



Innovations International Charter School of Nevada

Parent and Student Handbook 2026 – 2027

**Educating for Life
Using Innovative Learning for the AI Future**

Elementary Campus
1600 E. Oakey Blvd.
Las Vegas, NV 89104

Secondary Campus
950 E. Sahara Ave.
Las Vegas, NV 89104

702-216-4337
www.iicsn.org

Administration

Dr. Connie L. Malin
Superintendent

Mr. Nick Didier
Principal

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

Mr. Steve Major
Director of School Technology, AI, and Cybersecurity

Counselors

Mrs. Patricia Krajcech, K-5
Counselor

Mrs. Kristin Rich, 6-12
Counselor

Office Staff

Oakey Campus

Susan Douglas
Adelaida Serna Lugo
Becky Poole
Mackenzi Creel

Sahara Campus

Michelle Lopez
Gabe Lopez

Bell Schedule

Elementary

7:00 a.m.	Before School Program Begins
7:15 a.m.	Breakfast Service Begins
8:00 a.m.	Beginning of the Instructional Day
11:30 a.m.	Kindergarten & Grade 1 Lunch
12:00 a.m.	Grades 2 & 3 Lunch
12:30 p.m.	Grades 4 & 5 Lunch
3:45 p.m.	Grades K & 1 Dismissal
3:45 p.m.	Grades 2 & 3 Dismissal
3:45 p.m.	Grades 4 & 5 Dismissal
4:00 p.m.	After School Program Begins
5:30 p.m.	After School Program Ends

Secondary

7:15 a.m.	Breakfast Service Begins
8:00 a.m.	Beginning of the Instructional Day
11:09 a.m.	High School Lunch
12:13 p.m.	Middle School Lunch
4:00 p.m.	Student Dismissal

2026-2027 Community Calendar

Innovations International Charter School of Nevada's annual school calendar identifies instructional days, school holidays, scheduled breaks, professional development days, parent-teacher conference dates, contingency days, and the beginning and end of the school year. Families will be notified of any necessary changes through the school's established communication systems.

Key Calendar Dates

August 10, 2026 - First Day of School

September 7, 2026 - Labor Day - No School

September 17-18, 2026 - Parent-Teacher Conferences (Half Days)

October 2, 2026 - Professional Development Day - No School for Students

October 30, 2026 - Nevada Day - No School

November 11, 2026 - Veterans Day - No School

November 23-27, 2026 - Family Day/Thanksgiving Break - No School

December 21, 2026-January 1, 2027 - Winter Break - No School

January 18, 2027 - Martin Luther King Jr. Day - No School

February 12, 2027 - Professional Development Day - No School for Students

February 15, 2027 - Presidents' Day - No School

March 15-19, 2027 - Spring Break - No School

May 21, 2027 - Last Day of School

May 24-26, 2027 - Contingency Days

Welcome!

Dear Families,

Welcome to a new school year! We are honored that you have chosen to partner with us in your child's education. At Innovations International Charter School of Nevada, we believe that every child has the ability to grow, achieve, and thrive when provided with strong instruction, meaningful opportunities, and a supportive community.

This year, we are strengthening our commitment to high-quality instruction through a clear and purposeful learning model: **Teach – Practice – Explore**.

- Your child will receive direct, focused instruction from their teacher each day
- They will have time to practice and build confidence in essential skills
- They will engage in hands-on learning and exploration, applying what they've learned in meaningful ways

In addition, we are continuing to expand opportunities in technology, STEM, and responsible use of artificial intelligence (AI) to better prepare students for the world they are growing into. These tools will be used to support learning, personalize instruction, and increase student engagement—while always maintaining the importance of strong teaching and human connection.

What does this mean for your child?

It means they will be actively engaged in learning each day. They will be supported, challenged, and given opportunities to think critically, solve problems, and grow both academically and personally.

We also want to emphasize that education is a partnership. When schools and families work together, students are more successful. We encourage open communication, involvement, and collaboration throughout the year.

As we begin this journey together, please know that our commitment is to provide a safe, structured, and engaging learning environment where every child can succeed.

We look forward to a wonderful year of growth, learning, and achievement.

Warm regards,

Dr. Malin

Superintendent

Introduction

Purpose of the Handbook

Innovations International Charter School of Nevada is a school of choice for families seeking a high-quality, forward-thinking education for their children. Centrally located in the Las Vegas Valley, we proudly serve students from across the Las Vegas Valley in grades K–12.

Our academic program is aligned with the Nevada Academic Content Standards and prepares students for success on state-mandated assessments. We are committed to ensuring that all students build strong foundations in core subjects required for promotion and graduation, while also offering a variety of elective courses that support student interests and talents.

As part of our continued growth, Innovations is strengthening its focus on Aerospace and Aviation through an integrated STEAM program. Students in all grade levels engage in hands-on learning experiences in science, technology, engineering, the arts, and mathematics. These experiences are intentionally connected to reading, writing, research, and vocabulary development so that students build both academic knowledge and real-world understanding of future career opportunities.

In addition, our school is implementing a structured instructional approach called **Teach – Practice – Explore**. Through this model, students receive direct instruction, build skills through guided practice, and apply their learning in meaningful and engaging ways. Technology and innovative tools, including age-appropriate use of artificial intelligence, are used to support and enhance instruction while maintaining a strong focus on teacher-led learning and student engagement.

This handbook is designed to provide students and families with a clear understanding of school expectations, procedures, and the learning experiences we provide. Our goal is to ensure a safe, structured, and supportive environment where all students can succeed.

We value our partnership with families and encourage open communication throughout the school year. If you have any questions, please reach out to our staff—we are here to support you and your child every step of the way.

Mission Statement

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

Expectations

The following categories are points of emphasis for all students, staff, and families to work together for the best education available for our children. These expectations are not optional—they are the foundation of how we learn, work, and grow together.

School Operational Protocols

Innovations International Charter School of Nevada maintains school-wide operational protocols to ensure a safe, orderly, consistent, and effective learning environment. These protocols apply to students, families, staff, volunteers, and visitors as appropriate and are described throughout this handbook.

School operational protocols include expectations and procedures related to daily attendance and punctuality; arrival and dismissal; campus access and visitors; student supervision; health and safety; emergency procedures; student behavior and discipline; communication between school and families; technology, network, and artificial intelligence use; protection of school property; academic expectations; and other procedures necessary for the safe and effective operation of the school.

Students and families are expected to follow school procedures, staff directions, and the policies contained in this handbook. The school may establish additional reasonable procedures during the school year when necessary to protect student safety, maintain an effective learning environment, comply with applicable law, or address operational needs. Material changes affecting students and families will be communicated through appropriate school communication channels.

These operational expectations work in conjunction with the Nevada Educational Involvement Accord and reflect the shared responsibility of the school, students, and families for student safety, engagement, attendance, academic progress, and responsible participation in the school community.

- **Engagement and Persistence**

Students and staff commit to staying focused, actively participating in learning, and supporting one another through challenges. We believe that effort and perseverance lead to growth.

- **Ownership and School Pride**

Students, staff, and families take pride in our school by contributing to a safe, respectful, and welcoming environment where everyone feels valued and supported.

- **Active Participation in STEAM Learning**

All members of our school community support and engage in our STEAM focus, including aerospace and aviation, through hands-on, meaningful learning experiences.

- **Commitment to Academic Rigor and Growth**

Students and staff embrace high expectations and academic challenges. Through strong communication, active listening, and a willingness to learn, we build resilience and respect for the learning process.

- **Purposeful Teaching and Learning**

Our classrooms follow a structured approach—**Teach, Practice, and Explore**—ensuring that students receive clear instruction, meaningful practice, and opportunities to apply their learning in real-world contexts.

- **Partnership with Families**

We believe that student success is strongest when schools and families work together. Staff, students, and families commit to open communication, shared responsibility, and active involvement in the learning process.

Consistent Attendance and On-Time Arrival

Daily attendance and punctuality are essential to student success and are a shared responsibility between students, families, and the school.

Instruction begins promptly at 8:00 a.m. Students arriving after 8:15 a.m. are marked tardy and miss critical instructional time.

At Innovations, learning follows a structured model—Teach, Practice, Explore. When students are late or absent, they miss the direct instruction (“Teach”) that provides the foundation for all learning that follows. This significantly impacts their ability to successfully practice and apply new skills.

- In grades K–5, this time includes essential reading and foundational skill development that cannot be fully recovered.
- In grades 6–12, missing first-period instruction may result in loss of critical content and can impact course credit.

Frequent absences and habitual tardiness disrupt learning, create gaps in understanding, and make it difficult for students to achieve their full potential.

We expect all students to be present, on time, and ready to learn each day. Families play a critical role in ensuring consistent attendance and establishing routines that support student success.

Full-Day Attendance and Early Dismissals

Remaining in school for the full instructional day is essential to student success.

Early dismissals interrupt the learning process and result in missed instruction that cannot be fully recovered. At Innovations, the latter part of the school day is a critical component of our Teach – Practice – Explore model, where students apply their learning through hands-on experiences, including Innovations Studio, STEM activities, and project-based learning.

- In grades K–5, early dismissal results in missed opportunities for exploration, collaboration, and application of skills learned earlier in the day.
- In grades 6–12, leaving early may result in missed instructional time that can impact course progress and, in some cases, course credit.

For these reasons, early dismissals are strongly discouraged and should occur only in cases of documented medical appointments or family emergencies.

We understand that schedules can be challenging; however, removing students early for convenience—such as avoiding dismissal procedures—negatively impacts their academic experience and overall growth.

We expect all students to remain in school until the official dismissal time each day. Families play an important role in supporting this expectation and ensuring that students receive the full benefit of their instructional program.

Innovations International Charter School of Nevada Student Attendance and Punctuality Agreement (K–12)

Our Commitment to Student Success

Daily attendance and punctuality are essential to student success at Innovations. Our instructional model—**Teach, Practice, Explore**—depends on students being present, on time, and engaged for the full school day.

Daily Attendance Expectations

- *Students are expected to attend school every day unless illness or an emergency prevents attendance.*
- *Families are responsible for ensuring students arrive prepared and on time.*
- *Frequent absences can create academic gaps that are difficult to recover.*

On-Time Arrival

- *School begins promptly at 8:00 a.m.*
- *Students arriving after 8:15 a.m. are considered tardy.*

Late arrival causes students to miss **direct instruction** (“**Teach**”), which provides the foundation for understanding new concepts.

- **Grades K–5:** Missed time affects foundational reading and skill development.
- **Grades 6–12:** Missed instruction may affect course progress and can impact credit.

Full-Day Attendance and Early Dismissals

Students are expected to remain in school for the full instructional day.

Leaving early results in missed “**Explore**” learning, including STEM activities, project-based learning, and opportunities to apply skills.

- Early dismissals should occur **only for documented medical appointments or family emergencies**.
- Early pick-up for convenience, including avoiding dismissal procedures, is strongly discouraged.

Parent/Guardian Responsibilities

By enrolling at Innovations, parents/guardians agree to:

- Ensure their child attends school regularly and arrives on time.
- Avoid unnecessary absences, tardies, and early dismissals.
- Schedule appointments outside school hours whenever possible.
- Communicate with the school about attendance concerns.

Attendance Accountability

To support student success, the school may take the following steps when attendance expectations are not met:

- Parent/guardian notification and communication
- Attendance conferences
- Academic or attendance intervention plans
- Possible impact on course credit for students in grades 6–12

Acknowledgment and Agreement

I understand that daily attendance, punctuality, and remaining in school for the full instructional day are essential to my child's success. I agree to support these expectations and partner with the school to ensure my child is present, on time, and engaged in learning each day.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Before and After School Programs (K-5 Oakey Campus Only)

Innovations International Charter School is pleased to offer **before and after school programming at no cost** to families at our **Oakey (K–5) campus** through available Title I funding. These programs are designed to support student learning, provide additional academic enrichment, and assist families with scheduling needs.

At this time, due to **limited funding and low participation**, before and after school programs are **not available at the Sahara campus (grades 6–12)**.

Program Expectations and Hours

- **Before School (K–5 Oakey Campus):**
Students may arrive as early as 7:00 a.m. for the before school program and at 7:15 a.m. for breakfast and supervised activities.
- **After School (K–5 Oakey Campus):**
After school programming is available until 5:30 p.m. on scheduled program days.
- **Sahara Campus (Grades 6–12):**
Students may arrive at 7:15 a.m. for breakfast; however, no before or after school supervision is provided. Students must exit campus promptly at dismissal (4:00 p.m.)

Student Behavior Expectations

Because these programs are provided **at no cost to families**, students are expected to demonstrate **appropriate behavior, respect for staff, and adherence to all school rules** at all times.

Failure to meet behavior expectations may result in removal from the program.

Parent Responsibilities and Pick-Up Procedures

Families play an essential role in ensuring the success and safety of our programs:

- Students must be **picked up no later than 5:30 p.m.**
- A **late fee of \$10.00 per half hour** will be assessed for each student picked up after 5:30 p.m.
- It is expected that families remain **reachable by phone** during program hours

If a student is not picked up and the school is **unable to reach a parent or emergency contact**, the following will occur:

- Continued attempts will be made to contact the family
- If a child remains on campus after **6:00 p.m. without contact**, **Child Protective Services (CPS)** may be notified to ensure the safety of the child

Consistent late pick-up or failure to follow program expectations may result in your child's removal from the before and after school programs.

Our Commitment

We are proud to offer these programs as a support to our families and students. In return, we ask for **shared responsibility, respect for program expectations, and timely pick-up** so that we can continue to provide a safe and positive environment for all participants.

Program Accountability and Consequences

To ensure a safe and effective environment for all students, the following consequences may be implemented if expectations are not met:

Behavior Concerns

- 1st Incident: Verbal warning and parent notification
- 2nd Incident: Written warning and parent conference
- Continued Concerns: Temporary or permanent removal from the program

Late Pick-Up

- After 5:30 p.m.: \$10.00 per half hour late fee will be assessed to each child remaining
- Repeated Late Pick-Up (2–3 occurrences): Parent conference and warning
- Continued Late Pick-Up: Possible suspension or removal from the program

Failure to Pick Up / Unreachable Parent

- Immediate attempts to contact parent/guardians and emergency contacts
- After 6:00 p.m. with no response: Child Protective Services (CPS) may be contacted to ensure student safety

Non-Compliance with Program Expectations

(Disrespect, refusal to follow staff directions, unsafe behavior)

- May result in immediate removal from the program depending on severity
- Re-entry may require a parent conference and agreement to expectations

Participation in our before and after school programs is a privilege, not a guarantee. The school reserves the right to remove students from the program if expectations are not consistently met.

Acknowledgment and Agreement

I have read and understand the expectations and requirements of the Before and After School Program. I agree to comply with all policies and understand that failure to do so may result in my child's removal from the program.

Student Name: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Date: _____

Emergency Contact Name & Phone: _____

Time Matters At Innovations: A Message for Parents
Every Minute Counts. Every Day Builds Success.

At Innovations International Charter School, learning follows a structured approach:
Teach – Practice – Explore

At our school, we learn in three ways:

- 👉 **Teach** – Your teacher shows you something new
- 👉 **Practice** – You work on it and get better
- 👉 **Explore** – You use what you learned in fun ways (STEM, projects, activities)

When students miss time, they miss critical parts of the learning process.

🕒 Be On Time

- School begins at **8:00 a.m.**
- Students arriving after **8:15 a.m. are tardy**
- Late arrival means missing **direct instruction (Teach)**

📅 Be Here Every Day

- Daily attendance is essential for building skills
- Absences create learning gaps that are difficult to recover
- Students miss **guided practice and support (Practice)**

🕒 Stay the Full Day

- Early dismissals should only occur for emergencies
- The end of the day includes **STEM, projects, and hands-on learning**
- Students miss **application and exploration (Explore)**

Why This Matters

- **K–5 students** build reading and foundational skills in the morning
- **6–12 students** rely on full class participation to earn credit
- **All students** benefit from hands-on learning and real-world application

Our Partnership with Families

We ask families to support student success by ensuring that students are:

- **On time**
- **Present every day**
- **In school for the full instructional day**

Together, we can ensure every child receives the full benefit of their education.

On Time. Every Day. Full Day.

Admissions/Enrollment

No Tuition or Required Donations

Innovations International Charter School of Nevada is a public K-12 charter school sponsored by the Nevada State Public Charter School Authority. 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.

Innovations International Charter School of Nevada is a public charter school. **No student is required to pay tuition, an enrollment fee, or make a donation as a condition of applying for, enrolling in, attending, or receiving the educational program offered by the school.**

Admission and continued enrollment are not conditioned upon a family's ability or willingness to make financial contributions, provide supplies or materials, participate in fundraising, or perform volunteer service.

Families may be offered opportunities to make voluntary donations of supplies, materials, funds, services, or other resources to support school programs. All such contributions are voluntary. A student's admission, enrollment, grades, educational opportunities, participation in school programs, or treatment by the school will not be affected by whether a family chooses or is able to contribute.

School Uniform Shirts

Students are required to comply with the school's adopted uniform and dress code. Families may purchase the required school uniform shirt through the school.

The purchase of a school uniform shirt is separate from enrollment and tuition and is not a fee charged for a student to attend Innovations. Families experiencing financial hardship are encouraged to contact the school. Innovations will work with families to ensure that financial circumstances do not prevent a student from meeting school uniform requirements or accessing the educational program.

Nothing in this section prevents the school from assessing charges that are expressly permitted by applicable Nevada law and properly authorized by school policy.

Enrollment, Attendance, Promotion, Retention, and Graduation

Innovations International Charter School of Nevada maintains policies and procedures governing student enrollment, school attendance, grade-level promotion and retention, and high school graduation. Detailed requirements for each area are provided in the corresponding sections of this handbook.

Enrollment: Admission is based on application, required documentation, available space, and applicable lottery and waitlist procedures. Innovations is a public charter school and follows applicable Nevada enrollment requirements.

Attendance: Regular and timely attendance is required for student success. Attendance requirements, excused and unexcused absences, tardiness, truancy, attendance interventions, potential loss of credit or

promotion, and applicable review and appeal procedures are described in the Attendance section of this handbook.

Promotion and Retention: Student promotion and retention decisions are based upon applicable Nevada requirements, academic progress, course completion, attendance when applicable, individual student needs, and the procedures described in the grade-level promotion and retention sections of this handbook.

Graduation: High school students must satisfy applicable Nevada graduation requirements and the credit, coursework, and assessment requirements described in the Grades 9-12 Graduation Requirements section of this handbook. School counselors and staff work with students and families to monitor progress toward graduation and address credit deficiencies when they arise.

Families should consult the complete applicable section of this handbook for specific requirements, procedures, timelines, rights, and appeal provisions; this overview does not replace those detailed policies.

Innovations International Charter School of Nevada is a public charter school. No student is required to pay tuition, an enrollment fee, or make a donation as a condition of applying for, enrolling in, attending, or receiving the educational program offered by the school.

Admission and continued enrollment are not conditioned upon a family's ability or willingness to make financial contributions, provide supplies or materials, participate in fundraising, or perform volunteer service.

Families may be offered opportunities to make voluntary donations of supplies, materials, funds, services, or other resources to support school programs. All such contributions are voluntary. A student's admission, enrollment, grades, educational opportunities, participation in school programs, or treatment by the school will not be affected by whether a family chooses or is able to contribute.

Application for Enrollment / Re-enrollment

Families may apply for enrollment or re-enrollment in the following ways:

- Visit our website: www.iicsn.org
- Visit a campus office
- Complete enrollment through the Infinite Campus Portal

Enrollment packets include required forms such as: registration, health information, emergency contacts, home language survey, and any specialized student services documentation. These forms help us prepare to best support your child.

To expedite the enrollment process, please submit the following documents with your completed packet:

- Current immunization records
- Copy of parent/guardian driver's license or ID
- Proof of address (utility bill, lease, mortgage, etc.)
- Child's birth certificate
- Transcripts, report cards, and any specialized program documentation from the previous school

Class Placement Requests

Parents/guardians may request a specific teacher prior to the Mandatory Parent Meetings held in July and August, before class rosters are finalized.

While we value parent input, teacher placement requests are not guaranteed, as final decisions are based on class balance and student needs.

Enrollment Processing & Waitlist

Enrollment applications are processed in a timely manner once all required documents are submitted.

If a grade level reaches capacity:

- Students will be placed on a waiting list
- When openings occur, students are selected through a lottery system
- Each student is assigned a unique number
- A verified lottery drawing is conducted
- Families are notified if their child is selected for enrollment

Parent Orientation & School Tours

In July, the school hosts Mandatory Parent Orientation Evenings. During these sessions:

- Important school information is shared
- Parent questions are addressed
- Additional forms may be distributed for completion before the first day of school

Families are also welcome to schedule a school tour prior to the start of the school year by contacting the school office at 702-216-4337.

Military Family Enrollment (NRS 392C Compliance)

This policy ensures compliance with NRS 392C – Interstate Compact on Educational Opportunity for Military Children.

Placement and Attendance

- Course Placement: Transferring students will be placed in comparable courses based on prior enrollment and assessments, if available at Innovations and space permits. The school may conduct brief assessments to support appropriate placement.
- Special Education & 504 Services:
 - Students with an IEP will receive comparable services in accordance with the Individuals with Disabilities Education Act (IDEA).

- Students with a 504 Plan will receive reasonable accommodations to ensure equal access to education.
- Prerequisites: School administration may waive course or program prerequisites to support appropriate placement.
- Excused Absences: Students with a parent/guardian on active-duty deployment may be granted additional excused absences at the discretion of the Executive Director for time related to deployment or leave.

Eligibility for Enrollment

- Power of Attorney: A properly executed special power of attorney is sufficient for enrollment and educational decision-making.
- Tuition: No local tuition will be charged to a transitioning military child placed with a noncustodial parent or caregiver in another jurisdiction.
- School Continuity: A transitioning military child may continue attending their current school, even when residing with a noncustodial parent or caregiver.
- Extracurricular Activities: Military students will be allowed to participate in extracurricular activities, regardless of application deadlines, provided they meet eligibility requirements.

Graduation of Military Children

To support on-time graduation for military-connected students, Innovations will implement the following:

- Course Waivers: Required courses may be waived if comparable coursework has been successfully completed at another school.
- Alternative Options: If a waiver is not granted, the school will provide alternative means for the student to complete graduation requirements on time.

Exit Exams and Assessments

Innovations will accept the following in place of local graduation testing requirements, when applicable:

- Exit or end-of-course exams from the sending school
- Nationally norm-referenced achievement tests
- Alternative testing options approved by the receiving state

If these alternatives cannot be accommodated for a student transferring during their senior year, the provisions below will apply.

Diploma Provisions for Transferring Seniors

- If a military student transfers during their senior year and is unable to meet graduation requirements at Innovations, the school will work with the sending school to ensure the student receives a diploma from the sending school, provided all requirements there are met.
- If the sending state is not part of the Interstate Compact, Innovations will make every effort to support the student in graduating on time.

Academic Expectations and Information

Course Expectations and Instructional Design

At the beginning of each school year, teachers provide students and families with a Course Expectations Guide for each class. This guide outlines the structure, goals, and expectations for student learning and success.

At Innovations, courses are intentionally designed using our instructional framework:

Teach – Practice – Explore

- **Teach:** Students receive clear, direct instruction to build understanding of new concepts and skills
- **Practice:** Students engage in guided and independent practice to strengthen learning and build confidence
- **Explore:** Students apply their learning through hands-on activities, STEM experiences, projects, and real-world problem solving

What Course Expectations Include

Each Course Expectations Guide will include:

- Course description and scope of learning
- Key learning objectives and performance expectations
- Prerequisite skills (where applicable)
- Pre-assessment and ongoing assessment information
- Criteria for grading and evaluation
- Explanation of grading policies and reporting procedures
- Expectations for student behavior and engagement

Assessment is used not only to evaluate learning, but to guide instruction, monitor progress, and support student growth over time.

Standards and Academic Alignment

All courses at Innovations are aligned with the Nevada Academic Content Standards, which provide the foundation for instruction and student achievement. Science instruction is additionally guided by the Next Generation Science Standards (NGSS).

Use of Technology and Artificial Intelligence

Innovations integrates technology and age-appropriate artificial intelligence (AI) tools to enhance teaching and learning. These tools are used to:

- Support personalized learning and skill development
- Provide additional practice and feedback
- Assist teachers in planning and differentiating instruction

AI and technology are used to support—not replace—direct instruction, student thinking, and meaningful classroom interactions.

Our Commitment to Students

Through clear expectations, structured instruction, and engaging learning experiences, we are committed to ensuring that all students are supported, challenged, and prepared for continued academic success.

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

Element	Oakey Campus	Sahara Campus
Guided Practice	65%	60%
Independent Practice	25%	20%
Assessments	10%	20%

Homework and Independent Practice

Homework is an essential part of each student's educational program at Innovations. It is designed to reinforce learning, build independence, and prepare students for assessments and long-term academic success.

Our instructional model—Teach, Practice, Explore—does not end when the school day is over. Homework extends the Practice component by giving students the opportunity to review, strengthen, and apply skills independently.

Purpose of Homework

Homework is assigned to:

- Reinforce skills and concepts taught during class instruction
- Develop independent work habits and responsibility
- Support test preparation, studying, and long-term retention of knowledge
- Provide additional opportunities for practice and application

Homework is not a punishment, but a critical part of the learning process.

Student Responsibilities

Students are expected to:

- Review notes, graphic organizers, and class materials daily
- Complete assigned work with effort and attention to quality
- Use strategies such as note-taking, journaling, and organizing information to support understanding
- Complete any classwork not finished during the school day and return it the next school day for full credit
- Prepare for quizzes, tests, and long-term assignments through regular study habits

The amount of time spent on homework will vary based on grade level, course requirements, and individual student needs. Strong organization, attention during instruction, and effective use of class time will support homework success.

Teacher Responsibilities

Teachers will:

- Clearly communicate homework expectations through the Course Expectations Guide
- Provide meaningful assignments aligned to classroom instruction
- Offer opportunities for students to begin work in class when appropriate
- Ensure homework supports learning and is purposeful and relevant

Students can expect homework to be assigned regularly, typically Monday through Thursday, with additional time required for long-term projects and assessments.

Building Strong Habits for Success

Some assignments require extended time and planning. Students are encouraged to work on long-term assignments in smaller, consistent steps to avoid procrastination and ensure high-quality work.

Family Partnership

Families can support student success by:

- Encouraging consistent homework routines
- Providing a quiet space for study
- Monitoring completion of assignments
- Supporting the development of responsibility and time management

Make-Up Work and Missed Instruction

When a student is absent, it is important to understand that learning continues in the classroom. At Innovations, instruction follows the Teach – Practice – Explore model. Absences may result in missed direct instruction, guided practice, and application activities that cannot be fully replicated outside of class.

For this reason, students are expected to take personal responsibility for completing missed work in a timely manner.

Student Responsibilities

- Students are required to contact their teacher(s) upon returning to school to obtain make-up assignments
- All make-up work must be completed and submitted within three (3) school days of returning, unless otherwise directed by the teacher
- Work not completed within the designated timeframe may not receive full credit

Extended Absences

For absences of three (3) or more consecutive days due to illness, medical reasons, or suspension:

- Parents/guardians should notify the school office to request assignments
- Make-up work will be available within 24 hours of the request
- Students may be given additional time to complete assignments based on the length and nature of the absence

Use of Digital Platforms

Students may access assignments, materials, and updates through Google Classroom (or teacher-designated platforms) to stay connected to instruction during absences when possible.

Pre-Planned Absences

Teachers are not required to provide assignments in advance for pre-arranged absences, including family trips. Students will be responsible for obtaining and completing missed work upon their return.

Important Considerations

- Not all instructional experiences—especially hands-on learning, discussions, and STEM activities—can be fully made up
- Timely completion of assignments supports student understanding and success
- Communication with teachers is essential to ensure expectations are met

Late Work Expectations

At Innovations, completing assignments on time is an essential part of student success. Timely completion of work supports the Practice component of our Teach – Practice – Explore model and helps students prepare for assessments, quizzes, and long-term learning.

Student Expectations

- Homework and assignments are expected to be completed and submitted on the assigned due date
- Students are expected to manage their time, stay organized, and complete work with effort and integrity
- Completing work on time ensures students are prepared for ongoing instruction and assessments

Late Work Policy

Assignments not submitted on time may be considered late and may:

- Receive reduced credit, as determined by school and teacher guidelines
- Impact a student's ability to fully master the content and be prepared for assessments

While teachers may provide limited flexibility based on individual circumstances, consistent expectations for timely submission apply across all courses.

Distinction Between Late Work and Make-Up Work

- Make-up work is assigned when a student is absent and follows the make-up work policy
- Late work refers to assignments not submitted on time when the student was present

These are treated differently, and students are expected to understand and follow both expectations.

Long-Term Assignments

For projects and long-term assignments:

- Students are expected to plan ahead and work consistently over time
- If a student is absent on the due date, the assignment is due on the first day the student returns to school

Academic Responsibility

Students are encouraged to complete their own work and use assignments as an opportunity to build understanding, confidence, and readiness for quizzes, tests, and future learning.

What is Cheating?

Cheating, or academic dishonesty, occurs when a student gains or gives unfair academic advantage by using work, ideas, or assistance that is not permitted.

Cheating includes, but is not limited to:

Using or Sharing Answers

- Copying answers from another student or source
- Allowing another student to copy your work
- Sharing answers, steps, or processes during a test or assignment
- Looking at another student's work and using it as your own
- Discussing a test or quiz while others are still completing it

Unauthorized Help

- Collaborating on assignments, projects, or exams without teacher permission
- Having another person complete your homework, project, or paper
- Allowing someone else to do the research or writing for you
- Letting others take credit for work you did or taking credit for work you did not do

Misuse of Tools or Materials

- Using unauthorized electronic devices, notes, calculators, or resources
- Using tools (such as a calculator or reference chart) when not permitted

Falsification

- Falsifying data, lab results, or information
- Altering or attempting to alter grades or academic records

What is Plagiarism?

Plagiarism is a form of academic dishonesty that occurs when a student uses another person's work, ideas, or content and presents it as their own without proper credit.

Plagiarism includes, but is not limited to:

Using Others' Work Without Credit

- Copying from books, websites, or other sources without citing them
- Submitting all or part of someone else's work as your own
- Turning in papers or assignments obtained from the internet or other individuals

Misrepresenting Creative or Academic Work

- Presenting another person's work—such as writing, artwork, music, photographs, or computer programs—as your own
- Using another student's work or allowing your work to be submitted by someone else

Use of Artificial Intelligence (AI)

The use of AI tools (such as chatbots or writing assistants) must follow teacher and school guidelines.

- Submitting AI-generated work as your own, when not permitted, is considered plagiarism
- Using AI to complete assignments without understanding or contributing to the work is not allowed
- When permitted, students must use AI as a support tool, not a replacement for their own thinking
- Any use of AI must follow teacher expectations for transparency and proper acknowledgment

Shared Responsibility for Academic Integrity

Maintaining academic honesty is a shared responsibility:

- Students are expected to produce their own work and think independently when required
- Teachers will provide instruction and guidance on proper research, citation, and ethical use of tools (including AI)
- Parents/Guardians are encouraged to support students in making responsible academic choices

Adhering to academic integrity expectations helps students develop honesty, responsibility, and lifelong learning skills.

Code of Honor

At the heart of Innovations' school culture is a commitment to preparing students for the academic expectations of the State of Nevada and for success in life. Our core values—responsibility, honesty, respect, and appreciation for diversity—guide all learning and interactions.

The Innovations Code of Honor establishes the expectation that all students will complete academic work with honesty and integrity, supported by parents, staff, and the school community.

Learning requires students to think, process, and create their own ideas. Through this process, students build knowledge, confidence, and ownership of their work. These qualities form a strong foundation for lifelong success.

Academic dishonesty—including cheating, plagiarism, or misuse of tools (including artificial intelligence)—undermines the learning process and compromises personal integrity. Students are expected to use all resources ethically and to produce original work unless otherwise directed.

Commitment to Academic Integrity

Students demonstrate integrity by:

- Completing their own work
- Giving proper credit when using outside sources
- Following teacher guidelines for collaboration and use of tools (including AI)
- Using technology responsibly to support—not replace—their learning

Consequences for Violating the Code of Honor

Violations of the Code of Honor will result in the following progressive actions:

First Violation

- Parent/guardian contact by the teacher
- Possible zero (no credit) on the assignment
- Counselor meeting with the student
- Development of a corrective action plan

Second Violation

- All steps from the first violation
- Assignment to after-school detention or study session

Third Violation

- All steps from previous violations
- One-day in-school suspension assigned by administration

Four or More Violations

- Continued implementation of prior steps
- Additional disciplinary action, including extended detention or suspension, as determined by administration

Technology Use, Digital Responsibility, and Network Access

Innovations International Charter School integrates technology and digital tools, including artificial intelligence (AI), to support teaching and learning. These tools enhance the Teach – Practice – Explore model by providing opportunities for personalized learning, research, collaboration, and skill development.

Access to technology is a privilege, not a right, and requires responsible and appropriate use at all times.

◇ Access and Authorization

- Students may only use school technology after a signed Annual Release and Network Access Form is on file
- Students may not use school devices or networks without proper authorization
- Personal devices (including USB drives, laptops, or external storage) are not permitted on the school network

◇ Device Assignment and Responsibility

- Devices assigned for student use will be issued with a tracked serial number
- Devices taken off campus must be assigned to a parent/guardian, who assumes full responsibility

Parents/guardians are responsible for:

- Lost or stolen devices
- Damage due to misuse or negligence
- Costs associated with repair or replacement

◇ Appropriate Use Expectations

Students are expected to:

- Use technology for educational purposes only
- Follow all staff directions regarding device use
- Access only approved websites, programs, and platforms
- Protect their login information and use only their assigned accounts
- Demonstrate respectful and responsible digital behavior at all times

◇ Prohibited Activities

The following actions are strictly prohibited:

⊗ Device Misuse

- Damaging, tampering with, or attempting to alter any device
- Removing keys, stickers, or parts from devices
- Attempting to bypass school filters or security systems

⊗ **Unauthorized Access**

- Attempting to access another student's account or files
- Sharing passwords or login credentials
- Attempting to decode passwords or access restricted systems

⊗ **Inappropriate Technology Use**

- Visiting unapproved or inappropriate websites
- Downloading unauthorized software or files
- Violating copyright laws

⊗ **Cell Phones, Recording, and Social Media Misuse**

- Taking photos or videos of students or staff without permission
- Posting school-related content, images, or videos to social media or online platforms without authorization
- Creating or sharing content that misrepresents, harms, or disrupts the school community
- Using the school's name, logo, or identity in unauthorized online posts

⊗ **Cyber Misconduct**

- Cyberbullying, harassment, or inappropriate communication
- Posting or sharing harmful, false, or disruptive content
- Using school devices or networks for non-educational chat rooms or social media

◇ **Consequences for Misuse**

Violations of technology expectations will result in consequences based on the severity of the behavior, which may include:

- Loss of technology privileges (temporary or permanent)
- Parent/guardian notification and conference
- Financial responsibility for repair or replacement of damaged equipment
- Disciplinary action in accordance with school policy
- Referral to law enforcement when applicable

Severe misuse, including vandalism, unauthorized access, or harmful online behavior, may result in immediate and permanent loss of device access.

◇ **Important Considerations**

- School-issued devices and networks are monitored
- Students should have no expectation of privacy when using school technology
- Not all digital activity can be undone—students are expected to act responsibly and thoughtfully

◇ **Partnership with Families**

Families play an essential role in supporting responsible technology use by:

- Monitoring student use of devices at home
- Reinforcing appropriate online behavior
- Reporting concerns to the school when needed

◇ **Our Commitment**

Innovations is committed to providing students with access to technology that supports learning, creativity, and future readiness. In return, students are expected to use these tools responsibly, respectfully, and in a manner that reflects the values of our school community.

Restroom Use and Expectations

Restrooms are provided for student health and personal needs and must be used appropriately, respectfully, and efficiently.

Restrooms are not areas for socializing, gathering, or recreation.

◇ **Student Expectations**

Students are expected to:

- Use restrooms only for their intended purpose
- Enter, use the facility, and return to class promptly
- Follow all school expectations for behavior, cleanliness, and respect for property
- Dispose of all paper products properly and maintain a clean environment

Use of restrooms during class time is permitted with teacher approval.

◇ **Prohibited Behaviors**

The following behaviors are strictly prohibited:

⊗ **Loitering and Misuse**

- Gathering, socializing, or “hanging out” in restrooms
- Using restrooms as a place to avoid class or supervision

⊗ **Vandalism and Damage**

- Damaging stalls, sinks, toilets, mirrors, or fixtures
- Writing on or defacing school property
- Creating unsanitary conditions (e.g., throwing paper or trash on floors)

⊗ **Unsafe and Inappropriate Conduct**

- Smoking, vaping, or possession of prohibited substances
- Taking photos or videos in restrooms (strictly prohibited at all times)
- Engaging in any behavior that disrupts the safety or privacy of others

◇ **Monitoring and Supervision**

Restrooms are regularly monitored and checked throughout the school day for safety, cleanliness, and maintenance.

◇ **Consequences for Misuse**

Failure to follow restroom expectations will result in disciplinary action, which may include:

- Loss of restroom privileges outside designated times
- Parent/guardian notification and conference
- Restitution for damages, including repair or replacement costs
- School disciplinary action in accordance with school policy
- Referral to law enforcement for serious offenses (e.g., vandalism, substance use, or recording violations)

Students found responsible for vandalism or damage will be held financially accountable.

◇ **Respect for Shared Spaces**

Restrooms are shared spaces used by all students. Maintaining a clean, safe, and respectful environment is a shared responsibility.

Care and Use of School Furniture and Facilities

Innovations International Charter School provides furniture and classroom environments to support student learning, collaboration, and engagement. These resources are purchased with **public funds** and are intended to serve all students.

Students are expected to treat all school furniture and facilities with **care, respect, and responsibility**.

◇ **Student Expectations**

Students are expected to:

- Use desks, chairs, tables, and other furniture appropriately and safely
- Keep all learning spaces clean and organized
- Report any damage or concerns to a staff member immediately
- Respect shared spaces and materials used by others

◇ **Prohibited Behaviors**

The following actions are strictly prohibited:

- Writing on, carving into, or defacing desks, chairs, or tables
- Breaking, loosening, or misusing furniture (e.g., rocking, standing on, or dragging furniture improperly)
- Damaging classroom equipment or learning stations
- Any intentional misuse or destruction of school property

◇ **Responsibility and Restitution**

Students are responsible for the condition of the furniture and materials they use.

- Damage resulting from misuse or vandalism will require financial restitution for repair or replacement
- Parents/guardians will be notified of any damage and associated costs

Vandalism is defined as the intentional destruction or damage of school property and is considered a serious offense.

◇ **Consequences for Misuse**

Failure to follow expectations may result in:

- Loss of privileges related to classroom materials or flexible seating
- Parent/guardian notification and conference
- Financial responsibility for damages
- School disciplinary action in accordance with school policy
- Referral to law enforcement in cases of significant vandalism

◇ **Respect for Learning Environments**

Maintaining clean, safe, and functional learning spaces is a shared responsibility. Respect for school property ensures that all students have access to a positive and productive learning environment.

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

Parent and Family Volunteer Program

Innovations International Charter School of Nevada values the involvement of parents, guardians, and family members in our school community. Family participation strengthens the partnership between home and school and provides valuable support to students and staff.

Parents and guardians are invited to indicate their interest in volunteering during the school year.

Volunteer opportunities are coordinated based on school needs and may include assisting teachers and students in classrooms under staff supervision; supporting student supervision during outdoor lunch recess; assisting in the cafeteria during student meal periods; and helping with approved school activities, events, and programs.

Volunteer Screening and Training

Student safety is our highest priority. Before beginning regular volunteer service, volunteers must complete all school requirements, including required background screening. Approved volunteers participate in an orientation/training session conducted by school administration, which may include the Principal, Director of School Safety/Human Resources/Business, and Superintendent. Training addresses school expectations, student safety, confidentiality, appropriate interactions with students, emergency procedures, supervision, and the volunteer's role within the school.

Volunteers must follow all school policies, procedures, confidentiality requirements, safety expectations, and directions provided by school employees while serving on campus.

Volunteer Check-In and Identification

Each time a volunteer reports to campus, the volunteer must report directly to the school office; sign the volunteer log maintained in the office; receive and wear the designated volunteer identification badge; wear the school-provided volunteer vest while performing volunteer duties; and sign out and return school-issued identification materials when volunteer service is completed.

The identification badge and vest allow students and staff to quickly recognize authorized volunteers and assist school personnel in accounting for individuals on campus, particularly during an emergency.

Supervision and Student Confidentiality

Volunteers serve under the direction of school employees and may not assume the responsibilities of school employees or independently supervise students unless specifically authorized by the school. Student information encountered through volunteer service must be treated as confidential. Volunteers may not photograph, record, post information about, or discuss individual students or school matters learned through volunteer service except with appropriate school personnel as necessary to perform assigned responsibilities.

Alternative Ways to Support the School

Innovations recognizes that work schedules, family responsibilities, transportation, or other circumstances may prevent some families from volunteering on campus. Families are not required to volunteer on campus in order to support their child's school.

Parents and guardians who wish to contribute but are unable to volunteer in person may choose to support classrooms or school programs through voluntary donations of requested supplies or materials. Donations are entirely voluntary and are never a condition of enrollment, participation, or access to any educational program or service.

Volunteer Recognition

Innovations appreciates the time, energy, and talents our volunteers contribute to our students and staff. At the conclusion of the school year, the school will recognize and celebrate volunteers for their contributions and service to the Innovations community.

Promotion and Retention

Innovations International Charter School follows a continuous, grade-level progression aligned with Nevada Revised Statute (NRS 392.033). Promotion or retention is based on a student's demonstrated academic achievement, not age or years in school.

Before any retention decision is made, the school will make a reasonable effort to meet with parents/guardians to discuss the student's progress and available supports. Final decisions regarding retention are made jointly by the teacher and principal.

Kindergarten

Students typically spend one year in kindergarten and are promoted to first grade.

In some cases, a student may benefit from:

- A second year in kindergarten, or
- Special education placement

These recommendations are made by the teacher and principal in collaboration with parents/guardians. Parent/guardian consent is required in accordance with Nevada law.

Grades 1–5

Students are generally promoted to the next grade level at the end of the school year. Advancement is based on individual progress and demonstrated ability.

Promotion Considerations

- Promotion is determined by the student's academic performance and readiness
- Principals oversee standard promotion decisions
- Parents/guardians are informed regularly through report cards, progress reports, and conferences

Acceleration (Double Promotion)

In exceptional cases, a student may be considered for advancement beyond one grade level. Factors include:

- Academic achievement and ability
- Effort and attitude
- Social, emotional, and physical maturity
- Parent/guardian input

Final decisions are made by the principal in consultation with teachers, with parent/guardian consent required.

Retention

A student may be retained in the same grade when it is determined to be in the student's best educational interest.

- A parent/guardian meeting will be held prior to any retention decision
- Excessive unapproved absences (20 or more days) may be considered
- Retention decisions are made jointly by the teacher and principal
- If agreement is not reached, the student will not be retained
- A student may not be retained more than once in the same grade

Demotion (Grade Adjustment)

In rare cases, a student may be placed in a lower grade level based on academic and developmental needs.

- Requires approval from the principal, teacher, and parent/guardian
- If multiple schools are involved, both principals must approve

Commitment to Student Success

Innovations is committed to meeting the needs of every student:

- Instruction is continuously adjusted to support individual learning needs
- Teachers monitor academic, social, and emotional development
- Students are encouraged to progress at a pace aligned with their abilities
- Parents/guardians are kept informed through ongoing communication

Grades 6–8 Promotion Requirements

All sixth-grade students will develop an approved three-year academic plan outlining goals for promotion to high school.

Innovations expects all students to complete and pass each semester of all required courses to ensure readiness for the next grade level.

Minimum Course Requirements

Grade 6

Students must complete and pass:

- 1 semester of Mathematics
- 1 semester of English Language Arts
- 1 semester of Science

Grade 7

Students 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 (Cumulative Grades 7–8 Requirements)

Students must complete and pass:

- 3 semesters of Mathematics
- 3 semesters of English Language Arts
- 2 semesters of Science
- 2 semesters of Social Studies

Promotion to High School

Students who meet all course requirements will be promoted to high school.

If a student does not meet requirements:

- The student may be promoted on academic probation if criteria are met (see below)
- Parents/guardians may choose to have the student remain in grade 8
- Students who do not qualify for promotion or probation may be retained in grade 8
- Retained students may not be promoted midyear and may be retained more than one year

Academic Probation (Grade 8)

An eighth-grade student may be promoted to ninth grade on academic probation if one or more of the following applies:

- State assessment scores meet standards in the area(s) of deficiency
- The student has earned required credits but is missing one semester of required coursework
- The student reaches age 16 before or during the school year

Probation Requirements:

- Students must complete remedial coursework in the deficient subject area(s)
- A minimum of one semester of remediation is required during grade 9
- A passing grade must be earned to exit academic probation
- Probation may extend beyond one semester if needed

Additional Promotion Considerations

- Coursework completed at approved institutions (in-state, out-of-state with transfer approval, summer school, or approved programs) may count toward promotion with a grade of D or higher
- Students with disabilities may be promoted based on their Individualized Education Program (IEP)

Available Courses and Academic Programs

Innovations International Charter School of Nevada provides a comprehensive K-12 academic program aligned with the Nevada Academic Content Standards. Course offerings are designed to provide students with the knowledge, skills, and learning experiences necessary for grade-level advancement, high school graduation, college and career readiness, and continued academic growth.

All students participate in Innovations' Teach - Practice - Explore (TPE) instructional model. Through this model, students receive teacher-led instruction, guided and independent practice, and opportunities to apply learning through exploration, inquiry, projects, technology, and real-world experiences.

Elementary School - Grades K-5

Elementary students receive standards-aligned instruction in English Language Arts/Reading, Writing and Language Development, Mathematics, Science, and Social Studies.

Students also participate in regularly scheduled special-area courses designed to support the development of the whole child and provide opportunities for creativity, wellness, communication, and applied learning. Elementary special-area courses include Music, Art, Physical Education, Technology, and Library.

Elementary instruction is further enriched through Innovations' integrated STEAM and Aerospace/Aviation focus. Students engage in age-appropriate experiences involving science, technology, engineering, the arts, and mathematics, with connections to reading, writing, research, vocabulary, inquiry, and real-world applications.

Middle School - Grades 6-8

Middle-school students participate in a program that includes Reading/English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, Computer/Technology Education, and elective courses. Specific course requirements and offerings vary by grade level and are described in the Middle School Enrollment Expectations section of this handbook.

High School - Grades 9-12

High-school students are provided courses necessary to meet Nevada graduation requirements and support college and career readiness. Coursework includes required and elective opportunities in English Language Arts, Mathematics, Science, Social Studies, Physical Education, Health, Computer Education and Technology, Arts/Humanities/Career and Technical Education, electives, and other approved coursework.

Course selection is based upon graduation requirements, student academic plans, individual needs, course prerequisites, staffing, enrollment, and course availability.

Course Availability

Course offerings, electives, enrichment opportunities, and instructional programs may vary from year to year based upon student enrollment, staffing, scheduling, program requirements, available resources, and student needs. Not every elective or specialized course is guaranteed to be offered every year. Students and families may work with teachers, counselors, and school administration when making course selections or developing academic plans.

Middle School Enrollment Expectations

The enrollment expectations for middle school students are listed below by grade level.

Grade 6	Grade 7	Grade 8
Reading	Reading	English
English	English	Mathematics
Mathematics	Mathematics	Science
Science	Science	Social Studies
Physical Education (1 semester)	Social Studies	Health (1 quarter)
Elective	Elective	PE (1 quarter)
		Elective
		Computers (1 semester)

Attendance Requirement

- Students with more than 10 unapproved absences in a course will:
 - Receive a failing grade
 - Not earn credit for that course
 - Be considered for retention

Grade Adjustment (Demotion)

In rare cases, a student may be placed in a lower grade level based on academic and developmental needs.

- Requires approval from the principal, teacher(s), and parent/guardian

Commitment to Student Success

Innovations is committed to supporting every student's growth:

- Instruction is continuously adjusted to meet individual needs
- Teachers monitor academic, social, and emotional development
- Parents/guardians are informed through report cards, progress reports, and conferences
- Students are encouraged to progress at a pace aligned with their abilities

Students identified as at risk for retention will be provided opportunities for support, including:

- Intervention and remediation programs
- Before- and after-school tutoring
- Summer programs
- Distance learning opportunities

Grades 9–12 Graduation Requirements

Innovations International Charter School follows Nevada state requirements, including updates from Assembly Bill 288 (AB 288), to ensure all students are prepared for college and career readiness.

State Assessment Requirements

- Students participate in End-of-Course (EOC) Exams in designated Math and English Language Arts courses
- All students take a college and career readiness assessment (ACT) in grade 11
- Students with disabilities may receive accommodations or alternate assessments as determined by their Individualized Education Program (IEP)

Nevada also administers a Science assessment in high school as part of statewide accountability measures.

High School Equivalency Options

The State of Nevada recognizes the following high school equivalency assessments:

- GED
- HiSET
- TASC

Graduation Requirements

To graduate from Innovations, students must:

- Complete the required 21st Century Course of Study
- Earn passing grades in all required courses
- Meet all applicable state assessment participation requirements.

College and Career Readiness Assessment (ACT)

All students are required to **participate in a college and career readiness assessment (ACT with Writing)** during the spring of their junior year. This assessment is provided **at no cost** to students.

- Participation in the ACT is required; however, **scores do not determine graduation eligibility**
- It is strongly recommended that students take the ACT during their junior year to support college and career planning

College and Scholarship Opportunities

ACT and/or SAT scores may be used by colleges and universities for:

- Course placement
- Admission decisions
- Scholarship eligibility

Students planning to attend a Nevada college or university may qualify for the Millennium Scholarship by:

- Completing the required core curriculum
- Earning a qualifying ACT score (currently a composite score of 21 or higher)

Improving Scores

Students may choose to retake the ACT or SAT to improve their scores.

Higher scores may help students:

- Avoid placement in remedial (non-credit) college courses
- Increase eligibility for scholarships

Please note: Remedial courses at Nevada System of Higher Education institutions do not earn college credit and are not covered by the Millennium Scholarship.

Student Progress Toward Graduation

High school students are classified by grade level based on earned credits and course completion.

To support students and families:

- The school provides guidance on yearly progress toward graduation
- Parents/guardians are encouraged to monitor academic progress regularly
- Counselors and staff are available to assist with academic planning

Credits Earned Grade Level Status

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

Diploma Types for Graduation

Alternative Diploma		Standard Diploma		Advanced Diploma and College and Career Readiness Diploma	
Categories	Credits	Categories	Credits	Categories	Credits
English	4	English	4	English	4
Mathematics	3	Mathematics	3	Mathematics	4 (c)
Science	2	Science	2	Science	3
World History/Geo/Humm	1	World History/Geo/Hum	-	World History/Geo/Humm	1
US History	1	US History	1	US History	1
American Govt	.5	American Govt	.5	American Govt	.5
Economics	.5	Economics	.5	Economics	.5
PE	2	PE	2	PE	2
Health	.5	Health	.5	Health	.5
Computer Ed & Tech	.5	Computer Ed & Tech	.5	Computer Ed & Tech	.5
Arts/Humanities/CTE	1	Arts/Humanities/CTE	1 (d)	Arts/Humanities/CTE	1
Electives	5	Electives	6	Electives	6
Flex Credit	2 (e)	Flex Credit	2 (e)	Flex Credit	-
Total	23	Total	23	Total	24
GPA Requirement	-	GPA Requirement	-	GPA Requirement	3.25 weighted

(a) Students with significant cognitive disabilities may earn the Alternative Diploma through participation in the NAA* instead of the ACT. The Alternative Diploma is included in a school's graduation rate, and students remain eligible for IDEA* services until their 22nd birthday.

(b) Additional College and Career Ready Diploma requirements: ● One (1) of the mathematics credits must be Algebra II or higher, and ● Proficiency in two languages, or two (2) credits in: AP* courses, IB* courses, Dual Enrollment/Dual Credit courses, a CTE* program of study, Work-Based Learning courses, or a world language course, and ● Earn a College-Ready endorsement or a Career-Ready endorsement, or earn both.

(c) One of the four units of mathematics must be Algebra II or higher.

(d) District students must take World History or Geography to earn either the Arts/Humanities/CTE credit for the Standard Diploma through 2028 or the World History/Geography credit for the other diplomas.

(e) Flex Credits are: a 2nd or 3rd year CTE* course, or a 4th year of mathematics (Algebra II or higher), or a 3rd year of science, or a 3rd year of social studies. World History will only be a Flex Credit if a student also takes Geography. .

A district approved computer science course may count as either a 4th year of math or a 3rd year of science (one credit total) only after successful completion of the required math or science coursework. Please see your school counselor for details. Senate Bill 200, 2017.

The maximum weighted GPA that can be earned is 4.950; this is achieved by earning a 4.0 unweighted GPA and .950 bonus points.

* AP: Advanced Placement, IB: International Baccalaureate, CTE: Career and Technical Education, NAA: Nevada Alternate Assessment, IDEA: Individuals with Disabilities Education Act, GPA: Grade Point Average.

SOURCES: NAC 390, Nevada Board of Regents, Senate Bill 200, 20

Progress Reports and Report Cards

At Innovations, student progress is monitored and communicated regularly to ensure that families remain informed and engaged in their child's learning.

Our instructional model—Teach, Practice, Explore—is reflected in how student progress is assessed and reported. Grades and progress updates are designed to show not only what students know, but how they are developing skills over time.

◇ Progress Reports

Progress Reports are issued four times per year, prior to the end of each grading period.

These reports are intended to:

- Provide an early update on student performance
- Identify areas of strength and areas needing improvement
- Allow time for intervention, support, and communication before final grades are issued

Parents will be notified when Progress Reports are available. Elementary students may also bring home copies.

◇ Report Cards

Report Cards are issued at the end of each quarter and semester.

Report Cards reflect:

- Student achievement and mastery of content standards
- Progress toward grade-level expectations
- Readiness for promotion (K–5) or credit accumulation (6–12)

Grades are based on student performance across instruction, practice, and application of learning.

◇ Ongoing Access to Student Information

Families have continuous access to student grades and attendance through the Infinite Campus Parent Portal.

This allows parents to:

- Monitor academic progress in real time
- Review attendance and assignments
- Stay informed and address concerns early

Parents who need assistance accessing the Parent Portal should contact the school office. Proper identification is required to ensure student confidentiality.

◇ **Communication and Support**

We encourage families to maintain regular communication with teachers and school staff.

- Questions about academic progress should be directed to the student's teacher(s)
- Additional support may be provided through school counselors and administration

◇ **Our Commitment**

Innovations is committed to providing clear, consistent communication about student progress. By working together, schools and families can ensure that students stay on track, receive support when needed, and achieve academic success.

Counseling and Student Support Services

At Innovations International Charter School, counseling and student support services are an integral part of the educational experience. Our counseling team, including school counselors and social workers, provides a responsive and supportive system designed to meet the academic, social, and emotional needs of all students.

These services support the development of the whole child and help ensure students are prepared for success both in school and beyond.

◇ Our Approach

Our counseling program supports student success by:

- Promoting confidence, self-awareness, and positive decision-making
- Supporting academic progress and goal setting
- Assisting students in developing strong social and interpersonal skills
- Providing guidance during challenges or transitions

This work supports our instructional model—Teach, Practice, Explore—by helping students develop the skills needed to engage fully in learning.

◇ Services for Students and Families

Counselors and social workers are available to support students and families in the following areas:

Academic Support

- Course selection and planning
- Graduation requirements and credit accumulation
- Monitoring academic progress
- Planning for early graduation opportunities

College, Career, and Future Planning (6–12)

- College and university admissions information
- Financial aid, scholarships, and housing resources
- Entrance exams and application timelines
- Workforce, military, technical, and trade school opportunities
- Industry certifications and career pathways

Social and Emotional Support

- Conflict resolution and peer relationships
- Emotional well-being and stress management
- Crisis intervention and short-term support

- Referrals to community resources when needed

Family Support and Resources

- Assistance connecting families to community services
- Guidance in supporting student behavior and well-being
- Access to external resources for additional support

Please note: School counselors and social workers do not provide private referrals but can offer guidance and resource information.

◇ How to Access Support

Students and families are encouraged to reach out for support when needed.

- Students may speak directly with a counselor or any trusted staff member
- Parents/guardians may contact the school to request support or discuss concerns
- Staff may also refer students for additional support when appropriate

◇ Our Commitment

Innovations is committed to supporting the whole child. Through strong partnerships with families, our counseling and support teams work to ensure that every student has the tools, resources, and guidance needed to succeed academically, socially, and emotionally.

Extracurricular Activities

Innovations International Charter School is committed to developing well-rounded students. Students are encouraged to participate in extracurricular activities that promote teamwork, leadership, and personal growth.

Activities may include, but are not limited to:

- Basketball (Middle School & High School – Boys and Girls)
- Volleyball (Middle School & High School – Girls)
- Soccer (Middle School – Boys and Girls)

Eligibility Requirements

To participate in extracurricular activities, students must:

- Maintain a minimum 2.0 GPA (C average)
- Demonstrate consistent school attendance
- Wear the school uniform daily
- Exhibit respectful behavior toward staff and peers
- Maintain a positive attitude and strong effort in class
- Obtain a teacher recommendation

Maintaining Eligibility

Students are expected to uphold school expectations throughout the season. A student may lose eligibility or be subject to disciplinary action for:

- Receiving two detentions during a season
- Missing three practices
- Receiving one or more suspensions during the season
- Being out of uniform three times
- Demonstrating disrespectful behavior toward staff or students
- Exhibiting poor attendance or excessive tardiness
- Being referred to the office for behavioral concerns
- Failing more than one class

Participation Expectations

Participation in extracurricular activities is a privilege. Students are expected to represent Innovations with integrity, responsibility, and sportsmanship.

School administration reserves the right to:

- Temporarily bench or remove a student from participation due to behavior or eligibility concerns
- Communicate all decisions with parents/guardians

Student Benefits

Participation in extracurricular activities helps students:

- Develop teamwork and leadership skills
- Build confidence and self-esteem
- Strengthen school connection and engagement
- Enjoy a positive and active school experience

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

Innovations International Charter School believes that student success is strengthened through strong partnerships between school and home. Open, respectful communication helps ensure that every student receives the support they need to succeed.

Parents and guardians are encouraged to follow the communication guidelines below when addressing questions, concerns, or ideas.

Classroom Concerns

If you have a concern related to your child's classroom:

1. Contact the classroom teacher first
 - Email
 - Class Dojo
 - Google Classroom
 - Phone call (to schedule a conference)
2. Allow up to 24 hours for a response (excluding weekends and holidays)
3. If the concern is not resolved, contact the school office to speak with a counselor or administrator

School-Wide Concerns

If an issue cannot be resolved at the classroom level:

- Contact the school office to speak with a counselor, director, or administrator
- Please ensure the teacher has been contacted first, as they have direct knowledge of the situation

Communication Expectations

- Innovations strives to acknowledge all inquiries within 24 hours
- Some situations may require additional time due to staff responsibilities or the need to gather information
- Inquiries may be redirected to the appropriate staff member to ensure timely and accurate resolution

Public Concerns and Feedback

Parents and community members may submit concerns or feedback at any time.

- Public Concern Forms are available through the school
- Constructive feedback is welcomed and valued as part of continuous improvement
- All concerns will be addressed in a timely and professional manner

Employee-Related Concerns

- Concerns involving staff members must follow established procedures and due process requirements under Nevada law (NRS Chapter 391)
- The Governing Board does not have authority to discipline employees
- Any concerns brought to the Board will be referred to the appropriate school administrator for review and action

Professional and Respectful Communication

All members of the school community are expected to communicate respectfully.

- Concerns should be shared through appropriate channels
- Individuals should avoid making statements that could be false, misleading, or harmful
- The school is committed to addressing concerns fairly while protecting the rights of all individuals

Commitment to Partnership

Innovations is committed to maintaining strong communication with families and ensuring that all concerns are addressed thoughtfully and respectfully. Together, we can support student success and a positive school environment.

Parent Concern/Complaint Process

Innovations International Charter School values open communication and encourages families to share questions, concerns, and feedback. Most concerns can be resolved through direct communication with teachers or school staff.

A **Parent Concern/Complaint Form** is available to provide a clear, consistent process for documenting and addressing concerns that require additional support or follow-up. This process helps ensure that all concerns are **heard, reviewed thoughtfully, and resolved in a timely and fair manner.**

The use of this form:

- Promotes clear and respectful communication
- Ensures concerns are directed to the appropriate staff member
- Provides documentation to support effective problem-solving
- Helps the school respond consistently and efficiently

Our goal is to work in partnership with families to support students and maintain a positive school environment.

Parent Concern Process: What to Do

Step 1: Start with the Teacher

 Contact your child's teacher

- Email, Class Dojo, Google Classroom, or phone
- Schedule a conference if needed
-  Allow 24 hours for a response (excluding weekends/holidays)

Step 2: Follow Up if Needed

 If the concern is not resolved:

- Contact the school office
- Request to speak with a counselor or administrator

Step 3: Submit a Concern Form

 If additional support is needed:

- Complete a Parent Concern/Complaint Form
- Provide clear details about the concern and previous steps taken

Step 4: School Review & Response

 The school will:

- Review the concern
- Assign the appropriate staff member
- Follow up with you in a timely manner

Step 5: Resolution & Follow-Up

☒ You will receive:

- Communication regarding next steps or resolution
- Ongoing support if needed

Our Commitment

We are committed to:

- Responding promptly and respectfully
- Working collaboratively with families
- Ensuring concerns are addressed fairly and thoroughly

Note: Most concerns are resolved quickly when addressed early. We encourage families to start with the teacher to ensure the fastest and most effective support.

Process for Resolving Concerns

Innovations encourages families to work collaboratively with school staff to resolve concerns as quickly and effectively as possible. Most concerns are best addressed by those closest to the situation.

Informal Resolution (Recommended First Step)

Most concerns are resolved through direct communication.

- Begin by contacting the teacher or appropriate staff member
- Work collaboratively to reach a solution
- A formal concern form is not required when progress is being made

Formal Resolution

If a concern is not resolved through informal communication:

- A Parent Concern/Complaint Form may be submitted in writing
- The school will:
 - Acknowledge receipt of the concern
 - Assign the appropriate administrator
 - Review and investigate the concern
 - Provide a written response within a reasonable timeframe

Next Steps if Unresolved

If the concern is not resolved:

- The concern may be escalated through the school's administrative process
- Additional review will occur as needed to ensure a fair resolution

Our Commitment

Innovations is committed to:

- Addressing concerns promptly and respectfully
- Ensuring a fair and consistent process
- Maintaining a positive partnership with families

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

<u>Action</u>	<u>Yes</u>	<u>No</u>	<u>Not Applicable</u>
	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.

Public Right to Attend Governing Board Meetings

Innovations International Charter School of Nevada is governed by a Governing Board that is a public body under Nevada law. Governing Board meetings are conducted in accordance with the Nevada Open Meeting Law, NRS Chapter 241, and other applicable Nevada laws.

Members of the public have the right to attend and observe open meetings of the Innovations Governing Board. Except when a meeting or portion of a meeting may lawfully be closed pursuant to a specific provision of Nevada law, Governing Board meetings are open to parents/guardians, students, employees, and members of the general public.

Notice and agendas for Governing Board meetings will be posted in accordance with Nevada law. Meeting notices will identify the date, time, location or applicable remote-access information, agenda items, and opportunities for public comment.

Members of the public have the right to provide public comment in accordance with Nevada law and the reasonable time, place, and manner procedures established for the meeting. Restrictions on public comment will not be based upon the viewpoint expressed.

The school and Governing Board will make reasonable efforts to provide appropriate access and accommodations for individuals with disabilities who wish to attend or participate in a public meeting. Meeting agendas, supporting materials available for public inspection, minutes, and other Governing Board records will be maintained and made available as required by Nevada law. Information regarding upcoming Governing Board meetings, including meeting notices, agendas, locations, and available participation information, may be obtained through the school or its Governing Board meeting postings.

Parent Concern and Formal Complaint Procedure (Detailed)

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

Technology & Internet Acceptable Use

The Internet is a valuable educational tool used at Innovations to enhance learning, support instruction, and prepare students for academic success. However, like any tool, it must be used responsibly.

Internet Safety and Filtering

- The school uses filtering systems to block inappropriate content
- No system is completely foolproof; occasional inappropriate material may be accessed
- If this occurs, staff will immediately close the site and address the situation

User Responsibility

Use of school technology is a privilege, not a right. All users—students, staff, and families—are expected to:

- Use technology for educational purposes only
- Follow school guidelines for appropriate and respectful use
- Take responsibility for their actions while using school devices and networks

Misuse of technology may result in:

- Loss of technology privileges
- Disciplinary action (including suspension, loss of credit, or other consequences as appropriate)
- Possible legal consequences when applicable

Prohibited Use

School technology may not be used to access, create, or share content that is:

- Inappropriate, explicit, or harmful
- Harassing, bullying, or discriminatory
- Disruptive to the school environment or network systems

School Property

All devices (Chromebooks, tablets, networks, and related systems) are the property of Innovations International Charter School of Nevada. The school maintains full control over all technology resources.

Agreement Requirement

Students and parents/guardians are required to sign a Technology Use Agreement upon enrollment.

Student Technology Agreement

Students at Innovations agree to use school technology responsibly and respectfully by:

- Using the internet and school devices for **educational purposes only**
- Accessing only **approved accounts, websites, and platforms**
- Treating all equipment and learning spaces with care
- Reporting any **damage, safety concerns, or technical issues** to staff immediately
- Protecting personal and private information—both their own and others’
- Following **copyright laws** and giving credit when using others’ work
- Using technology and **AI tools ethically**, supporting their own learning rather than replacing their thinking

Responsibility and Consequences

- Parents/guardians are responsible for repair or replacement costs for any school-issued electronic devices that are damaged, lost, or destroyed due to misuse or negligence
- Students who do not follow technology expectations may face disciplinary action, including:
 - Loss of technology privileges for the remainder of the school year
 - Restricted access to devices, except for:
 - Tutoring
 - Required computer-based instruction
 - State or school testing

Systems and Property Rights

All technology systems, devices, and network resources provided by Innovations International Charter School of Nevada are the **property of the school**.

This includes:

- Devices such as Chromebooks, tablets, and computers
- Software, applications, and network systems
- Any files, data, or communications created, stored, or transmitted using school technology

These resources remain the property of Innovations regardless of where or how they are accessed.

Privacy and Monitoring

Use of school technology is **not private**.

- The school reserves the right to **monitor, review, and access** any information, files, or communications created, stored, or transmitted on school systems
- Monitoring may occur at any time to ensure **student safety, appropriate use, and system security**
- Users should have **no expectation of privacy** when using school devices or networks

Technology Device Use

Students are responsible for the care, security, and appropriate use of all school-issued technology devices.

Each device is assigned to an individual student and may not be shared with others.

Care and Responsibility

Students are expected to:

- Keep devices secure and never leave them unattended
- Return devices to designated charging or storage areas when not in use
- Use devices responsibly and in accordance with school policies
- Report any damage, malfunction, loss, or theft immediately to a teacher or administrator
- Refrain from modifying the device in any way, including:
 - Removing asset tags or serial numbers
 - Adding stickers, labels, or markings
 - Attempting to alter system settings or configurations

All devices remain the property of Innovations International Charter School of Nevada and may be collected and inspected at any time.

Appropriate Use of Technology

Students must use school devices and networks for educational purposes only.

Students may not:

- Access or attempt to access unauthorized websites, accounts, or networks
- Bypass or attempt to bypass school security or filtering systems
- Use devices for activities that are inappropriate, unsafe, or unrelated to learning

Artificial Intelligence (AI) Use

Students may only use AI tools when permitted by the teacher and for approved academic purposes.

- AI is intended to support learning, not replace student thinking
- Submitting AI-generated work as original work, when not allowed, is considered academic dishonesty
- Students must follow teacher guidance regarding appropriate and responsible AI use

Loss, Damage, or Theft

- Students must report lost or stolen devices immediately
- Parents/guardians may be responsible for repair or replacement costs if damage or loss is due to misuse or negligence

Privacy Reminder

Students should have no expectation of privacy when using school-issued devices.

Unacceptable Use of Technology, Cell Phones, and Social Media

All school technology, networks, and personal devices used on campus must support educational purposes and a safe learning environment.

The following behaviors are prohibited:

Inappropriate Content and Communication

- Accessing, creating, or sharing content that is explicit, obscene, or inappropriate
- Using profane, abusive, or threatening language
- Sending or posting harmful or offensive messages

Harassment, Bullying, and Misconduct

- Cyberbullying, harassment, or discrimination of any kind
- Recording, photographing, or sharing images/videos of others without permission
- Using social media or messaging platforms to harm, threaten, or intimidate others

Unauthorized Access and Misuse

- Accessing unauthorized websites, accounts, or networks
- Attempting to bypass school filters, security systems, or restrictions
- Using another person's account, files, or information without permission

Academic and Technology Misuse

- Using technology or AI tools inappropriately or dishonestly
- Plagiarism, cheating, or submitting work that is not your own
- Using devices for non-educational purposes during instructional time without permission

Illegal or Prohibited Activities

- Violating any local, state, or federal laws
- Downloading or sharing unauthorized or copyrighted materials
- Engaging in gambling or other prohibited activities

Cell Phones and Personal Devices

- Must be used only when permitted by school staff
- May not be used during instructional time without teacher approval
- May not be used to record, photograph, or post others without consent
- Must follow all school expectations for respectful and appropriate use

Consequences

Violation of these expectations may result in:

- Loss of technology or device privileges
- Disciplinary action in accordance with school policy
- Additional consequences as deemed appropriate by administration

Access Rules

To maintain a safe and secure technology environment, all users must follow these guidelines:

- Use only **school-approved networks, accounts, and software**
- Do not install or attempt to install **apps, software, or hardware** without permission
- Do not access, modify, or delete **another user's files or accounts**
- Do not attempt to **bypass security systems, filters, or network protections**
- Do not open or download files from unknown or unapproved sources
- Use **appropriate and respectful language** in all digital communication
- Protect personal information and **never share private details** (yours or others')
- Report any **inappropriate content, messages, or security concerns** to a staff member immediately

All use of school technology must follow Innovations' policies and any additional guidelines set by school administration.

Security

To protect school systems and personal information, all users must:

- Keep **passwords and login information private** and never share them
- Use only their **assigned accounts, devices, and access permissions**
- Avoid opening or running files or applications that may pose a **security risk**
- Report any **suspicious activity, security concerns, or unauthorized access** immediately to school staff

Email and digital communications are not fully secure. **Sensitive or confidential information should not be shared electronically** unless directed by school staff.

Enforcement

Violations of this policy may result in disciplinary action, including:

- Loss of technology privileges
- Reduction of grades or loss of credit
- Detention, suspension, or expulsion

Serious violations may also result in **legal consequences** in accordance with local, state, or federal law.

Innovations reserves the right to **limit or revoke access to technology systems at any time**. When access is removed, stored files, data, or accounts may also be deleted.

Disclaimer and User Responsibility

While Innovations takes reasonable steps to monitor and protect its technology systems, users are responsible for following all policies and using technology appropriately.

The school is not responsible for:

- Misuse of devices, networks, or Internet access by users
- Financial obligations or unauthorized transactions made using school systems
- Damage to personal or external devices used to access school resources
- The accuracy or reliability of information obtained through the Internet
- Communications or interactions between individuals using technology

All technology resources are provided “**as is**”, and the school does not guarantee uninterrupted or error-free service.

Innovations will cooperate with **local, state, and federal authorities** in any investigation of illegal activity.

Device Repair and Replacement Guidelines

Innovations is committed to ensuring that every student has access to a working technology device. The following guidelines outline how incidents involving loss or damage are addressed.

Theft

- An administrator will meet with the student and parent/guardian to review the situation
- A police report is required to document the theft
- Once documentation is provided, a replacement device may be issued as appropriate

Non-Preventable Damage (Accidental)

- The incident will be reviewed by an administrator
- If the damage is determined to be accidental and unavoidable (e.g., fire, accident), a replacement device may be issued

Preventable Damage, Negligence, or Misuse

- Students and parents/guardians are financially responsible for damage caused by misuse, negligence, or reckless behavior
- The school will investigate each incident and communicate with the parent/guardian
- Repair or replacement costs will be assigned based on the damage
- Repeated incidents may result in additional consequences and review by the school’s Business Office

Technology Use Agreement

All students must have a signed Technology/Network Access Agreement on file before using school technology.

- Parents/guardians may withdraw consent at any time by submitting a written request

Internet Safety Policy

Innovations International Charter School is committed to providing a safe and secure digital learning environment for all students. The school complies with the Children's Internet Protection Act (CIPA) to protect students from inappropriate online content and unsafe digital practices.

Internet Filtering and Safety

- The school uses technology protection measures (filters) to block access to inappropriate content
- Filters are designed to prevent access to material that is:
 - Obscene
 - Child pornography
 - Harmful to minors

While every effort is made to protect students, no filtering system is 100% effective. Staff will address any inappropriate content immediately if encountered.

Appropriate Use and Online Safety

The school works to ensure that students:

- Use the Internet for educational purposes only
- Do not attempt to bypass security systems or filters
- Protect their personal information and the privacy of others
- Do not engage in unsafe or unlawful online activities

Supervision and Monitoring

- School staff actively supervise and monitor student use of technology
- The network administrator manages filtering systems and security measures
- Access may be adjusted when necessary for approved educational purposes

Student Safety and Responsibility

Students are expected to:

- Follow all school guidelines for safe and responsible technology use
- Report any inappropriate content or online behavior to a staff member immediately

Textbooks, Devices, and Instructional Materials

Innovations International Charter School regularly updates textbooks and instructional materials to align with Nevada Academic Content Standards. All materials are the property of the school and are provided to students for educational use.

Student Responsibility

Students are responsible for the care and proper use of all assigned materials, including textbooks, electronics, and technology devices.

- Materials are assigned to individual students and may not be shared or transferred
- Items must be returned upon request or when a student withdraws from the school
- Students should never leave materials unattended, as this may result in loss or theft

Damage, Loss, or Theft

- Students/families are responsible for the cost of replacement or repair for materials that are lost, stolen, or damaged beyond normal wear and tear
- Replacement or repair costs must be paid before new materials are issued
- Fines may be assessed throughout the school year as needed

Outstanding Obligations

Students with outstanding fines or fees may:

- Be restricted from participating in school activities or field trips
- Be required to clear all obligations prior to graduation in order to receive a diploma

Families experiencing financial hardship are encouraged to contact the Business Office to arrange a payment plan.

Assemblies and Field Trips

Innovations provides students with opportunities to participate in **educational and school spirit assemblies** as well as **field trips** throughout the year.

Students are expected to demonstrate **respectful and appropriate behavior** at all times, both on and off campus. Student conduct reflects not only on the individual, but on the school as a whole.

Behavior Expectations

During assemblies and field trips, students are expected to:

- Remain **seated with their assigned group or class**

- Listen attentively and follow staff directions
- Show respect for speakers, presenters, and others
- Refrain from disruptive behavior, including:
 - Talking during presentations
 - Booing or making inappropriate noises
 - Excessive or uncalled-for reactions

Consequences

Students who do not meet behavior expectations may:

- Be **removed from the activity**
- Lose the privilege of attending future assemblies or field trips
- Be subject to additional **disciplinary action**

Attendance

As a public charter school, Innovations International Charter School follows all Nevada Revised Statutes (NRS) related to student attendance.

Regular attendance is essential for student success. Students are expected to attend school daily and arrive on time in order to fully benefit from instruction.

(In accordance with NRS 392.122 and NRS 392.040–392.160)

Minimum Attendance Requirements

- Students must meet the minimum attendance requirements established by the school in order to:
 - Earn credit
 - Be promoted to the next grade level
- Absences may be considered toward attendance requirements when:
 - They are approved by the school, and
 - The student has completed required coursework

Excused Absences

- Up to 10 approved absences per school year may be counted toward attendance requirements when coursework is completed
- Additional considerations may be given for:
 - Medical or mental health needs
 - Military family-related absences (e.g., deployment activities)

Notification and Review Process

Before a student is denied credit or promotion due to attendance:

- Parents/guardians will receive written notification
- Families have the right to request a review of absences
- The school will review each absence and may grant credit if:
 - There is documentation or parent verification of illness or inability to attend, and
 - Coursework has been completed

Appeals

Parents/guardians have the right to appeal attendance decisions through the school's established process.

Parent and Student Responsibility

Parents/guardians and students are responsible for complying with all attendance and truancy laws in Nevada.

The school will provide ongoing communication to support attendance and student success.

Importance of Attendance

Regular school attendance is essential for student success. Being present each day allows students to fully participate in **teacher-led instruction, classroom activities, and technology-supported learning**.

When students miss school, they miss important instruction that builds day by day. Frequent or extended absences can make it difficult for students to **keep up with learning and achieve academic success**.

Families are encouraged to **avoid unnecessary absences** and support consistent attendance.

Nevada Attendance Law

Under Nevada law, students between the ages of **7 and 18** are required to attend school regularly unless they have graduated or are otherwise exempt.

Parents/guardians are responsible for ensuring their child attends school **each day and for the full school day**.

(In accordance with NRS 392.040 and NRS 392.160)

Failure to meet attendance requirements may result in **intervention steps and possible consequences** as outlined by Nevada law and school policy.

Elementary Absences (Grades K–5)

Regular attendance is critical for student success. Excessive absences may impact a student's academic progress and promotion.

Students who accumulate 20 or more absences in a school year (10 per semester) may:

- Be considered for retention in the current grade
- Receive failing grades due to missed instruction

(In accordance with NRS 392.122)

Pre-Arranged Absences

- Must be approved by administration in advance
- Must be submitted at least one week prior to the absence
- May not exceed 10 total non-consecutive school days
- Required assignments must be completed and submitted as directed

Unapproved or incomplete pre-arranged absences may be counted as unexcused absences.

Excused Absences (Illness or Other Reasons)

- Parents/guardians must notify the school when a student is absent
- A written excuse must be submitted when the student returns
- If a written excuse is not received within three (3) days, the absence will be recorded as unexcused/unverified

Secondary Absences (Grades 6–12)

Regular attendance is essential for earning credit in each course.

Students who accumulate **more than 10 unexcused or unapproved absences in any course during a semester** may:

- Receive a **failing semester grade** for that course
- Be considered as having **excessive absences**

(In accordance with NRS 392.122)

Denial of Credit or Promotion

Before a student is denied credit or promotion due to attendance, the school will follow a structured review process.

(In accordance with NRS 392.122)

Notification and Review

- Parents/guardians will receive written notice if denial of credit or promotion is being considered
- Families have the right to request a review of absences
- During the review, the school will consider each absence

Credit toward attendance may be granted for absences when:

- There is written verification that the student was physically or mentally unable to attend school, and
- The student has completed required coursework

Parent Conference and Intervention

A parent/guardian conference may be required when a student is at risk due to attendance, including:

- Possible retention (elementary)
- Possible denial of course credit (secondary)
- Habitual truancy concerns
- Consideration of alternative school placement

- Potential referral for educational neglect (elementary)

The school may begin intervention and review prior to reaching attendance limits to support student success.

Attendance-Based Outcomes

- Elementary (K–5): Students may be retained if attendance requirements are not met
- Secondary (6–12): Students may be denied credit in courses where absence limits are exceeded
- High School (9–12): Students who fail multiple courses may be required to participate in credit retrieval programs

Parents/guardians will be provided with information and options for addressing credit deficiencies.

Appeals Process

Parents/guardians may appeal decisions related to denial of credit or promotion.

- Appeals begin at the school administration level
- Final appeals may be made to the Governing Board

Additional Considerations

- Students who are physically or mentally unable to attend school may be considered for exemptions, in accordance with state law
- Parents/guardians and students are responsible for complying with all attendance and truancy laws in Nevada

Attendance Documentation

Student attendance is recorded daily in **Infinite Campus**, the system used by the State of Nevada and the Clark County School District to monitor enrollment and attendance.

Absence Verification

- Parents/guardians must provide a **written excuse** explaining the reason for the absence
- Written excuses must be submitted **within three (3) days** of the student's return
- Documentation must be submitted to the **school office or registrar**

If documentation is not received within the required timeframe, the absence will be recorded as **unexcused/unapproved**.

Medical Documentation

- Students with **10 or more full-day absences** may be required to provide a **medical provider's note** for any additional absences to be considered excused
- This requirement may be adjusted if the majority of prior absences were **pre-approved**

Unexcused Absences

- Absences that are not approved or verified are considered **truancies**

Approved Absences

An absence may be considered approved for the following reasons:

- The student is physically or mentally unable to attend school, including absences related to a disability
- The absence is due to an emergency, with administrative approval
- The student is attending a required court appearance or religious observance
- The absence is related to a school-directed disciplinary action
- The absence has been pre-approved by administration and does not exceed 10 pre-arranged days per year

Students are expected to complete and submit all assigned coursework during approved absences.

Unapproved Absences

An absence will be considered unapproved (unexcused) when:

- The absence does not meet the criteria for an approved absence
- A written excuse is not submitted within three (3) days of the student's return
- A pre-arranged absence was not approved in advance (at least one week prior)
- The student is absent without proper school or parent authorization
- Required make-up work is not completed or submitted
- Required medical documentation is not provided, when applicable

Unapproved absences are considered truancies.

Additional Requirements

- Three (3) or more consecutive absences may require a medical provider's note
- After 10 total absences, additional absences may require medical documentation to be approved

Intervention

If a student accumulates unapproved absences:

- A conference may be scheduled with the student, parent/guardian, and counselor or administration
- Additional steps may be taken in accordance with school policy and Nevada law

Pre-Arranged Absences

Students who will be absent for an extended period of time may continue to follow classroom instruction as appropriate.

- Teachers are **not required to provide assignments in advance** of a pre-arranged absence
- Students will be given **reasonable time to complete make-up work** upon their return

To be considered **excused**, pre-arranged absences must:

- Be **approved in advance by administration**
- Include **completed and submitted documentation**
- Be filed with the **school registrar prior to the absence**

Chronic Absenteeism

Regular attendance is essential for student learning. Each day a student is absent is a missed opportunity for instruction and academic growth.

The Nevada Department of Education defines chronic absenteeism as a student missing 10% or more of the school year, for any reason—excused or unexcused.

Definition

A student is considered absent when:

- They are not physically present at school, and
- They are not participating in approved instructional activities

At Innovations, a student will be counted absent if they miss 50% or more of the school day.

Students who miss 10% or more of enrolled school days are considered chronically absent, regardless of the reason for the absences.

School Response

To support student success and comply with state requirements:

- Families will receive written notification when a student approaches or reaches the chronic absence threshold
- A meeting may be scheduled with school staff (e.g., Registrar or Attendance Team) to:

- Review attendance concerns
- Identify causes of absences
- Develop a plan for improvement

Support and Prevention

Innovations is committed to helping students maintain strong attendance by:

- Providing families with information and reminders about the importance of attendance
- Implementing school-wide incentives to encourage consistent attendance
- Monitoring attendance through an Attendance Team that supports students and families

Notification of Absences from School

Role	Responsibility
Parent	<ul style="list-style-type: none"> • Calls the school's campus/office to report a daily absence • Responsible for bringing an excuse and/or doctor's note by the 3rd day of returning to school
Classroom/Homeroom Teacher	<ul style="list-style-type: none"> • Takes daily attendance following adopted district/school procedures • Make phone calls home for students who have missed 2 consecutive days of school
Office Manager/Registrar	<ul style="list-style-type: none"> • Monitors the teacher input of daily attendance • Inputs all excuses/corrections • Inputs the attendance corrections • Inputs the guest/substitute teacher's attendance • Generates parent absentee letters to be mailed home • Alerts the Attendance Monitor/Specialist to make a parent phone call
Attendance Monitor/Specialist	<ul style="list-style-type: none"> • Monitors the daily absentee checklist • Make phone calls home for parents who have students missing 3 or more days of school • Actively monitors the attendance processes and procedures • Maintains appropriate tracking documentation • Alerts administration of chronic absentees
Administration and/or Designee	<ul style="list-style-type: none"> • Required Parent Conference to discuss attendance issues • Decision maker for loss of credit and/or retention

- **Note:** Students need to be ON TIME and IN SCHOOL every day to learn. There are only 180 days in a school year and there is no time to lose.

Tardy Policy

Tardiness to School

Arriving on time is essential for student success. Late arrival disrupts learning and causes students to miss important instruction at the start of the day.

- School begins at 8:00 a.m.
- Students are considered tardy after 8:15 a.m.
- Students are expected to be on campus and in class, ready to learn at the start of the day

Habitual Tardiness

A student may be considered habitually tardy when tardiness becomes frequent or ongoing, including receiving two (2) or more office-issued tardy slips.

While occasional tardiness may occur due to unforeseen circumstances, consistent tardiness is not acceptable.

Intervention and Consequences

To support improvement, the school may take the following actions:

- Warning to the student
- Parent/guardian notification
- In-school or after-school detention
- Mandatory Saturday school
- Parent conference or advisory meeting
- Referral for truancy intervention, when applicable
- Additional actions as deemed appropriate by administration

Truancy

Under Nevada law, students ages 7–18 are required to attend school regularly.
(In accordance with NRS 392.040–392.160)

An absence is considered unexcused (truancy) when:

- No valid reason is provided, or
- A written excuse is not submitted within three (3) days

Habitual Truancy

A student may be considered habitually truant after repeated unexcused absences.

In these cases, the school may:

- Require a parent conference
- Refer the student to an attendance review process
- Report the student in accordance with Nevada law

Possible Consequences

Truancy may result in:

- Loss of credit or academic consequences
- Referral to alternative education programs
- Legal consequences, including:
 - Fines
 - Community service
 - Suspension of driving privileges
 - Referral to Child Protective Services (elementary)

School Support

Innovations is committed to working with families to:

- Identify the cause of absences
- Provide support and intervention
- Help students return to regular attendance

Attendance & Truancy: What Parents Need to Know

Step 1: Student Misses School or Arrives Late



- Absent = Misses 50% or more of the day
- Tardy = Arrives after 8:10 a.m.

Step 2: Parent Action Required



- Notify the school
- Submit a written excuse within 3 days

 If completed → Absence may be approved

 If not → Absence becomes unexcused (truancy)

Step 3: Track Attendance



- Elementary (K–5):
 - 20+ absences → Possible retention / failing grades
- Secondary (6–12):
 - 10+ unexcused absences (per class) → Possible loss of credit
- All Students:
 - 10% or more absences → Chronic Absenteeism

Step 4: School Intervention



- Parent notification
- Conference with school staff
- Attendance review and support plan

Step 5: Continued Absences



- Student may be identified as truant
- Possible outcomes:

- Academic consequences
- Attendance contracts or support plans
- Referral to attendance review or outside agencies

Step 6: Appeal & Support



- Parents may request a review of absences
- School works with families to:
 - Identify causes
 - Provide support
 - Improve attendance

Our Goal

To work in partnership with families to ensure students attend regularly, stay on track, and succeed.

Attendance Support

Innovations is committed to supporting families and ensuring students attend school regularly.

The school has a designated staff member who may contact parents/guardians when a student is absent to:

- Confirm the reason for the absence
- Determine when the student is expected to return
- Offer support or resources to assist the family

Our goal is to work in partnership with families to **remove barriers to attendance and support student success**.

We encourage families to communicate with the school if support is needed.

Helping Your Child Stay Engaged in School

We understand that there may be times when a child is reluctant to attend school. While illness is sometimes the cause, frequent absences can also be related to **anxiety, academic concerns, or lack of motivation**.

Parents/guardians may consider the following:

- Does your child feel well enough to participate in normal daily activities?
- Are there concerns about schoolwork, friendships, or performance?
- Is your child avoiding a specific class, assignment, or situation?

If your child is well enough to participate in regular activities, they are generally **well enough to attend school**.

How the School Can Help

If your child is experiencing difficulty attending school, we encourage you to reach out. Innovations can support families by:

- Connecting students with a **counselor or staff member**
- Providing **academic support or tutoring**
- Helping address **social or emotional concerns**
- Working with families to develop a plan for **consistent attendance**

Our Goal

Our goal is to partner with families to ensure students feel **confident, supported, and ready to learn each day**.

A Message for Students

If you are feeling unsure about coming to school, you are not alone—and you don't have to handle it by yourself.

You can talk to:

- A teacher
- A school counselor
- A trusted staff member

We are here to help you:

- Understand your schoolwork
- Work through challenges
- Feel more confident and supported

Coming to school is the first step—we will help you with the rest.

Every day you show up is a step toward your success—and we are here to support you every step of the way.

Student Health Policies and Health Office Services

The Health Office supports student safety and well-being during the school day. It is important that the school always has current contact and emergency information for each student.

Health Office Services

The Health Office:

- Maintains health and immunization records
- Provides first aid and basic care
- Administers approved medications
- Responds to illness or injury and contacts parents/guardians as needed

Students must report to the Health Office when ill or injured and may not contact parents directly without checking out through the office.

Illness and Injury

- All injuries must be reported immediately to a staff member
- Emergency services (EMS) will be contacted when necessary
- Parents/guardians are responsible for medical care and transportation
- Students with contagious illnesses may be excluded until cleared by a healthcare provider

Medication at School

- Medication must be approved by both parent/guardian and a healthcare provider
- All medications must be in the original container with proper labeling
- Medication is administered by designated school staff
- Students may not carry or self-administer medication unless authorized

Immunizations

All students must meet Nevada immunization requirements for school enrollment. Please contact the school or local health district for current requirements.

Communicable Diseases

Parents/guardians must notify the school if a student has a communicable illness. The school may notify families and take precautions to protect student health.

When Should I Keep My Child Home?

To support student health and learning, please keep your child home if they are experiencing:

- Fever of 100°F or higher (must be fever-free for 24 hours without medication before returning)
- Vomiting or diarrhea within the past 24 hours
- Persistent cough, severe sore throat, or difficulty breathing
- Suspected or confirmed contagious illness (e.g., pink eye, strep throat, flu, COVID-19)
- Unexplained rash or skin condition
- Head lice or other conditions requiring treatment

When Should My Child Come to School?

Your child should attend school if they:

- Are fever-free and feeling well enough to participate in normal school activities
- Have mild symptoms that do not interfere with learning (e.g., slight cold, mild headache)

When in Doubt

If you are unsure, please:

- Contact the school office or Health Office
- Send your child to school and we will monitor and contact you if needed

Important Reminder

If your child is absent:

- Notify the school
- Submit a written excuse within three (3) days

Healthy students learn best—thank you for helping us keep our school community safe.

School Telephone

The school office phone is for business and emergency use only.

- Students may use the phone only in case of an emergency
- Messages will not be delivered to students during the school day
- After school, students may request to use the phone if needed

Parents/guardians who need to communicate urgent information must come to the school office with valid photo identification.

Cafeteria

The cafeteria is open daily at designated times for breakfast and lunch.

Innovations is a Community Eligibility Provision (CEP) school.

- All students receive free breakfast and lunch each school day
- Meal applications are not required while enrolled at Innovations

Cafeteria Expectations

Students are expected to:

- Remain seated in their assigned area
- Follow directions from staff
- Clean their area and dispose of trash properly
- Wait for adult dismissal before leaving
- Use restrooms only with staff permission

Additional guidelines:

- Food and drinks may not be taken from the cafeteria
- Gum chewing is not allowed at school
- Parents may drop off lunches in the front office
- Outside visitors in the cafeteria are subject to school guidelines

Lost and Found

- Lost items should be turned in to the school office
- Students may check the Lost and Found during lunch or after school
- Valuable items (e.g., phones, jewelry) should be turned in directly to the office

- Items not claimed within 30 days will be donated or discarded

Celebrations

Families may provide food for classroom celebrations (e.g., birthdays); however:

- All food must be approved by the classroom teacher in advance
- Due to potential student allergies, prior communication with the teacher is required

Teachers or the school will notify families of any known allergies when planning classroom events involving food.

Social Events

School-sponsored events and activities are held throughout the year. The following expectations apply:

- All school rules and policies remain in effect
- Students must remain in the designated event area
- Students who leave the event may not return
- Guests must be approved by the school and follow all school rules

Fees and Fines

Students with outstanding financial obligations may:

- Be restricted from school activities or field trips

All fees and fines must be cleared prior to graduation in order to receive a diploma.

Dress Code and Appearance

Innovations promotes a culture of respect and professionalism. Students are expected to follow the school uniform policy and dress in a way that supports a positive learning environment.

General Expectations

- Students must wear the approved school uniform shirt daily (unless otherwise announced)
- Clothing must be clean, appropriate, and fully cover undergarments
- Spirit or dress-down days will be announced in advance

Footwear

- Closed-toe shoes with soles are required
- No sandals, slippers, flip-flops, or shoes with wheels

Bottoms (Pants/Shorts/Skirts)

- Must be black, khaki or plain denim
- Must fit appropriately (no sagging or overly oversized clothing)
- No torn or inappropriate clothing
- Shorts, skirts, and dresses must be appropriate in length

Outerwear and Accessories

- Hats, hoods, and head coverings are not permitted indoors
- Clothing or accessories promoting violence, drugs, or inappropriate content are prohibited
- Jewelry must be safe and not disruptive

Additional Guidelines

- Jackets and sweatshirts may be worn, but students must be able to show their uniform shirt upon request
- Pajamas and lounge wear are not permitted

Dress Code Violations

- Students may be asked to correct the issue immediately
- Repeated violations may result in parent contact or disciplinary action

Innovations will work with families experiencing financial hardship to ensure all students can meet dress code expectations.

Dress Code Quick Guide

Wear This

- ✓ School uniform shirt (daily)
- ✓ Black, khaki, or plain denim pants, shorts, or skirts
- ✓ Closed-toe shoes
- ✓ Weather-appropriate outerwear

Not Allowed

- ✗ Sandals, flip-flops, slippers, or wheel shoes
- ✗ Pajamas or lounge wear
- ✗ Sagging or overly oversized clothing
- ✗ Torn or inappropriate clothing
- ✗ Hats or hoods worn indoors
- ✗ Clothing or accessories promoting violence, drugs, or inappropriate content

Important Reminders

- Clothing must fully cover undergarments
- Uniform shirt must be visible when requested
- Jewelry and accessories must be safe and not disruptive
- Spirit/Dress Down Days will be announced in advance

Need Help?

Innovations will work with families experiencing financial hardship to ensure all students meet dress code expectations.

If There's a Violation

1. Student is asked to correct the issue
2. Parent may be contacted
3. Repeated issues → disciplinary action

Traffic & Pick-Up/Drop-Off Procedures

Student safety is our top priority. Please follow all traffic procedures at all times.

Morning Drop-Off

7:00 – 8:00 a.m. (Before School Program)

- Enter from 16th Street (lower parking lot)
- Follow cones to drop-off area
- Remain in your vehicle
- Students enter through the main entrance

Afternoon Pick-Up

- 3:45 p.m. – K–1: Kindergarten Gate
- 3:45 p.m. – Grades 2–3: Upper Parking Lot
- 3:45p.m. – Grades 4–5: Bracken Street

After-school program pick-up:

- 4:00 – 5:30 p.m. at the front door

Car Line Expectations

- Remain in your vehicle at all times
- Follow staff directions and posted signage
- Have your car line pass visible
- Be prepared to show photo ID if requested

Car Line Passes – Oakey Campus Only

- Each family receives 2 passes
- Additional passes require office approval and ID verification
- Passes must be displayed for student release

Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that protects the privacy of student education records.
(20 U.S.C. § 1232g; 34 CFR Part 99)

Innovations International Charter School complies with all FERPA regulations and is committed to protecting the confidentiality of student information.

Parent and Student Rights

Parents/guardians (and eligible students) have the right to:

- Review their child's education records
- Request corrections to inaccurate or misleading information
- Provide consent before records are shared, except as permitted by law

School Responsibility

The school will:

- Protect the confidentiality of student records
- Release information only as allowed by law
- Require proper identification before sharing student information

For security reasons, student information will not be released over the phone.

Directory Information

The school may release limited "directory information" (such as name or honors) unless a parent/guardian requests otherwise.

Nevada Public Records Policy

Innovations International Charter School of Nevada is committed to transparency and public accountability. As a Nevada public charter school, Innovations will respond to requests for public records in accordance with the Nevada Public Records Act, NRS Chapter 239, and other applicable state and federal laws.

Public Access to Records

Public records maintained by the school that are not declared confidential or otherwise exempt from disclosure by law are available for inspection or copying upon request. A public records request should reasonably identify the existing record or records being requested. The school is not required to create a new record, report, analysis, or compilation of information that does not already exist in order to respond to a request.

Submitting a Public Records Request

Requests to inspect or obtain copies of public records may be submitted to school administration or the individual designated by Innovations to receive public records requests. A request should provide sufficient information to allow the school to reasonably identify and locate the requested records and contact information when necessary for communication with the requester.

School Response

Innovations will respond to public records requests within the time required by Nevada law. When a requested public record is readily available and subject to disclosure, the school will provide access as expeditiously as practicable. If additional time is reasonably necessary to locate, review, or prepare responsive records, the requester will be notified in accordance with Nevada law.

If a requested record, or a portion of a record, is confidential or exempt from disclosure, the school will provide the response required by applicable law, including the legal authority supporting nondisclosure when required.

Confidential and Protected Information

Nothing in the Nevada Public Records Act requires Innovations to disclose information that is confidential or protected from disclosure under state or federal law. Protected information may include, as applicable, student education records protected by FERPA, personally identifiable student information, certain employee information, confidential special education records, information protected by attorney-client privilege, security-related information, and other records or portions of records made confidential by law.

When a record contains both public and confidential information, the school will redact protected information and provide the portion of the record that may lawfully be disclosed when required by law.

Copies and Fees

Innovations may charge fees for copies of public records when permitted by Nevada law. Any fee assessed will be consistent with applicable legal requirements and school policy. Questions regarding public records or requests for access to public records should be directed to school administration.

Title IX and Non-Discrimination Policy

Innovations International Charter School does not discriminate on the basis of race, color, national origin, sex, disability, or age in any of its programs or activities.

The school is committed to providing a safe, respectful, and inclusive learning environment free from discrimination, harassment, and bullying.

Reporting Concerns

Any student, parent/guardian, or staff member who believes they have experienced discrimination or harassment should report the concern to school administration or submit a complaint form.

- Reports should be made as soon as possible
- All complaints, including anonymous reports, will be reviewed and investigated
- Appropriate action will be taken in accordance with applicable laws

Title IX Information

Title IX prohibits discrimination and harassment based on sex, including gender-based harassment.

Title IX Coordinator:

Ken Malin, Director of Human Resources

☎ 702-216-4337

✉ ken_malin@iicsn.org

Legal Protections

Innovations complies with all applicable federal laws, including:

- Title VI (race, color, national origin)
- Title IX (sex discrimination)
- Title II of the ADA (disability)
- Section 504 (disability)
- Age Discrimination Act

Section 504 of the Rehabilitation Act

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

Concerns or appeals related to students with an **IEP or 504 Plan** will be addressed through school administration.

For additional information or to contact the Office for Civil Rights (OCR), please visit:

<http://wdcrobcolp01.ed.gov/CFAPPS/OCR/contactus.cfm>

or call **1-800-421-3481**.

Rights of Students with Diverse Learning Needs

Innovations International Charter School of Nevada is committed to ensuring that students with disabilities and other diverse learning needs have equitable access to educational programs, services, activities, and opportunities.

In accordance with applicable federal and Nevada law, including the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA), eligible students are entitled to appropriate educational supports, services, accommodations, and protections based upon their individual needs.

Student and Parent/Guardian Rights

Identification, evaluation, and determination of eligibility in accordance with applicable law;

Participation by parents/guardians in educational planning and decision-making;

Development and implementation of an Individualized Education Program (IEP) for students eligible under IDEA;

Development and implementation of a Section 504 Plan for eligible students requiring accommodations or services;

Access to a Free Appropriate Public Education (FAPE);

Education in the Least Restrictive Environment (LRE), as appropriate to the individual student's needs;

Reasonable accommodations and supports necessary to provide equitable access to school programs and activities;

Protection from discrimination based upon disability;

Procedural safeguards, including notice and applicable rights to review, challenge, or appeal decisions concerning identification, evaluation, placement, or services; and

Protection of the confidentiality of personally identifiable student information and educational records.

Individualized Student Support

Student needs are considered individually. An IEP or Section 504 Plan is developed and implemented by the appropriate team in collaboration with the parent/guardian and, when appropriate, the student. Teachers and other school personnel responsible for implementing a student's plan will be informed of the accommodations, services, supports, and responsibilities applicable to that student.

Students will not be denied participation in school programs, activities, or educational opportunities solely because of a disability when participation can be provided consistent with applicable law and the student's individual educational needs.

Discipline and Student Protections

Students with disabilities are entitled to applicable procedural protections when disciplinary action may affect their educational placement or services. When required by law, the student's IEP or Section 504 team will participate in decisions concerning disciplinary removals, manifestation determinations, educational services, behavioral supports, and placement.

Questions or Concerns

Parents/guardians who believe their child may require additional educational support or who have questions regarding special education or Section 504 services are encouraged to contact school administration or the appropriate student-support personnel. Parents/guardians will be provided applicable procedural safeguards and information regarding their rights under IDEA or Section 504 when required.

Campus Safety

Visitors

All visitors must:

- Check in at the main office upon arrival
- Present proper identification
- Be escorted by school staff while on campus

Visits with teachers must be scheduled at least 24 hours in advance.

All volunteers must complete a background check prior to service.

Deliveries and Item Drop-Offs

Students are expected to bring needed items to school each day. If necessary:

- Items may be dropped off at the main office
- Students will be notified and may pick up items at an appropriate time

Not permitted during the school day:

- Balloons, flowers, or large food deliveries

Emergency Procedures

The school conducts regular safety drills to prepare for emergencies.

- Visitors must follow all staff directions during drills or emergencies
- During emergencies, parents/guardians should follow school guidance to ensure student safety

Fire Drills

- Conducted regularly as required by law
- Students must:
 - Follow posted exit routes
 - Exit the building quickly and calmly
 - Remain outside until directed to return

Emergency Drills and Procedures

Innovations conducts regular safety drills in accordance with state requirements to ensure students and staff are prepared for emergencies.

Types of Drills

- **Shelter-in-Place:** Used during environmental hazards (e.g., chemical incidents)
- **Soft Lockdown:** Secures the building while instruction continues
- **Secure Lockdown:** Used during an immediate threat; students and staff take protective action
- **Earthquake Drill:** “Drop, Cover, and Hold” procedures
- **Evacuation Drill:** Students and staff safely exit the building and move to a designated area

Emergency Situations

In the event of a facility issue (e.g., power, water, or HVAC failure):

- Students may be relocated within the building, or
- The school may close early if necessary

Parents/guardians will be notified of any major changes or emergencies.

Lockers (Secondary Only)

- Lockers are available for student use
- Students are responsible for their belongings
- The school may inspect lockers at any time
- Locker privileges may be revoked if misused

Locker Use Expectations (Secondary Only)

Students are expected to use lockers responsibly and follow these guidelines:

- Do not **share lockers or combinations**
- Keep locker combinations **confidential**
- Ensure lockers are **closed and secured** after each use
- Do not force or damage lockers
- Report any **locker issues** to the office immediately
- Do not store **valuables** in lockers

Lockers remain the **property of the school** and may be inspected at any time. Students should not expect privacy.

Students are responsible for any **loss or damage** to items stored in their locker.

Lost or Stolen Items

Students are encouraged to **leave valuables at home**.

- The school is **not responsible** for lost or stolen items
- Students should report missing items to the office immediately
- The school will assist in recovery when possible

Safe and Respectful Learning Environment

Innovations International Charter School is committed to providing a **safe, secure, and respectful learning environment** for all students and staff.

Bullying, cyberbullying, harassment, and intimidation are **strictly prohibited** and will not be tolerated. These behaviors can have serious emotional, social, and academic impacts on everyone involved.

This policy applies:

- On campus
- During school-sponsored activities
- While traveling to and from school

Our Commitment

Innovations will:

- Promote a culture of **respect, dignity, and inclusion**
- Address incidents **promptly and consistently**
- Support students in developing **positive relationships and behavior**
- Provide education and guidance to prevent bullying and harassment

Parent Code of Conduct

Innovations values strong partnerships with families. To maintain a safe and respectful learning environment, all parents, guardians, and visitors are expected to follow these guidelines.

Visitor Expectations

- Check in at the main office and wear a visitor badge
- Schedule classroom visits at least 24 hours in advance
- Follow all school procedures and staff directions

Parent Responsibilities

Parents/guardians are expected to:

- Communicate respectfully with staff and students
- Support their child's attendance, behavior, and academic progress
- Follow school procedures for meetings and communication
- Maintain a positive and cooperative relationship with the school

Prohibited Conduct

The following behaviors are not permitted on campus or at school events:

- Threats, intimidation, harassment, or discrimination
- Disrupting school operations or classrooms
- Possession of weapons, drugs, or alcohol
- Damage to school or personal property
- Unauthorized presence on campus
- Failure to follow staff directions

Consequences

Individuals who violate this code may be:

- Asked to leave campus
- Issued a trespass notice
- Referred to law enforcement, if necessary

Trespassing and Visitor Control

Innovations International Charter School is committed to maintaining a safe and orderly learning environment.

State law protects students and staff from disruptions, threats, and unauthorized individuals on school property. (In accordance with NRS 392.910, 392.915, 207.200, and related statutes)

Visitor Expectations

- All visitors must check in at the main office and follow school procedures
- Visitors must comply with all staff directions and school policies
- Unauthorized individuals may be asked to leave campus immediately

Prohibited Behavior

The following actions are not permitted on school property or at school events:

- Disrupting the educational environment
- Using threatening, abusive, or inappropriate language
- Harassing or intimidating students or staff
- Remaining on campus without authorization

Trespassing Enforcement

The school administration has the authority to:

- Deny entry or remove individuals from campus
- Issue a trespass notice when necessary
- Contact law enforcement if a person refuses to comply

Individuals who fail to leave school property after being directed to do so may be subject to arrest.

Habitual Behavior Problems

A student may be identified as a habitual disciplinary problem based on repeated serious behavior incidents during a school year.

(In accordance with NRS 392.4655)

What This Means

A student may be designated as a habitual disciplinary problem if they:

- Repeatedly engage in serious misconduct (e.g., threats or repeated suspensions), and
- Do not successfully participate in a behavior support plan

School Response

If a student is at risk:

- Parents/guardians will receive written notification
- The school may develop a behavior plan in collaboration with the student and family
- The plan may include:
 - Counseling or support services
 - Academic or behavioral interventions
 - Additional learning opportunities (e.g., Saturday or summer school)

Possible Consequences

If behavior does not improve, a student may be:

- Suspended, or
- Expelled in serious cases

Parent Rights

Parents/guardians have the right to:

- Participate in the development of the behavior plan
- Appeal decisions related to the plan or disciplinary action

Administrative Actions

School administrators are responsible for maintaining a **safe and orderly learning environment**. While many concerns are addressed by teachers and counselors, more serious or repeated behaviors may require administrative action.

Disciplinary actions may include, but are not limited to:

- Student conference
- Parent/guardian notification or meeting
- Detention
- Suspension or expulsion
- Confiscation of items
- Restitution for damages
- Removal from class or school activities
- Referral to law enforcement, if necessary

Law Enforcement

Questioning of Students

School administration will cooperate with law enforcement as required by law.

- The school will verify the **identity and authority** of the officer
- Parents/guardians will be **notified when appropriate**
- An administrator will typically be **present during questioning**, unless otherwise directed

In cases involving **child abuse investigations**, procedures may differ as required by law.

Students Taken into Custody

Students may be released to law enforcement or authorized officials when required by law, including:

- Court orders or legal directives
- Lawful arrest or investigation
- Child protective or safety concerns

Before release, the school will:

- Verify the **identity and authority** of the official

Parents/guardians will be notified as soon as possible, unless restricted by law enforcement.

Bullying and Cyberbullying

Bullying and cyberbullying are strictly prohibited at Innovations and will not be tolerated.
(In accordance with NRS 388.121–388.1395)

What is Bullying?

Bullying includes any behavior—verbal, physical, or electronic—that:

- Causes harm or fear of harm
- Creates a hostile or unsafe learning environment
- Interferes with a student's ability to learn

This includes:

- Name-calling, teasing, or threats
- Physical aggression
- Spreading rumors or social exclusion
- Online harassment or harmful messages

Where This Applies

This policy applies:

- On campus and school property
- On school transportation
- At school-sponsored events
- Through electronic communication impacting the school environment

Reporting Bullying

Students are encouraged to report bullying immediately to:

- A teacher
- Counselor
- Administrator
- School staff member

Reports may also be made anonymously (e.g., SafeVoice).

All reports will be investigated promptly, and families will be notified as appropriate.

School Response

- Appropriate action will be taken based on the situation
- Consequences may be progressive or more serious, depending on severity
- The school will work to support all students involved

Investigation and Response

All reports of bullying or cyberbullying will be taken seriously and investigated promptly.

- The school will take immediate steps to stop the behavior and ensure student safety
- Parents/guardians of all students involved will be notified within required timelines
- Investigations will include student interviews and a review of the incident
- A written report will be completed, and appropriate action will be taken

Communication with Families

- Parents/guardians will be notified as soon as possible
- Notifications will protect student privacy
- A summary of findings will be shared in accordance with FERPA

Follow-Up and Support

- The school will follow up with the reported student to ensure the behavior has stopped
- Families may be provided with community resources and support options

False Reports

False reports made with intent to harm or mislead may result in disciplinary action.

Appeals

Parents/guardians may appeal a disciplinary decision related to bullying or cyberbullying.

- Appeals must be submitted within 30 days of the decision
- Appeals may be filed with the school's Governing Board and/or the Nevada Department of Education – Office for a Safe and Respectful Learning Environment

State Commitment to a Safe and Respectful Learning Environment

Nevada law requires all public schools to provide a safe, respectful, and inclusive learning environment for all students.

(In accordance with NRS 388.132)

What This Means

- Bullying and cyberbullying are strictly prohibited
- All areas of the school must be safe and respectful
- Students and staff are expected to treat others with civility and respect
- All individuals may express their beliefs respectfully without fear of harm

School Responsibility

Innovations is committed to:

- Protecting students from physical, emotional, and mental harm
- Taking immediate action when bullying or unsafe behavior occurs
- Promoting a positive environment where all students can learn and succeed

State Responsibility for Safe Schools

Nevada law requires school boards, administrators, and teachers to provide a **safe and respectful learning environment** free from bullying and cyberbullying.

(In accordance with NRS 388.1321)

Parent Rights

Parents/guardians have the right to:

- Request that the school **fulfill its responsibility** to maintain a safe environment
- Pursue appropriate action if concerns are not addressed

Office for a Safe and Respectful Learning Environment

Nevada has established an Office for a Safe and Respectful Learning Environment to support schools in preventing and addressing bullying and cyberbullying.
(In accordance with NRS 388.1323)

What This Means

The Office:

- Provides a **statewide reporting system** (including a hotline and website)
- Offers **education, training, and resources** for students, families, and schools
- Investigates complaints involving school staff when necessary

Support for Families

Families may use state resources to:

- Report concerns
- Access information about bullying prevention
- Find support services

Bullying Prevention Funding

Nevada provides funding to support schools in preventing bullying and creating safe learning environments.
(In accordance with NRS 388.1325)

What This Supports

Schools may use these funds to:

- Develop programs that promote a **bully-free environment**
- Provide **training and education** on bullying prevention
- Improve **school-wide practices and procedures**

State and School Policies on Bullying Prevention

Nevada requires schools to implement policies and procedures that promote a **safe and respectful learning environment** free from bullying and cyberbullying.
(In accordance with NRS 388.1327, 388.133, and 388.134)

What This Means

- The State provides guidance and regulations to support bullying prevention
- Schools must adopt and maintain policies that:
 - Prevent and address bullying and cyberbullying
 - Support a **positive and respectful school climate**
 - Promote safe and responsible use of technology

School Responsibility

Innovations will:

- Provide **training and support** for staff
- Share policy information with families
- Review and update policies **annually**

Parents/guardians may request a copy of these policies at any time.

State Resources and Training for Bullying Prevention

Nevada provides resources and training to support schools, students, and families in preventing and addressing bullying and cyberbullying.
(In accordance with NRS 388.1341 and 388.1342)

What This Means

The State:

- Provides **guides and online resources** to help families and students address bullying
- Offers **training programs** for school staff on prevention, reporting, and response
- Supports education on **student safety, mental health, and well-being**

Support for Families

Families may:

- Access **information and tools** to help prevent and respond to bullying
- Request guidance from the school regarding available **resources and support**

School Safety Team and Bullying Response

Innovations maintains a School Safety Team to support a safe and respectful learning environment. (In accordance with NRS 388.1343–388.1351)

School Safety Team

The School Safety Team:

- Works to prevent and address bullying and cyberbullying
- Reviews school practices and identifies patterns of concern
- Includes school staff and parent representation

Prohibition of Bullying

Bullying and cyberbullying are strictly prohibited:

- On campus
- At school-sponsored events
- On school transportation

Reporting and Response

- Staff are required to report incidents immediately
- The school will take prompt action to:
 - Stop the behavior
 - Ensure student safety
 - Begin an investigation

Parents/guardians will be notified, and appropriate action will be taken.

Support for Students

- The school will provide follow-up support for students involved
- Families may receive information about available resources

Investigation, Follow-Up, and Appeals

Bullying and cyberbullying reports will be investigated promptly.
(In accordance with NRS 388.1351–388.1354)

Investigation Process

- The school will take immediate action to ensure student safety
- Investigations are typically completed within 2 school days (with limited extensions if needed)
- A written report will be completed, and appropriate action will be taken

Parents/guardians will be notified and provided information consistent with FERPA guidelines.

Follow-Up Support

- The school will follow up with the student to ensure the behavior has stopped
- Families may receive information about available community resources

Appeals

Parents/guardians may appeal disciplinary decisions:

- Appeals must be submitted within 30 days
- Complaints may be filed with the school district or Nevada Department of Education

Accountability

School staff are required to follow all reporting and response procedures. Failure to do so may result in disciplinary action.

Reporting, Protection, and Student Awareness

Nevada law protects individuals who report bullying and ensures schools promote a safe and respectful environment. (In accordance with NRS 388.136–388.1395)

Reporting Protection

- School staff may not **prevent or interfere** with reporting bullying
- Students, staff, and community members are **protected when reporting concerns in good faith**

False reports made with **intent to harm or mislead** may result in disciplinary action.

School Responsibility

- Schools must include bullying prevention policies in their **rules of behavior**
- Students and families will receive information about:
 - Preventing bullying
 - Reporting concerns
 - Building positive relationships

Week of Respect

Each year, schools participate in the **Week of Respect**, which focuses on:

- Preventing and reporting bullying
- Promoting positive student relationships
- Creating a safe and respectful school environment

Reporting Bullying and Cyberbullying

Students are encouraged to report bullying or cyberbullying if they:

- Are a victim, or
- Witness an incident

Reports may be made to:

- A teacher
- Counselor
- School administrator
- The school website (anonymous reporting option)

All reports will be taken seriously and investigated.

Zero Tolerance

Innovations has a zero-tolerance policy for bullying and cyberbullying.

Students and families are expected to report concerns so the school can:

- Ensure student safety
- Investigate incidents
- Take appropriate action

Sexting and Inappropriate Content

Sexting (sending or sharing explicit messages or images) is prohibited.

- Such behavior may violate school rules and the law
- Incidents will be reported to parents/guardians
- Law enforcement may be contacted when required

The school will also provide education to help students make safe and responsible choices.

Administrative Searches

To maintain a safe environment, school officials may conduct searches in accordance with legal standards.

- Searches must be based on reasonable suspicion
- Searches will be limited in scope and related to the concern
- Whenever possible, searches will be conducted by an administrator in the presence of another staff member

Students and their belongings may be searched when necessary to:

- Maintain safety and order
- Prevent or address violations of school rules or the law

Discipline Philosophy and Procedures

Behavioral Rules and Consequences

Students are expected to follow the behavioral rules and expectations contained throughout this handbook. These include expectations concerning respectful conduct, classroom behavior, academic integrity, attendance, bullying and cyberbullying, technology and electronic devices, dress code, prohibited substances and items, threats and violence, property, and other conduct affecting the safety and educational environment of the school.

Consequences are determined based upon the nature and severity of the conduct, the student's age and individual circumstances, applicable law, prior interventions or disciplinary history when appropriate, and the need to maintain a safe and effective learning environment. Innovations uses restorative practices, positive behavioral supports, interventions, and progressive discipline when appropriate. Serious conduct may require immediate administrative action consistent with Nevada law and school policy.

Specific behavioral rules and consequences are described in the applicable sections of this handbook. Families should review the complete policy applicable to a particular behavior for additional procedures, protections, and requirements.

Restorative Discipline Policy - Including Students with Disabilities

Innovations International Charter School of Nevada is committed to maintaining a safe, respectful, and productive learning environment while helping students develop the skills necessary to make responsible decisions, repair harm, restore relationships, and successfully return to learning.

The school's approach to student behavior incorporates restorative practices, positive behavioral supports, intervention, reflection, and progressive discipline. Discipline is intended not simply to impose a consequence, but to help students understand the impact of their choices, take responsibility for their actions, develop more appropriate responses, and restore their connection to the school community whenever possible.

Restorative and Progressive Responses

Teacher redirection and classroom-based intervention

Student reflection and problem-solving

Restorative conversations or conferences

Parent/guardian communication and partnership

Behavioral goal setting or support plans

Counseling or other student-support services

Referral to the Student Support Center

Reentry planning following removal from the classroom or school

Detention or other appropriate school-based consequences

Suspension or expulsion when warranted by the seriousness of the conduct and permitted by applicable law

The response selected will consider the nature and severity of the behavior, the student's age and developmental level, relevant circumstances, prior interventions or patterns of behavior when appropriate, student safety, and applicable federal and Nevada law. Restorative practices do not prevent the school from taking immediate action when necessary to protect students or staff or to respond to serious misconduct.

Students with Disabilities

Students with disabilities are entitled to the protections provided by IDEA, Section 504, the ADA, applicable Nevada law, and other governing requirements. Disciplinary decisions involving a student with an IEP or Section 504 Plan will be made in accordance with the student's individual needs and applicable procedural protections.

Consider the student's disability and applicable IEP or Section 504 Plan when addressing behavior;

Implement required behavioral supports, accommodations, and services;

Provide required educational services during disciplinary removals;

Convene the appropriate IEP or Section 504 team when disciplinary action may affect the student's educational placement or services;

Conduct a manifestation determination when required;

Consider whether additional behavioral assessment, intervention, or support is necessary; and

Provide parents/guardians with applicable notices and procedural safeguards.

A student will not be disciplined more severely solely because of a disability or because the student requires accommodations, behavioral supports, or special education services.

Individualized Behavioral Support

When behavior interferes with a student's learning or the learning of others, the school may work with the student, family, teachers, counselors, special education personnel, and other appropriate staff to identify the causes or functions of the behavior and develop appropriate interventions and supports. For students receiving special education or Section 504 services, behavioral interventions will be coordinated with the student's educational plan when required.

Family Partnership and Reentry

Families are important partners in the restorative discipline process. Parents/guardians may be contacted to participate in conferences, behavioral planning, intervention, reentry, or other supports designed to help the student successfully return to and remain engaged in the learning environment. Following significant

disciplinary action, the school may develop a reentry or restoration plan identifying expectations, supports, responsibilities, and strategies for successful participation in school.

The goal of restorative discipline at Innovations is accountability with growth: protecting the learning environment while helping students learn from their choices, repair harm when possible, develop stronger decision-making skills, and successfully reconnect with their school community.

Appeal of Significant Suspension, Expulsion, or Permanent Expulsion

Innovations International Charter School of Nevada provides students and parents/guardians the right to appeal a significant suspension, expulsion, or permanent expulsion in accordance with applicable Nevada law, including NRS 392.4671 and NRS 392.4674.

Notice of Disciplinary Action and Right to Appeal

When a student receives a significant suspension, expulsion, or permanent expulsion, the school will provide notice to the student and, when the student is under 18 years of age, the student's parent or legal guardian. The notice will identify the disciplinary action, the right to appeal, the school's appeal procedure, and the applicable timeline for submitting an appeal.

Filing an Appeal

A student or, when the student is under 18 years of age, the student's parent or legal guardian may appeal a significant suspension, expulsion, or permanent expulsion. The appeal must be submitted in accordance with the school's established appeal procedure not later than five (5) school days after receiving notification of the disciplinary action.

Appeal Hearing

Not later than five (5) school days after receiving notification that an appeal has been filed, the Governing Board of Innovations International Charter School of Nevada, or its authorized designee, will schedule an appeal hearing. The student and parent/guardian will be provided an opportunity to present information relevant to the appeal and respond to the disciplinary action.

Appeal hearings concerning student suspension or expulsion are confidential and closed to the public as provided by Nevada law. Following consideration of the appeal, the Governing Board or its authorized designee will issue a decision consistent with applicable law and school policy. The disciplinary consequence imposed following the appeal will not be increased beyond the significant suspension or expulsion originally imposed.

Educational Services During Suspension or Expulsion

A student who is suspended or expelled, is being considered for suspension or expulsion, or is appealing such disciplinary action will receive educational services as required by Nevada law to prevent loss of academic credit or disengagement from school and will be provided an appropriate education in the least restrictive environment possible.

Students with Disabilities

Disciplinary proceedings and appeals involving students with disabilities will also comply with IDEA, Section 504, applicable Nevada law, and the procedural safeguards described elsewhere in this handbook.

Availability of Appeal Policy

The school's policy governing appeals of significant suspension, expulsion, and permanent expulsion will be made available to students and families and posted on the school's website as required by Nevada law.

Philosophy

Innovations is committed to maintaining a safe, respectful learning environment where all students and staff are treated with dignity.

Student discipline is designed to:

- Promote academic success and positive behavior
- Support students in learning from mistakes
- Maintain a school environment where teaching and learning can occur without disruption

The school uses:

- Restorative practices
- Positive behavior supports
- Progressive discipline

Whenever possible, behavior concerns are addressed at the classroom level. All disciplinary actions are fair, age-appropriate, and aligned to the severity of the behavior.

Disciplinary Actions

Disciplinary responses may include, but are not limited to:

- Student conference
- Parent/guardian contact or meeting
- Detention
- Suspension
- Expulsion (in serious cases)

Mandatory Expulsion Offenses

Certain behaviors may result in immediate recommendation for expulsion, including:

- Physical assault on staff or students
- Possession, use, or distribution of drugs or alcohol
- Possession or use of weapons (including replicas such as BB guns or airsoft guns)

Major Violations

Serious violations may result in suspension or further disciplinary action, including:

- Fighting or physical aggression
- Bullying, harassment, or cyberbullying
- Verbal abuse, threats, or intimidation
- Drug or alcohol-related offenses
- Gang-related activity
- Theft, extortion, or vandalism
- Sexual misconduct or inappropriate behavior (including sexting)
- Insubordination or refusal to follow staff directions
- Possession of prohibited items (e.g., tobacco, vaping devices)

Repeated violations may result in further action, including designation as a habitual disciplinary concern.

Serious Violations

The following behaviors may result in disciplinary action and, in some cases, legal consequences:

- Disruption or disorderly conduct (e.g., food fights)
- Theft, loss, or damage to school or personal property
 - Restitution may be required; significant damage may result in legal action
- Truancy, which may involve law enforcement

Electronic Device Policy

Electronic devices, including cell phones, can be both helpful and distracting. To protect instructional time, the following rules apply:

Student Expectations

- Devices must be turned off and out of sight during the school day
- Devices may not be used in classrooms, hallways, restrooms, offices, or any school area
- Headphones and earbuds may not be worn unless permitted for instructional use
- Recording, photographing, or videoing others is strictly prohibited

Violations

If a device is:

- Visible
- Used
- Rings or vibrates

...it will be confiscated by staff.

Refusal to surrender a device will be considered insubordination and may result in further disciplinary action.

School Responsibility

The school is not responsible for lost, stolen, or damaged personal devices.

Progressive Discipline

- 1st Offense: Device returned at end of day + lunch detention
- 2nd Offense: Parent must pick up device + after-school detention
- 3rd Offense: Parent pick-up (end of week) + in-school suspension
- 4th Offense: Device held until end of year + suspension

Additional Information

Policies may be updated as needed due to changes in technology.

Conclusion

At Innovations International Charter School, our goal is to provide a **safe, respectful, and focused learning environment** where all students can succeed. The expectations outlined in this section are designed to support student growth, protect instructional time, and promote responsible decision-making.

When students, families, and staff work together with mutual respect and accountability, we create a school community where every student has the opportunity to thrive.

Statement of Understanding

The following outlines key expectations for students and families at Innovations International Charter School of Nevada. Enrollment at Innovations signifies agreement to follow all school policies and procedures.

General Expectations

- Enrollment is based on application, required documentation, and available space. If a waitlist exists, placement will be determined by lottery.
- Transportation to and from school is the responsibility of the family.
- Students must follow the school dress code and wear uniforms daily, unless otherwise designated.
- All technology policies must be followed. Families are responsible for costs associated with lost, stolen, or damaged school-issued devices.
- The school is not responsible for lost, stolen, or damaged personal property.

Student Responsibilities

- Students are expected to:
 - Respect the rights of others
 - Follow all school rules and expectations
 - Be present, on time, and prepared for learning each day
 - Complete all assignments, including missed work after absences
- Students must participate in all required state and district assessments.

Family Responsibilities

- Families are expected to:
 - Maintain current contact information with the school
 - Support regular attendance and timely communication regarding absences
 - Review and discuss this handbook with their child
 - The Parent and Student Handbook is available on the Parent Portal at:
www.iicsn.org

The school will distribute or make available the Parent and Student Handbook, applicable policies, school calendar, and daily schedules to students and parents/guardians at the beginning of the school year and within the timeframe required by applicable SPCSA requirements.

Parents/guardians are responsible for:

- Reading and understanding the contents of the handbook
- Following all school policies and procedures

School Expectations

- Students are expected to follow two core rules:
 - Keep hands, feet, and objects to yourself
 - Be respectful and kind to others
- Innovations also follows a restorative approach:
 - Do it (take responsibility)
 - Own it (acknowledge actions)
 - Fix it (repair harm)

Partnership Commitment

The staff and administration at Innovations are committed to supporting every student and family. Open communication is essential to student success. We encourage families to reach out whenever support is needed.

By enrolling at Innovations, families and students acknowledge their shared responsibility in creating a safe, respectful, and successful learning environment.

Handbook Acknowledgment and Partnership Agreement

At Innovations International Charter School, we believe that student success is built through a strong partnership between the school and our families.

I/We acknowledge that we have access to the Innovations International Charter School Student and Family Handbook and have been given the opportunity to review its contents. We understand that the handbook outlines important policies, procedures, and expectations designed to support a safe, respectful, and academically focused learning environment.

By signing below, I/we agree to support and abide by the guidelines, expectations, and responsibilities outlined in this handbook. We understand that these policies are in place to promote student growth, accountability, and the overall success of the school community.

I/We also understand that it is our responsibility to remain informed of any updates or revisions to the handbook, and that the school will communicate such updates in a timely manner.

Signature Section

- Student Name: _____
- Student Signature (Grades 3–12, if applicable): _____
- Parent/Guardian Name: _____
- Parent/Guardian Signature: _____
- Date: _____

