification (ex: driver's license, military ID, or other government issued photo ID) prior to any information being given.

## Release of Students During School Hours

Students are not to be released from school at the request of any person other than the parent with whom they are living (custodial parent), or legal guardians shown in the enrollment packet.

Parents/guardians must show a valid I.D. card/driver's license to the requesting office personnel to verify the release of the student to the appropriate parent/guardian listed in the enrollment form.

**Parents are encouraged to make medical appointments after school hours so the student may take advantage of a complete school day. All students leaving and returning must report to the office.**

## Title IX: Non-discrimination Policy

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

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

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

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

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

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

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

Appeals for Discrimination complaints involving students on an IEP/504 plan will be processed through the school's administration. For further information from the Office of Civil Rights (OCR) on notices of non-

discrimination, visit <http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm> for the address and phone number of the office that serves your area, or call 1-800-421-3481.

## **Campus Safety**

### **Campus Visitors**

All visitors are required to check in at the main office immediately upon arrival on campus. Any student from another campus or any person (minor or adult) who fails to properly identify themselves to school personnel will be subject to arrest for violation of the Nevada Revised Statutes and County Ordinance.

Parents or other guests wishing to visit with a classroom teacher must make the request in advance of 24-hour notice. Visitors meeting with a teacher should sign in and wait by the main office until the teacher or school personnel are available to escort them to their meeting place.

Senate Bill (SB) 287 requires that Innovations representatives/volunteers have a cleared background check through Human Resources prior to beginning as a volunteer.

### **Deliveries and Item Drop Offs**

Innovations believes that students should be responsible to bring all necessary items to school with them each morning. In the event that a student forgets an item that is critical to his/her academic success or instrumental to their safety, the parent may drop off the items at the main office.

Students will receive notice of the delivery during the first ten minutes of class and will have the opportunity to have it delivered to class or come to the office to collect their items. Lunches may be collected on the students' way to the cafeteria.

Items such as balloons and flowers, as well as food for multiple students will not be delivered to the students. These will be delivered at the end of the day on a pre-determined party day.

### **Emergency Procedures**

Emergency drills are conducted on a monthly basis. During all drills, visitors to campus will not be allowed to enter the building. If on campus, visitors will be asked to follow all instructions of the staff and participate cooperatively in the drill.

If an actual emergency arises, parents/guardians are asked to cooperate with the school administration to ensure the safety of all students and personnel. The practices of these drills are essential to the safety of all and must be taken seriously by students, staff, and parents.

### **Fire Drill**

Fire drills at regular intervals are required by law and are an important safety precaution. Exit routes are posted in each classroom. It is essential that, when the signal is given, everyone obeys promptly and clears the building by the prescribed route as quickly as possible. Students are to remain outside of the building until a signal is given to return by the security or administration. Students are to remain calm and follow the directions of an IICSN employee in an orderly manner.

### Shelter-in-Place Drill

The State requires schools to conduct one drill per academic month with three drills per year specifically for Shelter-in-Place. These drills are designed to be used in the case of a chemical leak or spill in the area.

### Soft Lockdown Drill

A soft lockdown occurs when an outside event or actual threat near the building requires security actions to take place, but instruction continues as normal. All exterior doors and main interior doors are locked, making it more difficult for an intruder to enter the building or gain access to students.

### Hard Lockdown Drill

A hard lockdown is an emergency lockdown response to an actual emergency situation within the building or on school grounds. This type of lockdown requires that all staff and students seek as much safety from physical assault as possible by using barriers to sight as well as physical barriers.

### Earthquake Drill

An earthquake drill is practiced by students using the Duck-Cover-Hold instructions.

### Emergency Evacuation Drill

Evacuation is the movement of all students and staff out of the facility as quickly and orderly as possible. This movement is initiated when there is a threat in or near the facility and it is safer for students to move away from the building rather than remaining. Typically, the students and staff will move to the designated Staff-Student Staging Area practiced during the drills. At this location, attendance is taken, and decisions can be made as to whether there will be movement to the Family Reunification Area or return to the school.

### Facility Failures/Outages

If there is a major failure or outage of HVAC, water, electricity, or plumbing, students and staff will typically be moved to an operable area of the building or if failure is too broad, a decision will be made to close the school for the remainder of the academic day. Parents will be notified.

### Lockers at the Secondary Level

Lockers will be provided to all students requesting one for storage of backpacks and other necessary items to be used at school. Innovations is not responsible for items left in the lockers. The school's administration has a legal right to inspect student lockers at any time or to remove the privilege of using a locker if that privilege is abused. The school will take all reasonable precautions to ensure that the locker is a safe place for individual property. If a theft occurs, the student should notify the office staff immediately.

The following rules of locker use must be observed.

- Student may not share lockers
- Keep the locker combination confidential. Do not share the locker or combination with another student.
- Do not pop lockers open.
- Remove items of value from the locker. These items must be kept at home.
- Make sure the locker is firmly and securely closed after each use.
- Report any problems with your locker immediately to the office.
- Expect no privacy in the use of the locker. Lockers remain the property of Innovations and as such, may be routinely searched by administration.
- Accept responsibility for any loss or damage to books or personal property stored in the locker.

The school is not responsible for the loss or theft of personal property, which is brought to school. The school will assist as much as possible to recover lost or stolen property. We encourage students to leave valuables home and not bring them to school.

### Stolen Items

Items, which are lost or stolen, are a problem to both students and teachers. Caution should be used when bringing money or valuables to school. Do not bring excessive amounts of money or expensive electronic devices to school. The school is not responsible for lost or stolen items.

## **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

### **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 based on race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
6. Enter the school premises without authorization or remain in any portion of the school normally closed or vacated for the time being.
7. Block or impede the free movement of any person in any place to which this code applies.
8. Violate the traffic laws, parking regulations, or other restrictions on vehicles pertaining to the school or its sanctioned events.
9. Possess, consume, sell, distribute, or exchange alcoholic beverages, controlled substances, or be under the influence of either on school property or at a school sanctioned event.

10. Possess or use weapons in or on school property or at school sanctioned events, except in the case of law enforcement officials.
11. Linger on or around school property or at a school sanctioned event.
12. Gamble on school property or at school sanctioned events.
13. Refuse to comply with any reasonable order of identifiable school officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this code.
15. Violate any federal or state statute, local ordinance, or board policy while on school property or at school sanctioned events.

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

### **Trespassing and Visitor Control**

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

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

**NRS 392.915** makes it unlawful for any person, using 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 persons, 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 stationary, 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.

### **Habitual Behavior Problems**

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

1. Except as otherwise provided in this section, a principal of a school shall deem a pupil enrolled in the school a habitual disciplinary problem if the school has written evidence which documents that in 1 school year:

(a) The pupil has threatened or extorted, or attempted to threaten or extort, another pupil or teacher or other personnel employed by the school two or more times, or the pupil has a record of five suspensions from the school for any reason: and

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

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

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

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

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

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

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

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

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

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

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

5. If a pupil is suspended, the school in which the pupil is enrolled may develop, in consultation with the pupil and the parent or legal guardian of the pupil, a plan of behavior for the pupil. Such a plan must be designed to prevent the pupil from being deemed a habitual disciplinary problem and may include, without limitation:

(a) A plan for graduating if the pupil is deficient in credits and not likely to graduate according to schedule.

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

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

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

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

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

(e) A voluntary agreement by the pupil and the pupil's parent or legal guardian that the pupil will attend summer school, intersession school or school on Saturday, if any of those alternatives are offered by the school district.

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

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

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

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

## **Administrative Actions**

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

## **Law Enforcement**

### **Questioning of Students**

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

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

### **Students Taken into Custody**

- State law requires the district to permit a student to be taken into legal custody:
- To comply with an order of the juvenile court.
- To comply with the laws of arrest.
- By a law enforcement officer if there is probable cause to believe the student has engaged in delinquent conduct or conduct in need of supervision.
- By a probation officer if there is probable cause to believe the student has violated a condition of

probation imposed by the juvenile court.

- By an authorized representative of Child Protective Services, Texas Department of Family and Protective Services, a law enforcement officer, or a juvenile probation officer, without a court order, under the conditions set out in the Family Code relating to the student's physical health or safety.
- To comply with a properly issued directive to take a student into custody.

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

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

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

Cyberbullying and bullying will not be tolerated at Innovations. Each report of bullying will be investigated thoroughly. Alleged victims and offenders will receive a bully investigation letter to explain that a bullying investigation will be conducted. The investigation will be conducted within two or three days upon receiving the complaint. All parents of alleged victims and offenders will at a minimum, received a phone conference with an administrator. Most parents of bullying offenders will be required to meet in person with an administrator to discuss possible consequences. Consequences for bullying will be progressive in nature but may be severe depending on the circumstance. Information about cyberbullying/bullying and the consequences will be provided to students and families.

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

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

**NRS 388.122 “Bullying” defined.**

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

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

2. The term includes, without limitation:

- (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person.
- (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors.
- (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing, or disrespectful gestures.

- (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing.
  - (e) Blackmail, extortion or demands for protection money or involuntary loans or donations.
  - (f) Blocking access to any property or facility of a school.
  - (g) Stalking; and
  - (h) Physically harmful contact with or injury to another person or his or her property.
- (Added to NRS by 2009, 687; A 2011, 2245; 2013, 1655, 2138; 2015, 411)

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

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

Forms of Bullying Behavior viewed at schools:

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

No member of the Governing Board, employee of Innovations, member of a club or organization that may use the school’s facilities, or any student will tolerate or engage in bullying or cyberbullying on either school campus, school buildings, on a bus, on school grounds, or at school sanctioned events. This includes classrooms, hallways, locker rooms, cafeterias, restrooms, gymnasiums, playgrounds, athletic fields, parking lots and other areas on the premises of the school.

It is the policy of Innovations International Charter School to encourage students who are subjected to, witness, or overhear incidents of bullying and cyberbullying to report such incidents. (See something...say something) Students should report any incident(s) of bullying and cyberbullying to a teacher, counselor, security, or school administrator. Students are also encouraged to report knowledge of bullying and/or cyberbullying via the SafeVoice Program that allows individuals to anonymously report unlawful activities.

Any Innovations’ employee who witnesses or receives information about an incident of bullying and/or cyberbullying on campus shall report it to the administration or his/her designee as soon as practicable, but no later than a time during the same day on which the other staff member witnesses or receives information about the incident.

No cause of action may be brought against a student, employee, or volunteer of the school who reports a bullying and cyberbullying unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.



If administration determines the report was false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the administration may recommend the imposition of disciplinary action or other measures against the person in accordance with policies that govern disciplinary action.

Upon receiving a report of bullying or cyberbullying, the administration shall immediately take any necessary action to stop the bullying or cyberbullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyberbullying and shall begin investigation of the report.

The investigation must include notification provided by telephone, electronic mail, or other electronic means, or provided in person, of the parents/guardians of all students directly involved in the reported bullying or cyberbullying as applicable, either as a reported aggressor or a reported victim. The notification must be provided not later than:

- If the bullying or cyberbullying is reported before the end of school hours on a school day, 6:00 p.m. on the day on which the incident was reported or
- If the bullying or cyberbullying was reported on a day that is not a school day or after school hours on a school day, 6:00 p.m. on the school day following the day the incident was reported

The notification may not include personally identifiable student information other than the name of the parent's child to whom the notice is addressed and is not required to label the student's alleged role in the incident. If the contact information for the parent or guardian of a student in the records of the school is not correct, a good faith effort to notify the parent or guardian shall be deemed sufficient to meet the notification requirements.

The investigation must include interviews with all students whose parents or guardians must be notified. The investigation must be completed not later than two (2) school days after administration or his/her designee is not able to complete the interviews within two (2) school days after making a good faith effort because any of the persons to be interviewed is not available, one (1) additional school day may be used to complete the investigation.

The administrator or his/her designee who conducts the investigation will complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation. Subject to the provisions of the FERPA and any regulations adopted pursuant thereto, the report must be made available, not later than 24-hours after the completion of the written report to all parents or guardians who must be notified as part of the investigation.

Follow-up, not later than 10 school days after receiving the report, must be provided for each reported victim of the bullying or cyberbullying to inquire about the well-being of the reported victim and to ensure that the bullying/cyberbullying is not continuing. The initial contact will be made by the school's counselor and reported back to administration. To the extent information is available, the administration must provide, to a parent or guardian of a student to whom notice of a reported bullying violation was provided, a list of resources that may be available in the community to assist a student as soon as practicable. If a list is provided, the administration or any employee of the school is not responsible for providing the resources to the student or ensuring the student receives the resources.

The parent or legal guardian of a student involved in the reported bullying or cyberbullying may appeal a disciplinary decision made by administration. No later than 30 days after receiving the disciplinary decision, the parent or guardian may submit a complaint to the school's Governing Board and to the Office for Safe and Respectful Learning Environment within the Nevada Department of Education.

## **State Regulations on Creating a Safe and Respectful Learning Environment**

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

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

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

1. The Legislature hereby declares that the members of a board of trustees and all administrators and teachers at a school district have a duty to create and provide a safe and respectful learning environment for all pupils that is free of bullying and cyber-bullying.
2. A parent or guardian of a pupil of the public school system of this State may petition a court of

competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provisions of NRS 388.121 to 388.1395, inclusive.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

2. The policy must include, without limitation:

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

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

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

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

(3) Methods to promote a positive learning environment.

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

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

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

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

The board of trustees of each school district shall:

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

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

2. Provide for the appropriate training of members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees in accordance with the policies prescribed pursuant to NRS 388.133 and pursuant to subsection 2 of NRS 389.520. For members of the board of trustees who have not previously been elected or appointed to the board of trustees or for

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(a) Within 90 days after becoming an administrator.

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

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

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

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

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

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

### **School Safety Team**

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

1. Establish a school safety team to develop, foster and maintain a school environment which is free from bullying and cyber-bullying.

2. Conduct investigations of violations of NRS 388.135 occurring at the school; and

3. Collaborate with the board of trustees of the school district and the school safety team to prevent, identify and address reported violations of NRS 388.135 at the school.

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

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

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

(a) A school counselor.

(b) At least one teacher who teaches at the school.

(c) At least one parent or legal guardian of a pupil enrolled in the school: and

(d) Any other persons appointed by the principal.

2. The principal or his or her designee shall serve as the chair of the school safety team.

3. The school safety team shall:
  - (a) Meet at least two times each year.
  - (b) Identify and address patterns of bullying or cyber-bullying.
  - (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying.
  - (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying; and
  - (e) To the extent money is available, participate in any training conducted by the school district regarding bullying and cyber-bullying.

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

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

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

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

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

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

2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take any necessary action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the bullying or cyber-bullying and shall begin an investigation into the report. The investigation must include, without limitation:

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

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

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

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

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

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



subsection 2 within 2 school days after making a good faith effort because any of the persons to be interviewed is not available,

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

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

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

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

8. The parent or guardian of a pupil involved in the reported violation of NRS 388.135 may appeal a disciplinary decision of the principal or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department. (Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069)

**NRS 388.1352 Establishment of policy by school districts for employees to report violations to law enforcement.** The board of trustees of each school district, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the

school district, shall establish a policy for the procedures which must be followed by an employee of the school district when reporting a violation of NRS 388.135 to a school police officer or local law enforcement agency. (Added to NRS by 2011, 2244)

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

1. Shall take disciplinary action against the employee by written admonishment, demotion, suspension, dismissal, or refusal to reemploy; and

2. If the employee is the holder of a license issued pursuant to chapter 391 of NRS, may recommend to the board of trustees of the school district that the board submit a recommendation to the State Board for the suspension or revocation of the license. (Added to NRS by 2015, 410)

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

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

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

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

**Rules of Behavior; Week of Respect**

**NRS 388.139 Text of certain provisions required to be included in rules of behavior.** Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading "Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.  
(Added to NRS by 2001, 1929; A 2005, 706; 2009, 688; 2011, 2246; 2013, 1659; 2015, 417)

**Rules of Behavior; Week of Respect**

**NRS 388.139 Text of certain provisions required to be included in rules of behavior.** Each school district shall include the text of the provisions of NRS 388.121 to 388.1395, inclusive, and the policies adopted by the board of trustees of the school district pursuant to NRS 388.134 under the heading "Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to NRS 392.463.  
(Added to NRS by 2001, 1929; A 2005, 706; 2009, 688; 2011, 2246; 2013, 1659; 2015, 417)

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

1. Methods to prevent, identify and report incidents of bullying and cyber-bullying.
2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
3. Methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying (Added to NRS by 2013, 2137) — (Substituted in revision for NRS 388.145)

## 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 to move to action, your cooperation and your reporting of any and all incidences of bullying and cyberbullying are greatly appreciated.

### **Sexting**

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

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

### **Administrative Searches**

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

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

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

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

## Discipline Philosophy and Procedures

### Philosophy

Distinguished schools need a safe learning environment to succeed in their mission to provide students a high-quality education. The foundation for a safe learning environment begins with a genuine respect for all members of the learning community by all members of the community. All members of the school's community, both students and adults, have the right to be treated with kindness, respect, and dignity.

Schools need rules and regulations to help foster an environment of respect and to help govern the interactions between all members of the school community. Innovations International Charter School has established behavior guidelines for all students. It is the expectation of the staff and administration that students will follow acceptable standards of behavior on the school campus and at school sanctioned events. Disciplinary action is taken when any individual endangers the safety of others, disrupts the educational setting, or interferes with the right of teachers to teach and students to learn.

The goal of student discipline is to assist teachers and students with modifying and monitoring behaviors in ways that contribute to academic achievement and school success. Innovations uses the principles of Restorative Practices to see to repair relationships that have been damaged, including those damaged through bullying. The emphasis is to develop a strong learning community while managing conflict and tensions by repairing harm and building relationships.

Innovations will make every reasonable effort to correct student misbehaviors through restorative practices, positive behavioral rewards, and using a progressive discipline system. The use of these elements will enhance a positive school learning environment and avoid a negative behaviorally focused school. The majority of behavioral issues can be addressed at the classroom level by teachers. In all instances, school discipline should be reasonable, timely, fair, age-appropriate, and should match the severity of the student's misbehavior.

Disciplinary actions range from conferencing with students to recommendation for expulsion as necessitated by the severity and frequency of the action. It is always the hope of the school's staff that actions be taken when necessary and as infrequently as possible with a cooperative attitude from the student and a professional and positive approach by the staff, any and all consequences discussed in this section of the handbook can be avoided.

### Mandatory Expulsions

Some situations are so serious that Innovations must recommend a student expulsion. These offenses are:

- 1. Battery on an Innovations employee**
  - a. Physical abuse directed at a school employee
- 2. Battery to a student**
  - a. Physical abuse to any student with significant injury, where a clear imbalance of power has been established.
- 3. Drugs, alcoholic beverages, Use, Possession and Distribution**
  - a. Use, possession, and/or distribution of a controlled and/or illicit substance or any represented to be as such.

#### 4. Weapons

- a. 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 injury or death. An Air Soft Gun, BB Gun, Paint Ball Gun, and Pellet Gun are all considered to be weapons. The Gun Free Schools Act and NRS 392.466 specify expulsion requirements based on the type of weapons and/or circumstances surrounding the infraction.

#### Major Violations

The following are considered to be major violations of school and district discipline rules and regulations. Offenses in this category may lead to a suspension and/or expulsion depending on the severity of the offense and/or previous acts in the same category. Usually, offenses in this category result in suspension from the school. Students who accumulate 5 suspensions during the course of twelve (12) months may be regarded as a habitual discipline problem with a mandatory parent meeting must be scheduled for further discussion and/or disciplinary actions.

1. Battery and/or assault against staff, students, or visitors.
2. Drugs, alcoholic beverages, use, possession, and distribution including substances represented as drugs or alcoholic beverages. Being under the influence of such drugs or alcoholic beverages is included in this violation.
3. Verbal abuse, intimidation, or Cyberbullying. A student shall not direct harassing, vulgar, or derogatory remarks toward any person, in person or by electronic means.
4. A student shall not willfully or maliciously engage in a course of conduct that would cause a reasonable person to feel terrorized, frightened, intimidated, or harassed.
5. Fighting. It is important to note that both parties involved in a fight are always subject to discipline.
6. Gambling
7. Activities of criminal gangs. This includes overt gang activity but also includes signing, gang symbols, language or tagging on notebooks or one's person, and certain clothing or other symbols connected with or associated with gang activity.
8. Harassment, hazing, or intimidation. Basically, this means "No Bullying". Everyone has a right to come to school and feel safe. They deserve to be left alone to pursue their education. Cyberbullying will not be tolerated. Inappropriate use of technology will be subject to discipline (includes misuse of social media sites) to send inappropriate pictures, texts, voicemails via the computer or cell phone.
9. Immoral or lewd conduct that is sexual in nature, which includes the saying or writing of obscene words or symbols. This also includes 'sexting' via the computer or cell phone.
10. Insubordination and/or refusal to cooperate with Innovations' employees.
11. Nuisance items (major) that threaten the safety of others or cause a major disruption to the learning environment.
12. Robbery/Extortion. This includes, as an example, taking someone's lunch money or cell phone
13. Racial or Sexual Harassment. Students need to understand that it is the perception of the victim more than the intent of the offender that matters the most. Sexual harassment can include sexual language, jokes, pranks (such as pantsing) and other actions that may offend the victim. Offensive language that displays racism or bigotry toward any particular group is prohibited.
14. Smoking on campus or possession of cigarettes, tobacco, matches, lighters, or other smoking materials (including electronic smoking devices).

15. Campus disruption or disorderly conduct. This can include, again as an example and not as an exhaustive list, activities like food fights. Students should be aware that a police citation could be issued for this infraction.
16. Theft, loss, or destruction of school or private property. Students are responsible to reimburse the school for the loss. A loss of \$500 or more may result in a legal action by the school.
17. Truancy. Penalties for truancy are dictated by Law Enforcement.
18. Weapons of any kind. Parents and students should note that razor blades, firecrackers, fireworks, plastic BB guns, air soft guns, and any type of simulate gun or projectile and a knife are considered to be weapons.

While a list such as this describes many negative behaviors, the most important positive thing to remember is that all of the above activities and subsequent penalties can be avoided by simply choosing not to do any of them. None of the violations above can happen by accident. If students simply choose to respect others as well as themselves, none of the activities listed above need to happen.

### Other Offenses

There are other offenses that disrupt the educational setting and interfere with the right of teachers to teach and students to learn or become a safety issue. For these offenses, students and/or parents are conferenced with and either a warning or another consequence is assigned such as in-house suspension or detention. Repeated violations of these rules can lead to suspension if the other interventions do not seem to be correcting the behavior of the student. Students are expected to be on time for class, to bring the appropriate materials to class and once in class, to cooperate with the teacher. Specifically, students are prohibited from:

- Disrespect for staff
- Disrupting class or otherwise being uncooperative in class. There is probably nothing else that makes teaching more difficult than this. Students who are frequently referred for this kind of behavior will graduate to more serious consequences such as suspension.
- Horseplay in the classroom or on campus. Innovations has a hands-off policy. Students chasing each other and other wise coming into physical contact with each other as in running, chasing, grabbing, etc. can result in injury to students even with friends. This is not an exhaustive list.
- Chewing gum. Students are not allowed to chew gum on campus.
- Bringing nuisance items to school.
- Toys are not permitted on campus. These items can be confiscated and will only be returned to the legal parent/guardian.
- Students are not allowed to use electronics during school hours. See below for a more extensive explanation of the electronics device policy.
- Public displays of affection are not appropriate behaviors for students.
- Selling of personal items is prohibited.

Once again, the behaviors outlined above are avoidable by choice. By working together with parents and students, the administration and staff at Innovations hope that each and every student in the school has the opportunity to be academically successful.

Teachers, counselors, support staff, and administrators will handle minor disciplinary offenses with detentions, lunchroom or campus clean-up duties, one-on-one conferences, and if necessary, phone calls

to parents and/or a parent conference. If minor disciplinary problems continue, they become a flagrant violation of the rules and must be handled through the counselor and/or administrator.

### **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. Headphones and ear buds cannot be visibly in a student's ears at any time other than in-class use 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.



## Statement of Understanding

The following are key factors necessary for remaining informed about receiving instruction with Innovations International Charter School of Nevada.

- Enrollment is contingent upon completing an application, supplying necessary documents, and having a space open for students. Should there be a waiting list, upon the opening of a grade level position, a lottery will determine which student(s) move into an open seat.
- Transportation to Innovations is the responsibility of the families.
- Enrolled students must follow the school's dress code and wear uniforms daily unless a special 'spirit day' or celebration day is called.
- Technology policies must be followed. Should it be necessary to use a loaner computer from the school, families are responsible for the cost of the repair or replacement of broken, lost, or stolen items.
- The school is not responsible for any lost, stolen, or damaged property such as jewelry, electronics, cell phones, etc.
- All members of the school's learning community are required to respect the rights and privileges of other students, teachers, and all staff members.
- Failure to follow the rules and regulations set forth by the school will result in disciplinary measures and parent contact.
- As a member of the school's learning community, communication with the school is critical. If there is a change of address or phone number, the families must contact the school to update student records.
- For students to be successful in school, they must be on time and in school each day unless a major illness or death in the family. Parents are responsible for calling the office to inform staff of an absence, bringing in an excuse when the child returns, and completing all work missed while the child is out of school. He/she has 3 days to submit missed work for credit.
- Students are mandated to take state and district required exams at various times during the year. Parents are responsible to ensure their children are at school for these exams.
- The school has two major rules:
  - Keep your hands, feet, and other objects to yourself.
  - Be nice.All students are required to follow these two rules.
- The school also follows a restorative justice set of rules. These three steps are: (a) do it, (b) own it, and (c) fix it. All students are responsible to follow these three rules.
- Families and staff members are responsible for all information in this handbook. Please ensure it is discussed with your child.
- The staff and administration at Innovations are here to help families and children. Please reach out and speak with someone so we can continue to support you.