

Student/Parent Handbook

Odyssey Elementary Charter School

for School Year 2025-2026



Odyssey Charter Schools of Nevada
2251 South Jones Boulevard
Las Vegas, NV 89146
(702) 257-0578
K-8 Office Fax: (702) 259-7793
www.odysseyk12.org

A MESSAGE FROM THE ELEMENTARY SCHOOL PRINCIPAL

Dear Odyssey Charter Elementary School Students and Families,

Welcome to 2025 - 2026 School Year! At Odyssey Elementary, we believe everyone deserves the chance to fly! We look forward to the adventures we will share this year.

Here are your next steps so that you can be ready to defy gravity this school year:

- 1) Complete the online orientation course found in Moodle. Moodle is our Learning Management System (LMS). Moodle is where you will find your child's curriculum throughout the year. This course is mostly for the adults that will be working with the students, but there will be some information that you will want to share with your child.
- 2) **The 2025-2026 School Year begins on Monday, August 11th, 2025. It is imperative that all students login and complete their first assignment on the first day of school in order to be enrolled.** (Unfortunately, getting started early doesn't count. It has to be on August 11th.)
- 3) **Attend your scheduled "1st Day of School" event during the first week of school.** Please limit attendance at this first meeting to just the student and the parents/guardians that are directly involved with teaching the student. Space is limited.
- 4) Make note of your regularly scheduled class time and make arrangements for the student to attend class each week.
- 5) Use the student supply list to replenish your learning materials.

If you have questions or need to contact us before the first week, please call us at 702-257-0578 or email Ms. Ferguson at sferguson@odysseyk12.org.

Remember, the 2025-2026 School Year begins on Monday, August 11th, 2025. Please, login on the first day of school to complete your enrollment and secure your seat.

Student success requires parents and the school to actively work together. Thank you for your commitment to your child's education. We look forward to a great year ahead!

Sincerely,
Mr. Gerald Born
Odyssey Charter School
Elementary School Principal

PS: Every year, Odyssey Elementary adopts a theme for the year. I dropped a few hints about this year's theme in this letter. Did you notice? The official announcement of the theme will be in the online orientation class in Moodle.

Odyssey Charter Elementary School

Student – Parent Handbook

2025 - 2026

Table of Contents

A MESSAGE FROM THE ELEMENTARY SCHOOL PRINCIPAL	2
Table of Contents	3
SCHOOL MISSION AND CORE VALUES	5
Motto	5
Mission	5
Core Values	5
Statement of Beliefs	5
ODYSSEY CHARTER SCHOOL ACCESSIBILITY, NON-DISCRIMINATION, AND NON-HARASSMENT NOTICE	6
STATEMENT OF ACCREDITATION	6
STATEMENT OF PUBLIC CHARTER	6
ACADEMICS	8
Elementary School Curriculum and Learning Objectives	8
Class Placement	8
Retention Policy	9
Weekly Visits	10
Schedules	11
Schedule Changes	11
Learning Environment at Home	11
Grading	12
Student Interventions	13
Pathways to Success	14
Testing	15
Enrollment, Lottery, and Withdrawing a Student	16
Title I Hope	17
ATTENDANCE	18
Weekly Attendance	18
Absences and Making Up a Weekly Visit	18
Prearranged Absences	19
Make-Up Work for Absences	19

Attendance Policy / Cancellation Procedures	19
Truancy Policy	20
Tardy Policy	21
Leaving School or Weekly Visits Early	21
STUDENT AND PARENT POLICIES AND PROCEDURES	22
School Calendar/Office Hours	22
Transportation and Food	22
Parking and Traffic Flow	22
Entering from Jones (Preferred)	23
Entering from Sahara	23
Visitors	23
Volunteers	23
Leaving Messages/Student Inquiries	24
Pupil Information/Change of Address	24
School Counseling and Social Work Department	25
Health Office/Immunizations	25
Police Visitation/Use by School	26
Student Dress Code	26
Student Telephones	27
Money and Valuables/Lost and Found	27
Student Activities and Field Trip Policies	27
Posters and Announcements	27
Fire Drills/Shelter in Place/Safety Drills	28
Student Property Searches	28
PROGRESSIVE AND RESTORATIVE DISCIPLINARY PROCEDURES 2025-2026	29
Bullying and Cyber-Bullying is Prohibited in Public Schools	64
Safe and Respectful Learning Environment: Bullying and Cyberbullying	64
Rights and Responsibilities	66
CODE OF HONOR	67
Parent Code of Conduct	68
ACCEPTABLE USE POLICY	69
Internet Safety	73
Responsible Use of Artificial Intelligence (AI) in Academic Work	74
SUCCESS STRATEGIES	76
Parent Tips	76
Successful Strategies for Effective Communication	77
Public Records Request	77
Public Concern Process	78
Asbestos Management Plan	79

SCHOOL MISSION AND CORE VALUES

Motto

Odyssey Charter School...where every student has a front-row seat.

Mission

At Odyssey Charter Schools, we celebrate the uniqueness of each student and their family. Using individualization and sound instructional practices, we foster each student's academic achievement and life success.

Core Values

- **Students First:** Student success is our driving force
- **Unlimited Potential:** All students can achieve lifelong growth.
- **Nurturing Community:** Empathy, trust, and respect create a diverse, caring, and non-judgmental community.
- **Readiness for Life:** All students are prepared for college, career, and future opportunities.

Statement of Beliefs

- All students can learn
- Learning is continuous and has no bounds
- Parents are an essential part of the educational process
- Parents, children and school staff share the responsibility of education
- High expectations result in high academic achievement
- Parents, students and the school share responsibility for developing character, ethics and manners
- School helps to prepare individuals to positively contribute to a changing society
- Individuals are accountable for their actions, therefore, each individual will accept responsibility for logical consequences regarding his/her behavior
- Students' educational needs are the priority of the school and families
- Education is a cooperative partnership between the school, families, and community members

ODYSSEY CHARTER SCHOOL ACCESSIBILITY, NON-DISCRIMINATION, AND NON-HARASSMENT NOTICE

Odyssey Charter School does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in admission or access to, treatment or employment in, or participation in its programs and activities pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

Students, parents, and other program participants who feel discriminated against or sexually harassed may initiate a complaint by contacting the principal of the school in question. The building principal will work with the Odyssey Charter Schools Superintendent and respond to the inquiry within a reasonable period of time.

Concerns may also be addressed by completing the Public Concern Process described in the Student/Parent Handbooks, found on Odyssey Charter School's website. This process allows anyone who believes they or their child have been subjected to discrimination or sexual harassment, including disability discrimination, to put their concerns in writing to the building principal for review and resolution. The procedures also allow for an appeal of the determination.

Title IX Coordinator for the 2022-2023 School Year: Mr. Tim Lorenz, Superintendent

Rights and Responsibilities

Odyssey Schools recognize the following:

- The primary intent of society in establishing the public schools is to provide an opportunity for learning.
- The students have full rights of citizenship as delineated in the United States Constitution and its amendments.
- Citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law; and
- Education is one of these citizenship rights. The liberty of the individual must be thus far limited: the student must not infringe upon the rights of others to an education.

Definitions of Rights and Responsibilities

Students at Odyssey Charter Schools have the basic constitutional rights guaranteed to all citizens. In exercising these rights, students have a responsibility to respect the fundamental rights of all citizens. One purpose of schools is to encourage the responsible use of these rights and develop good citizenship within the framework of an educational society. The school is a community and the rules of a school are the laws of that community. To enjoy the right of citizenship in the school, students must also accept the responsibilities of citizenship.

This handbook presents the rights and responsibilities of the students in the Odyssey Charter Schools. It has been written by the school administration and approved by the board of directors.

STATEMENT OF ACCREDITATION

Odyssey Charter School is fully accredited as a distance education school by Cognia (Formally AdvancED and the Commission on Schools of the Northwest Association of Accredited Schools).

Odyssey was first Accredited in 2003 and renewed in 2008, 2014, 2019, and 2024. The accreditation extends across the Elementary, Middle, and High School.

By being accredited, Odyssey Charter School is guaranteed that other schools will recognize Odyssey students' credits, transcripts, and diplomas.

Being accredited means that the school subscribes to a process of voluntary self-regulation that is a constructive experience designated to continuously improve the quality of the member school.

Public Charter School

Odyssey Charter Schools of Nevada is a public charter school sponsored by the [Nevada State Charter School Authority](#). As a public school, Odyssey is governed by all laws and regulations of the State of Nevada. Odyssey complies with recommendations and guidelines set forth by the Nevada Department of Education and the Charter School Authority.

Students are not charged tuition to attend nor are there any required donations necessary in order to attend Odyssey Charter School.

As a public education entity, Odyssey Charter School holds quarterly board meetings. These meetings are open to the public. The schedule of board meetings, agendas, minutes, and procedures are found on Odyssey's website at <https://odysseyk12.org/board-meetings/>.

ACADEMICS

All Odyssey programs and related coursework are aligned with the Nevada Academic State Standards (NACS). These standards require that students learn, practice and apply a variety of skills across all academic areas. Competency and mastery of 21st century learning are outlined at each grade level in the NACS. This includes requirements for success for digital communication. Please refer to the Nevada State Department of Education website for more information on NACS and 21st century learning.

Elementary School Curriculum and Learning Objectives

Odyssey Charter School employs a blended learning model, combining distance education with face-to-face instruction. Our program affords you the opportunity to facilitate your student's education by partnering with professional teachers outside of the regular school setting. Our curriculum delivery is via the computer, the Internet, and weekly onsite classroom participation.

The Elementary School uses Moodle, Savvas Learning, I-Ready, Lexia Core 5, Reading Plus, Study Island, Learning A-Z, ST Math and several other computer-based and online programs to facilitate the delivery of instruction to our students. You will be provided with usernames and passwords.

Odyssey Charter School follows the Nevada Academic Content Standards and learning objectives for all grade levels. The objectives are lists of those skills that must be introduced, practiced, or mastered in each grade. These guidelines can be found by accessing Odyssey's website. It is important that you regularly review them and become familiar with them so as to gain a clear understanding of what skills your child will need to complete within the year. Your teachers will refer to these standards in the course syllabi and weekly lesson plans.

Elementary School students will be enrolled in ten courses: Reading, Writing, Language, Math, Science, Social Studies, Art, Music, Health, and Physical Education. Technology and Communication standards are woven throughout the above named courses.

Class Placement

Students are placed at the grade level immediately following the last successfully completed grade unless otherwise indicated. Odyssey does not retain students when promotion from the previous school has been approved. Odyssey does not promote students (skipping a grade level) who come to Odyssey Charter School from another school unless otherwise noted by the previous school. Exceptions and changes are at the discretion of the school principal. Placement is determined by various factors and may include previous attendance, grades, recommendations and test scores.

Odyssey Charter Schools Retention Policy

Before any pupil enrolled at Odyssey Charter Elementary or Middle School may be retained in the same grade rather than promoted to the next higher grade for the succeeding school year, the pupil's teacher and principal must make a reasonable effort to arrange a meeting and to meet with the pupil's parents or guardian to discuss the reasons and circumstances.

1. Except as otherwise provided in subsection 4, based on [NRS 392.760](#), the teacher and the principal in joint agreement have the final authority to retain a pupil in the same grade for the succeeding school year. The conditions under which a pupil may be retained in the same grade rather than promoted to the next higher grade for the immediately succeeding school year are as follows:
 - Communication with the parents has been ongoing and consistent.
 - Interventions have been implemented.
 - In consideration of individual circumstances, the pupil's teacher and principals will consider the unique conditions and the parent's input, but reserve the right to use professional judgment in a final determination of retention.
 - Consideration for retention of a student with an IEP will involve the student's special education service providers. Special consideration must be given to the fact that retaining a student with an IEP eliminates a year of service that can be provided after the completion of grade 12.
 - If any student has passing grades and has earned all required credits in core academic areas (English, reading, math, science, social studies), Odyssey will promote the student to the next grade and will not retain them in their current grade.
2. The board of trustees of Odyssey Charter School shall not promote a pupil in the 8th grade to high school if the pupil does not complete the course of study or credits required for promotion, except as otherwise provided in subsection 4. The board of trustees of Odyssey Charter School may provide programs of remedial study to complete the courses of study required for promotion to high school.
3. Pupils who have not completed the courses of study or credits required for promotion to high school may be placed on academic probation and enrolled in high school. A pupil who is on academic probation shall complete appropriate remediation in the subject areas that the pupil failed to pass. A parent or guardian may elect not to place his or her child on academic probation but to remain in grade 8. The criteria for consideration for a pupil to be placed on academic probation are as follows:
 - If a student will turn 16 years old within the next academic school year.
 - If a student has completed the required course of study excluding only one (1) required credit in a core area (English language arts, math, science, social studies).
 - If a student remediates the deficiency in summer school.
 - Other criteria will be considered by the high school principal, who reserves the right to use professional judgment in a final determination of academic probation.
 - The high school principal has the final authority to deny a pupil academic probation in high school.

- If a student has passing grades and has earned all required credits in core academic areas (English, reading, math, science, social studies), Odyssey will promote the 8th grade student to high school and will not retain them in their current grade.
4. No pupil may be retained more than one time in the same grade, except for pupils in grade 8 who do not complete the course of study or credits required for the promotion of a pupil to high school. See subsection 3 and 4 above.

Weekly Visits

It is mandatory that Odyssey students and parents/guardians meet with their teacher, face to face, on a weekly basis for all scheduled lessons. This requirement includes small group meetings, group classes, intervention labs, literacy labs, parent conferences, special education services, etc.

Students meet with their teachers face-to-face no less than once per week. Classroom sessions will be scheduled for a duration of approximately 3 hours. Occasionally, parents/guardians may be asked to join the students for the entire class meeting or for a portion of the meeting. The teacher will communicate with the parent/guardian about their student's progress and assignments every week either in person, phone, text, and/or email. The class meeting and the parent/teacher communication are mandatory weekly requirements for Odyssey's program.

Literacy and Math interventions, Tier II and Tier III instructional support, English acquisition tutoring, Special Education instruction and related services (Occupational Therapy and Speech), and Social Worker support and counseling will be scheduled outside of regular classroom hours. Most often, these services require a second day per week on campus. In most cases, State and Federal Law govern the administration of these services and attendance/participation is required depending on the needs and performance of the student.

Additional learning opportunities, such as field trips, STEAM activities, enrichment opportunities, tutoring, and after-school support labs are optional.

For meetings that occur on campus, please consider the following Odyssey policies:

- All students must arrive on time and be picked up promptly at dismissal.
- Students are not permitted to stay on campus unless scheduled by the school for an additional class or requirement.
- Please consider traffic patterns and allow extra time when commuting to and from school.
- Odyssey Elementary School maintains a "closed campus" policy. Students are permitted to leave campus only with a parent, guardian, or responsible person that has been granted supervisory rights in Infinite Campus through the K-8 office.

Schedules

Odyssey allows the parent/guardian to structure time for schoolwork during the hours that best suit the family and lifestyle. Regardless of which hours you and your student work at home, we ask that students and their parents/guardians participate in the required curriculum on a daily basis so that a school schedule becomes second nature. It is critical that students and parents/guardians understand the importance of maintaining a regular schedule. It is the responsibility of the parent/guardian to participate daily in the curriculum with the student, communicate regularly with the student concerning their school work, review assignments, and provide appropriate assistance.

Parents/Guardians may be asked to develop and submit a school work schedule. Teachers can provide the guidelines and a template. It is the parent's/guardian's responsibility to ensure the student is logging in to the online curriculum and spending the necessary time in each course to work through the instruction and course assignments. Schedules can be changed as needs change, keeping in mind that consistency and commitment are requirements.

Additional assistance with scheduling and creating a successful student work environment can be obtained through our guidance and social work department by appointment. Please contact the school office for information or to schedule an appointment at school.

Schedule Changes

Once the schedule for weekly classes has been established at the beginning of the year, schedule changes can be difficult to make due to the impact it may have on multiple families. However, we understand that life circumstances change. Please, communicate with your teacher about schedule changes. We will do our best to accommodate your requests. In return, we ask that you value your weekly face-to-face time with your teacher. Please, avoid scheduling other activities, including doctor's visits and other appointments, during your face-to-face class.

Learning Environment at Home

There are many things that help to create a suitable learning environment in the home. Any space that is positive, quiet, and uncluttered can be conducive to student learning. Odyssey parents/guardians are responsible for the following:

- Designated area to work with good lighting
- Working computer and printer access
- Internet access every day
- An email account that is checked daily (students will be provided with a school Gmail account). Parents are required to check student email frequently during each week of school.
- School supplies (paper, pencils, pens, binders, etc.)

Parents/Guardians are required to work with their students during the school week while students are off campus. It is expected that parents/guardians will dedicate three to five hours per day, five days per week, side-by-side with their child working through the daily curriculum. The amount of time and attention required will vary by student. In addition to this time together, the student should plan to work an additional thirty to ninety minutes per day to complete their work. This time engaged in online instruction is in addition to the weekly visits with the teacher.

Grading

Student grades are found in the Moodle Gradebook. Parents/Guardians should check the Moodle gradebook weekly to monitor academic progress and to ensure that the appropriate amount of work is being completed in accordance with grade level expectations.

Report cards are issued quarterly. Kindergarten report cards will be standards based. 1st through 5th grade students receive a grade of A, B, C, D, or F in English Language Arts (ELA), Math, Science and Social Studies. A grade of Satisfactory (S) or Not Satisfactory (N) will be assigned in Art, Music, PE and Health.

Progress notices are issued at mid-quarter. If the student is at risk of failing individual classes (D, F or N) or grades have dropped significantly in a short period of time, a notice may be issued at that time. It is the parent's/guardian's responsibility to know their student's progress and grades in their courses at all times by consistently monitoring the electronic gradebook in Moodle. Instructions on how to log in to the gradebook are provided to the adult accompanying the student during the required orientation. Parents/Guardians are welcome to speak with their teacher or to call the school to schedule additional assistance for using the online gradebook.

Quarterly grades and progress grades will be entered into Infinite Campus. However, Odyssey encourages the students and families to utilize the Moodle gradebook instead of Infinite Campus because the Moodle gradebook will be more current and includes detailed information.

Assigned work may take some students longer than 26 - 30 hours per week. Completion of assignments may be accomplished over a seven-day period, if needed. New assignments will become available to students weekly. Most assignments each week are due at the end of the following week or at the weekly visits. Please consult with your teacher and review the assignments and directions each week for information on due dates, grades and submitting assignments online and in person.

Elementary school students that are not demonstrating satisfactory progress may be scheduled and required to attend an additional day at school as determined by staff. Parents/Guardians will be notified of a required parent meeting in which an arrangement will be determined.

Some assignments are graded automatically by the computer. Other assignments are submitted to the teacher and may take longer for the teacher to grade. Parents/Guardians are often asked to grade assignments and review the work with the student. If an assignment is completed after the due date, it is the student's and parent's responsibility to contact the teacher to let them know that the assignment has been completed. Teacher policies on late work may vary. Grades for written work and updates to the gradebook are typically available within a week of the assignment due date.

Letter Grading Scale	
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 60
Satisfactory/Not Satisfactory Grading Scale	
S	60 – 100
N	< 60

Kindergarten Scale	
1	Emergent/Approaches Standards
2	Meets Standards

Student Interventions

It is the goal of the school to promote success and academic achievement for all students. When students are not succeeding, the school will intervene with required actions. These may include student and parent meetings on campus, contact with parents, required parent meetings, assignment of an additional weekly visit, or assignment of required instructional support lab time on campus. Parents/Guardians are required to comply with school initiated interventions.

The school will attempt to work with students and parents/guardians in the intervention process; however, it is the sole responsibility of the parent/guardian to ensure that the student logs into and engages in his or her instructional courses during the school week when off campus.

Parents/Guardians are responsible for providing student transportation to weekly meetings when instructional support programs are assigned as interventions. The supports are supplemental to core online instruction and weekly face-to-face instruction. When assigned by the school, students are required to attend.

If interventions are not followed in accordance with the described parent/guardian responsibilities outlined in this handbook, Odyssey Charter Schools may withdraw the student for excessive or inconsistent attendance at school or in the online environment.

Odyssey Charter Elementary School uses three categories of family support called The Pathways to Success. The intent of this plan is to identify when and with whom we should be offering assistance, resources and support. An important piece of this plan is an additional weekly one-on-one conference with the parent, teacher, and student, when appropriate. Odyssey is excited to be able to offer this level of teacher, parent, and student engagement.

Pathways to Success

Students of Odyssey Charter School will be on one of three Pathways to Success. Students may move from one pathway to another dependent upon the amount of support the student and/or family needs in order to make adequate academic progress.

Independent Pathway

Students and Parents/Guardians on the Independent Pathway exhibit the following characteristics:

1. The student is working on academic material that is on or above the student's grade level and the student scores at or above grade level on the benchmark assessments and progress monitoring tools.
2. The student is on course to make adequate yearly growth.
3. The student consistently completes the assigned curriculum each week in a satisfactory manner.
4. The student demonstrates excellent attendance by attending the regularly scheduled weekly meetings.
5. The student and parents/guardians communicate regularly with the teacher at least once each week in person, or by phone, text, or email.
6. The student will have the option to participate in additional enhancement and intervention activities.

Guided Pathway

The Guided Pathway is intended to be a temporary placement designed to provide support and training to students and parents in the workings and resources of the Odyssey program. New students to Odyssey will be initially placed on the Guided Pathway. Students and their

parents/guardians that might benefit from an additional layer of support will also follow the Guided Pathway. Placement on the Guided Pathway will be by recommendation of the teacher if one or more of the conditions of the Independent Pathway are not being met. Students and parents/guardians on the Guided Pathway are expected to:

1. Make progress towards or meet the conditions of the Independent Pathway.
2. Meet with the teacher or another staff member, one-on-one or in a group setting, in addition to the weekly small group meeting.
3. Participate in additional enhancement and intervention activities.

Intervention Pathway

The Intervention Pathway is designed to provide intensive, customized and sustaining support to students and their parents/guardians. Placement on the Intervention Pathway will be by recommendation of the teacher if one or more of the conditions of the Independent Pathway are not being met and the student and/or family requires more targeted and substantial support than the Guided Pathway provides. Students and parents/guardians on the Intervention Pathway are expected to:

1. Make progress towards short-term and long-term individualized learning goals.
2. Participate in regular benchmarking assessments and utilize progress monitoring tools to identify learning gaps and to measure academic progress.
3. Complete the assigned curriculum each week in a satisfactory manner.
4. Demonstrate excellent attendance by meeting with the teacher once each week, usually in a small group format.
5. Meet with the teacher or another staff member, one-on-one or in a group setting in addition to the weekly small group meeting.
6. Meet with the other school personnel, such as Parent Advocate, Learning Strategist, Counselor, Social Worker, Nurse, Psychologist and/or Principal, if requested.
7. Communicate regularly with the teacher and the Parent Advocate at least once each week in person, or by phone, text, or email.
8. Participate in additional enhancement and intervention activities.

Special Education students meet with their Special Education Teacher each week in addition to meeting with their General Education Teacher. Special Education students' academic goals and adequate academic progress is determined by the goals set forth in the student's Individualized Education Plan (IEP). Special Education students may receive additional services as indicated by their IEP.

Testing

Odyssey Charter School is a public school requiring testing for each student. The testing process at any school is a critical one. Testing identifies important areas where students and schools are strong and areas in which to improve. Since testing is required in Nevada, Odyssey must administer all

state-required exams. Schedules must be followed without exception and parents are solely responsible for the student getting to and from school on testing days.

Remember that testing impacts the school in many ways, including funding, progress reporting, and school ratings. Odyssey will prepare students for testing throughout the year. Parents must prepare students to commit to doing their best. Below you will find descriptions of testing that occur throughout the year.

State-Mandated Testing: This type of testing requires that, by law, students attend a testing facility for a specified period of time. Parents will be contacted several times prior to the testing and may be offered a choice of time. Parents will be responsible for their child's transportation. These tests are required by state law.

Benchmark Testing: These tests are conducted throughout the year to collect information concerning the student's strengths and areas of challenge. These exams are required by law and are necessary for customizing the instruction and curriculum content at the school. These tests are also used to measure student growth within a defined time period.

Curriculum Tests/Quizzes: This type of testing takes place throughout the year, during or after a unit of study in any of the core subjects.

Enrollment, Lottery, and Withdrawing a Student

Open enrollment dates will be designated and listed on the Odyssey Website each year. During the open enrollment period, potential students/families are encouraged to submit applications for enrollment in the following school year. Currently enrolled students, their siblings, children of staff members and our Board of Directors, and students that qualify for Title I Hope will be given priority enrollment status during the open enrollment period.

Returning students must register during this window to guarantee enrollment for the upcoming school year. After this window, registration will be processed in the order it is received and students will be placed on the waiting list if there are no seats available.

At the end of the Open Enrollment period, a random lottery will be conducted if necessary to determine who is offered a seat and to generate a wait list. After the open enrollment period, students will be enrolled on a first come first serve basis if seats are available. If all of the seats are full, students will be placed on a waiting list in the order their application was received. Students will be pulled from the waitlist in that order for the remainder of the school year as openings become available. All availability is grade-level specific (i.e. Seats may be available in the 2nd grade but not in the 4th grade. In this case, a 2nd grader might be offered a seat while a 4th grader remains on the waitlist.)

All students enrolled after the start of the school year must follow the same enrollment procedures and attend an official orientation with a parent before they are considered enrolled in Odyssey.

When a student is moving or transferring to another school, the parent/guardian must complete a Pupil Release and Transfer form. The forms are located in the front office and must be completed prior to the student transferring to another school or state. According to the Nevada Revised Statutes, students 7 to 17 must be enrolled in school. Odyssey will give each student up to ten days to re-enroll. If a student has not re-enrolled within ten days Odyssey may report the student as truant.

Title I Hope

The Title I Homeless Outreach Program for Education works to remove barriers for homeless and unaccompanied students to enroll in school and achieve educational success. As part of the Title I HOPE program students can get access to school supplies, food, clothing, and transportation assistance. The following living situations may qualify a student for services:

- Living in a car, park, or on the street
- Living in a shelter
- Living in a weekly hotel due to economic hardship
- Living with friends or family due to economic hardship
- Unaccompanied Youth – not in the physical custody of the parent

Additional Title I information can be accessed on our website.

If you feel that your family qualifies for Title I HOPE services based on your living situation and you are interested in learning more about the possible services, please contact Odyssey's Elementary Social Worker, Ms. Lea Wright at lwright@odysseyk12.org.

ATTENDANCE

Weekly Attendance

There are two types of attendance monitored by Odyssey Charter Schools: weekly face-to-face visits and attendance in the online instructional environment. Both of these components are important and students are required to participate in both aspects of the program. Parents are responsible for monitoring student time in the online instructional environment and for student attendance at weekly visits.

Student attendance is reported to the state by the school. Truancies, unapproved absences, multiple absences and/or consecutive absences will trigger the Required Parent Conference (RPC) procedure. Habitual truancy will be reported to the state. Non-compliance with school attendance requirements and procedures may result in students being withdrawn from the program. Odyssey may assign additional weekly visits for students as needed. Attendance at additional visits is mandatory.

Students are expected to work on coursework and attend face-to-face visits for approximately 25 to 30 hours per week. Please see the Nevada Revised Statutes section in this handbook for specific laws and consequences pertaining to school attendance.

Absences and Making Up a Weekly Visit

It is understood that circumstances occasionally prevent a student from attending their scheduled visit. In these situations, parents must email their teacher to inform them of the student's absence.

In some instances, a face-to-face visit might be able to be rescheduled for another time during the same week. A weekly visit may be rescheduled or made up for student illness, student court appearances, religious holidays and emergencies only. To reserve a spot in another visit during the same week, families must make arrangements with their teacher either by phone, email, text, or in person. The parent must verify arrangements made with other Odyssey staff members, such as the administration or office personnel, with the student's teacher.

Please, give the teacher as much advance notice as possible for student absences and make-up requests.

Odyssey Charter Schools is obligated to withdraw a student for excessive or inconsistent attendance at school or in the online environment.

Pre-arranged Absences

There are times when it is necessary for students to have a pre-arranged absence. Absences from school hinder academic progress and parents are asked to keep these absences to a minimum. Parents/Guardians must submit a written request to the school in advance of the absence. Forms are available in the school office. The first two weeks of a pre-arranged absence may be approved. The student is responsible for completing the assigned work in a timely manner. Any pre-arranged absence longer than two weeks shall have the first two weeks approved and the remaining days marked unapproved. The maximum amount of pre-arranged absences is ten days per semester.

Make-Up Work for Absences

Students will be able to make up all work missed. If the absence was approved, full credit will be granted for all make-up work. If the absence was unapproved, the teacher may grant only partial credit for make-up work. All make-up work must be completed and turned in by the student's next scheduled face-to-face visit unless other arrangements are made with the administration. Make-up work must be submitted in addition to the current week's assignments. Students who are out of school due to Out-of-School Suspension are expected to make up missed work.

Attendance Policy / Cancellation Procedures

Unless otherwise provided by law, each parent or guardian having control or charge of any child between the ages of 7 and 18 shall send the child to school during all the time the school is in session (NRS 392.040). All students enrolled at Odyssey Charter Schools are subject to all state attendance laws as well as policies and procedures set by Odyssey Charter Schools.

It is imperative that students attend their weekly face-to-face session(s). Each weekly visit constitutes five days' worth of attendance and the student is considered present for the week. Subsequently, each time a student is absent he/she earns 5 days' worth of absences and is considered absent for the week. Both students and parents must understand the link between attendance and academic success.

Parents must follow the following procedures when a student must be absent from his/her weekly visit in order for the absence to be excused:

- Written notification must be received by the office and a courtesy copy emailed to your student's teacher within three days of the absence. Example: If your student is scheduled to attend class on Monday and class is missed, notification must be received by Thursday at 4:00 p.m.
- The notification must include the first and last name of the student, grade, date of absence, and reason for absence.

- The notification can be brought to the office in person, faxed to the school office (702 259-7793), emailed (absentk8@odysseyk12.org), or sent via United States postal mail (2251 S. Jones Blvd., Las Vegas, NV 89146).
- Absences that are not approved or verified with a written notification within three days will be considered an unapproved absence and the student will be considered truant from school.

The following absences are considered approved absences:

- The student is physically or mentally unable to attend school, or the absence is related to the student's disability and the course work has been completed.
- The principal or principal's designee has given approval for an unavoidable absence due to an emergency.
- The student is absent due to a required court appearance or a religious holiday.
- The absence has been prearranged pursuant to the request of a parent or legal guardian prior to the absence and does not exceed the allowable ten (10) arranged days per semester.

Please note that sickness in the immediate family (parents, siblings, etc.) does not qualify for an approved absence.

If the student sees a doctor for a sickness or condition that causes the student to miss school, please ask for a note from the doctor's office verifying the sickness and absence and submit it to the Elementary School office. This will expedite the process for excusing absences.

All unapproved absences will result in truancy (see the truancy section in the handbook below). Odyssey Charter Schools is obligated to withdraw any student with excessive or inconsistent attendance on campus and in the online environment.

Truancy Policy

Odyssey Charter Schools follows the following procedures with regards to student truancy.

Truancy #1

- The teacher discusses the absence with the parent in person, or by phone, text, or email.
- The first truancy letter is emailed. Parents may send written communication to the school within three days. If the absence is approved, the letter can be disregarded.
- K-5 parents must also courtesy copy the written communication to their teacher.

Truancy #2

- The teacher discusses the absence with the parent in person, or by phone, text, or email.
- The second truancy letter is emailed. Parents may send written communication to the school within three days. If the absence is approved, the letter can be disregarded.
- K-5 parents must also courtesy copy the written communication to their teacher.

- A phone call or Required Parent Conference (RPC) with school personnel is activated.

Truancy #3 (Habitual Truant)

- The teacher discusses the absence with the parent in person, or by phone, text, or email.
- The third truancy letter is emailed with notification of an RPC. The parent/guardian will be required to attend a mandatory meeting with administration. The student cannot attend weekly visits and access to online curriculum may be suspended until the meeting has occurred.
- A specific plan will be developed for the student and parent to prevent further absences.

Habitual truancy is serious and violates state attendance laws. Non-compliance with school interventions may result in one or more of the following: student is withdrawn from Odyssey, student is reported to local or state agency, parent is reported to local agency for educational neglect.

Tardy Policy

Students are expected to arrive on time and remain present during the entire visit. Students who arrive more than five minutes late may be reported as tardy. It is understood that there may be circumstances that may occasionally prevent a student from arriving on time. However, repetitive tardiness is not permitted. Habitual tardiness may result in a conference between the parent and administration, an RPC, a student suspension, and/or a specific plan for the student and parent to prevent further absences.

Leaving School Early

In the event that a student must be picked up prior to dismissal from school, adults must show identification and sign the student out. The adult must be a parent or guardian whose name appears on the student's school record or another adult also listed in "household" or the student will not be released. Siblings who are under the age of 18 will not be permitted to check a student out early. Students repeatedly leaving school early may result in a Parent and Student RPC.

STUDENT AND PARENT POLICIES AND PROCEDURES

School Calendars/Office Hours

Odyssey's community calendar is found on Odyssey's website at the following link:

[Odyssey Community Calendar](#)

Odyssey Elementary School's Calendar:

[2025-2026 Odyssey Elementary School Calendar](#)

Odyssey Charter School Office Hours are generally from 7:00 AM - 3:30 PM, Monday-Friday, except holidays. Summer hours are generally from 7:00 AM - 3:00 PM. Feel free to contact us to verify office hours at 702-257-0578.

Transportation and Food

Parents are responsible for arranging transportation to and from Odyssey. Elementary school students may ride the city RTC bus system if a responsible party accompanies them. There are bus stops near the school.

Because students are on campus for short periods of time, lunches or food services are not provided or available.

Odyssey Charter School does not endorse any ride-share programs including but not limited to Uber and Lyft.

Parking and Traffic Flow

Parents are solely responsible for getting students to and from school. This includes but is not limited to transportation and all communication between parent and student regarding their arrival to and departure from campus. Students are not permitted to stay anywhere in the parking lot after dismissal. For everyone's safety, adhere to the procedures for drop off, pick up and parking and maintain patience and caution at all times.

The speed limit in the parking lot is 5 MPH.

U-Turns are STRONGLY DISCOURAGED.

Do not block the flow of traffic.

Remain in the car when waiting in drop-off/pick-up lanes.

Do not pass cars when students are getting in or out of the vehicle.

Watch for traffic and pedestrians at all times and use caution backing out of spots.

Be patient and remain calm.

Entering from Jones (Preferred)

- Enter campus from Jones Blvd. Pass the high school building, turn left in the lot and proceed to the drop-off/pick-up lane in front of the elementary and middle school office.
- Proceed to the exit and turn right on Sahara Ave.

Entering from Sahara

- Proceed north, past the Elementary School buildings to the Middle School drop off lane in front of Building 2. Do not drop off or pick up students while traveling north as students will need to cross traffic heading the opposite way.
- Use the drop off lane to turn around. Proceed south past the Middle School. Drop off or pick up students in front of Building 5.
- Exit by turning right on Jones.

Additional Pick-up and Drop-off Notes and Procedures

- Drop-off is usually very smooth and involves minimal waiting time.
- During busy pick-up times, a cue of cars will form on the south facing side of the driveway.
- The students will be escorted to the cars.
- Please do not stop and wait for students in the driveway more than 10 minutes before their scheduled time of dismissal.
- Please be patient. Usually, once dismissal begins, all cars are back on the road within 5 minutes.

*Late pick up of students will activate an RPC.

*Drivers are solely responsible for traffic incidents/accidents in the parking lot.

*There is no smoking permitted in the parking lot or anywhere on school grounds.

Visitors

Odyssey Charter Schools utilizes a security and badging system for all visitors who enter the school beyond our lobby. This system searches publicly available records by name. All visitors who enter the school building must check in at the designated elementary/middle school office to receive a visitor's badge. Each visitor must present a picture ID (driver's license or state ID) that will be scanned prior to the issuance of the visitor badge. Students are not allowed to bring visitors to onsite classes (visiting relatives, friends from other schools, etc.).

Volunteers

Due to the distance education format of our school program, volunteer opportunities are limited and not typically required. However, if a need for volunteers arises, we will make a request at that time. In cases where a volunteer will have unsupervised or regular contact with students, they must submit fingerprints to the OCS Human Resources department and pass a background check at the time of application and every five (5) years thereafter. Odyssey will cover the cost of fingerprinting and the criminal background check through our approved fingerprinting vendor. All criminal history records will be maintained in accordance with our Fingerprinting and Criminal History Reporting Policy.

Volunteers are required to wear an Odyssey visitor badge at all times while on Odyssey property or participating in any Odyssey-sponsored activities, events, or programs.

Leaving Messages/Student Inquiries

Please do not call the office to leave a message for your student. A message to a student involves a possible violation of the Family Educational Rights and Privacy Act (FERPA). There is no way to verify the legal parent or guardian for a phone message. If you have an emergency and have to contact your child, please come to the office and provide identification. For non-emergencies, please plan ahead.

The school recognizes that Odyssey is not a zoned school and that parents may live many miles from campus. To protect the privacy of students, Odyssey employs information safety procedures concerning all matters outside of general school information. Should you require information that is specific to your child, you may be subject (not limited) to the following requests and procedures:

- Have the student identification number ready when speaking with anyone about your student.
- Be prepared to show, email or fax your personal identification to the school.
- Be prepared to come to the school when staff members indicate they cannot communicate certain information over the phone.
- Once at the school, check in and check out of the office if you will be inside the building beyond our lobby.
- Wear your temporary ID in a visible place on your clothing.

Please be patient with our staff during all identification procedures. Our goal is to provide you with the best customer service while we safeguard student information.

Please, keep all household information current, including email, home address, and phone numbers. Fill out all necessary forms when granting permission and rights to others who can speak on behalf of your student.

Pupil Information/Change of Address

If your last name, street address, email, or telephone number changes at any time during the school year, notify the office immediately. It is very important to keep records up to date and also to be able to contact a parent or guardian in the case of an emergency. The student information change form is available in the office. Forms must be submitted with proper identification.

School Counseling and Social Work Department

The Odyssey Counseling and Social Work Department consists of licensed personnel onsite to assist with student (and family) needs. If you are asked to attend a Required Parent Conference (RPC) with anyone from this department, you must call the school to schedule the meeting.

This department also provides the following:

Placement: Students are required to take courses to meet promotion requirements. Placement involves assistance to each individual in selecting appropriate curriculum.

Individual Analysis: The individual analysis service aims to enhance understanding of students and to improve the quality of decisions made by parents, teachers, counselors, administrators, and the learners themselves.

Information Dissemination: The School Counseling and Social Work Department is open to anyone in the Odyssey community who desires information concerning education.

Consultation: Individual meeting time is designed to help set academic goals and establish an education plan. Students and parents may be asked to attend a meeting related to student academic goals.

Support: Social work services can connect families with community services.

Health Office/Immunizations

NRS.392.435 (Immunization of pupils): Certificate prerequisite to enrollment, conditional enrollment, effect of failure to immunize, report to Health Division, inclusion of certificate in pupil's record. Unless excused because of religious belief or medical condition, a student may not be enrolled in a public school within this state unless his parents or guardian submit to the board of trustees of the school district in which the child resides a certificate stating that the student has been immunized and has received proper boosters for that immunization or is complying with the schedules established pursuant to NRS 439.550.

Students who become ill at school will be sent to the school nurse. The parent/guardian will be contacted if the student cannot return to class. For the protection of each student, adults must show identification and sign the student out. The adult's name must be on the student's school record or the student will not be released.

If your child requires medication during their weekly in-school class session, please contact the school nurse for necessary procedures.

Police Visitation/Use by School

It is the philosophy and belief of the administration at Odyssey Charter Schools that the responsibility for dealing with student discipline violations rests with the school. Thus, every effort will be made to deal with issues in-house, according to the policies and procedures established by the school. However, the police will be called to assist when violations of state laws or municipal ordinances occur or when security of persons or property appears to be in jeopardy.

Student Dress Code

It is the parent's responsibility to ensure that students come to school clean and properly dressed. Apparel must meet with health and safety codes, be in good repair, and be considered appropriate for the educational process. Any questions concerning appropriateness of dress will be handled on an individual basis.

The following provides a general guideline for *appropriate* student dress:

- Shirts must cover the student's shoulders as well as meet the top of the student's bottom garment (pants, shorts, skirts).
- Shirts must cover the student's front and back. Shirts with shoulder straps must be as wide as three fingers.
- Shoes with soles must be worn at all times. Open-toed footwear is discouraged due to safety concerns.

The following provides a general guideline for *inappropriate* student dress:

- Clothing that is distracting or that promotes materials or ideology that is illegal, divisive, disrespectful or otherwise unprofessional
- Clothing that is obscene, suggestive, or which advertises alcohol or tobacco products
- Clothing that is unnecessarily distracting to the learning environment (Examples: Cut-up jeans, low-cut shirts, mesh shirts with no undergarments, tank tops, "overly short" shorts, or undergarments visible as outer garments)
- Pajamas, slippers, flip flops, Halloween costumes, costume wigs, large and/or distracting hats, and masks (with the exception of specifically themed special events, classroom assignments and Spirit Weeks)

- Clothing that indicates that a student or parent has membership in or an affiliation with gang associated or criminal activities

Student Telephones

A student telephone is located inside the school office.

Mobile phones must be turned off and put away during classes. If a mobile phone is activated either by an incoming or outgoing call or is visible during class, the student will be given a warning. If the phone continues to be a distraction to the learning environment, the phone will be given to an administrator after a teacher/student discussion has taken place. The mobile phone will be returned to the student before they leave campus.

Money and Valuables/Lost and Found

Please do not bring large amounts of money to school. Expensive items and personal electronics should not be brought to school. All personal items should be in possession of the owner at all times. The school cannot accept responsibility for stolen money or other items.

The lost and found department is located in the main office. Please check with the receptionist for any lost items.

Student Activities and Field Trip Policies

School sponsored activities that take place on campus or in locations other than Odyssey's campus are governed by the same policies and regulations as those during normal school attendance. The policies concerning dress code, behavior, transportation, the use of tobacco and other controlled substances, communication with the teacher and office staff, mobile phones, the possession of money and valuables, and food/drink are all in force, unless specifically altered for the particular event (i.e. the food and drink policies may be changed if the activity is seeing a movie at a movie theater.)

It is usually expected that parents will accompany their children at special events such as field trips.

Posters and Announcements

Any posters or announcements to be displayed on the Odyssey Charter School campus must be approved by an administrator.

Fire Drills/Shelter in Place Drills/Safety Drills

The signal for a fire drill is the sounding of a shrill fire horn. Your cooperation is needed in order to clear the building as efficiently and safely as possible. Use the exit posted on the emergency exit map in the classroom while carefully following teacher instructions. Students are to remain outside the building until a signal is given. For shelter-in-place and all other safety drills, follow your teacher's instructions.

It is expected that parents and other adults that are visiting campus or waiting in the lobby, fully participate in these events whether or not they are a drill or an actual emergency.

Student Property Searches

Desks, lockers, computers, or other items that belong to Odyssey Charter Schools, to which students are allowed a limited right of use, are subject to search at any time. Students shall be given prior notice that they have no expectation of privacy when using school-assigned property and that routine searches may be expected.

Searches of a student's person or possessions while at school must be reasonable and must follow Odyssey Charter School's written policy.

Progressive and Restorative Disciplinary Procedures 2025-2026

Odyssey Charter Schools of Nevada has established the following discipline plan for the restorative and progressive discipline of pupils and onsite review of disciplinary decisions. Restorative justice means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil (NRS 392.472). Restorative disciplinary practices include holding a pupil accountable for his or her behavior; restoration or remedies related to the behavior of the pupil, relief for any victim of the pupil; and changing the behavior of the pupil (SB 89). Restorative justice does not apply to significant acts of violence, acts of battery on an employee, the sale/distribution of controlled substances, possession of firearms or dangerous weapons, or habitual disciplinary problems. Odyssey Charter School employs restorative practices to proactively decrease student disciplinary issues and disruptions by improving the school and classroom climates, promoting social and emotional skill development, increasing safety and order in school buildings, and promoting student engagement. This plan was developed with the input and participation of site administrators, teachers, other educators (counselors, strategists, social workers, special education, and specialists) and support personnel and the parents and guardians of pupils who are enrolled in the school and approved by the Odyssey Board of Directors. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463, NRS 392.4644, and NRS 392.466.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of Odyssey Charter Schools. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. This plan is reviewed annually, and revisions suggested and submitted to the Odyssey Board of Directors by the Discipline Committee. A copy of this plan is provided for every staff member and is included in the student/parent handbook, which is posted electronically on the school website for public inspection.

Odyssey Charter School of Nevada holds the following beliefs and policies concerning student disciplinary procedures.

- ❖ Each student is a person deserving of the opportunity to correct their wrongdoings and to learn from their mistakes.
- ❖ Each staff member develops positive relationships with students, helping create a supportive environment where students thrive personally and academically.
- ❖ Students are held accountable for his or her behavior.
- ❖ A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense.
- ❖ A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense, change and/or improve the behavior of the student and remedy or "make right" any harm caused by the student to others.
- ❖ The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.
- ❖ Continued support will be provided to both the person harmed and the offender.
- ❖ Search methods and investigatory techniques must comply with the appropriate OCS policies and regulations.

- ❖ The Restorative Plan of Action, including an Individualized Student Progressive Discipline Plan Based on Restorative Justice and/or progressive disciplinary action, must be commensurate with the severity of the offense(s).
- ❖ A student's Restorative Plan of Action and if applicable, an Individualized Student Progressive Discipline Plan, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- ❖ Individualized Student Progressive Discipline Plan Based on Restorative Justice
 - The school shall provide an Individualized Student Progressive Discipline Plan Based on Restorative Justice for a student who has received at least five (5) cumulative days of suspension during a single school year or who has been suspended for a period of at least three (3) consecutive days within two days after removing the student. (NRS 392.472).
 - Parents/legal guardians may choose to have their student not participate in the Plan that must be developed.
 - If the parents/legal guardians opt their student out of participating in the Individualized Student Progressive Discipline Plan Based on Restorative Justice, the school must inform them of the consequences of not participating (e.g. that the student may be deemed a habitual disciplinary problem).
- ❖ The school's administration is provided by Odyssey's Board of Directors with the authorization and discretion to make and implement disciplinary decisions and interventions, including but not limited to, suspension. All recommendations for expulsion or permanent expulsion will be reviewed and approved by the Board of Directors of Odyssey Charter School.
- ❖ The student should be present at all disciplinary meetings whenever possible.
- ❖ All parent conferences held as a result of student disciplinary issues will include students/parents being given notice of the charges against him or her, an explanation of the evidence, and an opportunity for the administrator to hear information and a defense from the student/parent (a hearing). A parent conference must be held prior to a suspension.
- ❖ Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for all Individualized Student Progressive Discipline Plan Based on Restorative Justice and disciplinary actions.
- ❖ If a pupil is suspended or expelled from Odyssey, on the same day that the student is suspended or recommended for expulsion, a notice of the policy for appealing the suspension or expulsion must be provided to the parent or legal guardian, or the pupil, if the pupil is 18 years of age or older. The policy of appeal must include information regarding the timelines for appealing the suspension or expulsion. See the appeal policy below.
- ❖ If the administrator believes a crime may have been committed, law enforcement must be notified. Records of police involvement must be requested and maintained. Any criminal action taken by law enforcement is separate, and not always parallel to administrative action taken by the school.
- ❖ If a pupil was expelled and is to be reinstated, Odyssey will meet with the student and their parent(s)/guardian(s) prior to enrollment to implement a plan and guidelines for reinstatement.
- ❖ Odyssey Charter School does not knowingly discriminate against any person on the basis of race, creed/religion, color, national or ethnic origin, sex, gender identity or expression, sexual orientation, disability, marital status or age, in disciplinary decisions, access to, treatment, or participation in its programs and activities pursuant to federal and state laws including, but not limited to, Title VI and VII of the Civil Rights Act, Title IX of the Education Amendment of 1972,

Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act.

For Violations of Conduct rules that involve sale/distribution of controlled substances, battery of employee, possession of firearm or dangerous weapon (NRS 392.467), or Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process (NRS 392.466) the following guidelines will be followed:

Behavior	Age	Actions
Sells or distributes any controlled substance After a thorough review of the facts and circumstances, if the principal determines that the student did not know that the substance being distributed was a controlled substance, the principal may reduce the period of suspension or convert an expulsion to a suspension.	11 years and older	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended, expelled, or permanently expelled
	Less than 11 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended • May not be expelled or permanently expelled.
	Less than 6 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended and, if suspended, must be reviewed and approved by the superintendent. • May not be expelled or permanently expelled
	With disability	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • Odyssey Charter School shall make available a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil

		has been removed for 10 cumulative days. (NRS 392.466) • Review circumstances and determined the action is in compliance with IDEA • Student may be: a) suspended from school for not more than 10 days for each occurrence (NRS 392.467) b) expelled from school (NRS 392.467) c) permanently expelled ((NRS 392.467))
	Homeless /Foster Care	• In addition to above criteria: • If 11 or older, must determine if homelessness/foster care is a factor in the behavior. • Any age can be suspended for up to 5 days if the principal determines the conduct of the pupil poses an ongoing threat.
Violence/ Harm to Staff/ Battery of an employee of the school Battery means any willful and unlawful use of force or violation upon the person of another.	8 years and older	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended, expelled, or permanently expelled.
	Less than 8 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May not be expelled or permanently expelled
	Less than 6 years of age	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended and, if suspended, must be reviewed and approved by the superintendent. • May not be expelled or permanently expelled
	With disability	• Individualized Student Progressive Discipline Plan Based on Restorative Justice

		• Odyssey Charter School shall make available a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. • Reviewed circumstances and determined the action is in compliance with IDEA • Student may be: a) suspended from school for not more than 10 days for each occurrence (NRS 392.467) b) expelled from school ((NRS 392.467)) c) permanently expelled ((NRS 392.467))
	Homeless /Foster Care	• In addition to above criteria: • If 11 or older, must determine if homelessness/foster care is a factor in the behavior. • Any age can be suspended for up to 5 days if the principal determines the conduct of the pupil poses an ongoing threat.
Violence/ Harm to Staff/ Battery with <i>intent to result in bodily injury</i> of an employee of the school “Bodily injury” means any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient or trifling in nature.	8 years and older	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • Must be suspended, expelled, or permanently expelled
	Less than 8 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • Must be suspended • May not be expelled or permanently expelled

	Less than 6 years of age	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended and, if suspended, must be reviewed and approved by Superintendent • May not be expelled or permanently expelled
	With disability	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • Odyssey Charter School shall make available a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. • Reviewed circumstances and determined the action is in compliance with IDEA • Student may be: a) suspended from school for not more than 10 days for each occurrence (NRS 392.467) b) expelled from school ((NRS 392.467)) c) permanently expelled ((NRS 392.467))
	Homeless/Foster Care	• In addition to above criteria: • If 11 or older, must determine if homelessness/foster care is a factor in the behavior. • Any age can be suspended for up to 5 days if the principal determines the conduct of the pupil poses an ongoing threat.
Possession of dangerous weapon <i>other than a firearm</i> “Dangerous weapon” includes, without limitation, a blackjack, slungshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, as	Any student	• May be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal.

defined in NRS 202.350, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife as defined in NRS 202.265, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of, or cause, bodily injury to a person.		
	11 years and older including pupils with disability	• Immediately removed pending proceedings • May be suspended, expelled, or permanently expelled
	Less than 11 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended • May not be expelled or permanently expelled
	Less than 6 years	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • May be suspended and, if suspended, must be reviewed and approved by Superintendent • May not be expelled or permanently expelled
	With disability	• Individualized Student Progressive Discipline Plan Based on Restorative Justice • Odyssey Charter School shall make available a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. • Reviewed circumstances and determined the action is in compliance with IDEA • Student may be:

		a) suspended from school for not more than 10 days for each occurrence (NRS 392.467) b) expelled from school ((NRS 392.467)) c) permanently expelled ((NRS 392.467))
	Homeless/Foster Care	• In addition to the above: • If 11 or older, must determine if homelessness/foster care is a factor in the behavior. • Any age can be suspended for up to 5 days if the principal determines the conduct of the pupil poses an ongoing threat.
Possession of a firearm “Firearm” includes, without limitation, any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a “firearm” in 18 U.S.C. §921, as that section existed on July 1, 1995.	Any student, including students with disabilities	• Must be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal.
	11 years and older including pupils with disability	• Must be suspended, expelled, or permanently expelled
	At least 8 but less than 11	• Must be suspended or expelled. • May not be permanently expelled
	At least 6 but less than 8	• May be suspended • The student may not be expelled or permanently expelled.
	Less than 6	• May be suspended and if suspended, must be reviewed and approved by Superintendent • The student may not be expelled or permanently expelled.
Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process (NRS 392.466)	Any student	• May be suspended, expelled, or permanently expelled

	11 years and older	• May be suspended, expelled, or permanently expelled
	Less than 11	• May be suspended • May not be expelled or permanently expelled
	Less than 6	• May be suspended and if suspended, must be reviewed and approved by Superintendent • The student may not be expelled or permanently expelled.
	With disability	• Odyssey Charter School shall make available a free appropriate public education in compliance with IDEA for each school day the pupil is suspended or expelled after the pupil has been removed for 10 cumulative days. • Reviewed circumstances and determined the action is in compliance with IDEA • Student may be: a) suspended from school for not more than 10 days for each occurrence (NRS 392.467) b) expelled from school ((NRS 392.467)) c) permanently expelled ((NRS 392.467))
	Homeless /Foster Care	• In addition to the above: • If 11 or older, must determine if homelessness/foster care is a factor in the behavior. • Any age can be suspended for up to 5 days if the principal determines the conduct of the pupil poses an ongoing threat.

For violations of all other conduct rules, the following guidelines will be followed:

❖ **General Education Students**

- Suspensions may be assigned at the discretion of the principal, who is the designee of the governing body.

- Students who are less than 6 years old may only be suspended with the review and approval of Odyssey's superintendent. (NRS 392.466)
- Students who are less than 8 years old may not be expelled or permanently expelled (NRS 392.466)
- A pupil who is under 11 years of age must not be expelled or permanently expelled from school. In extraordinary circumstances, a school may request an exception to the prohibition against expelling or permanently expelling any student under 11 years of age from the governing body of Odyssey Charter School. (NRS 392.467)
- If any student is suspended for one semester or expelled, Odyssey Charter School - alone or through a partnership with another school district - must offer an appropriate education in a program of alternative education that allows each student to receive educational services in the least restrictive environment (NRS 392.466 and 392.4673).
- If, in the judgment of the principal, there is a reasonable expectation that a student poses a threat to employees or other students, the principal may extend the period for which a student is removed from the classroom or school with the written authorization from the Odyssey Superintendent. (NRS 392.4646)

❖ **Special Education Students and students with 504 Plans**

- An action must not be taken pursuant to the provisions of NRS 392.4642 to 392.4648, inclusive, against a pupil with a disability unless the action complies with:
 1. The Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq.;
 2. The Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101 et seq.;
 3. Title V of the Rehabilitation Act of 1973, 29 U.S.C. §§ 791 et seq.; and
 4. Any other federal law applicable to children with disabilities;
- IEP behavior plans and other modifications must be followed in accordance with state and federal law. Additionally, a manifestation determination and functional behavioral assessment must be conducted if the student's behavior is, or will potentially, inhibit the student's access to FAPE.
- After an administrative review of the circumstances and a determination that the action complies with the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 et seq, a student with a disability may be suspended from school for not more than five (5) days for each occurrence. (NRS 392.467) [Ten (10) days for each occurrence of battery on employee of school, possession of firearm or dangerous weapon, sale or distribution of controlled substance, continuing danger to people or property/ongoing threat of disrupting academic process, or is deemed a habitual disciplinary problem.]
- If a student with a disability of any age is removed from school premises, suspended, expelled, or permanently expelled for any behavior for more than 10 cumulative days, the school in which the student is enrolled must make available to the student a free appropriate public education in compliance with IDEA. Schools must comply with this and other provisions of the IDEA with respect to notice, determining whether a removal constitutes a change of placement, conducting a manifestation determination, and other requirements in connection with any disciplinary removal of a pupil with a disability.
- Students who are less than 6 years old may only be suspended with the review and approval of Odyssey's superintendent. (NRS 392.466)

- Students who are less than 8 years old may not be expelled or permanently expelled (NRS 392.466)
- A pupil who is under 11 years of age must not be expelled or permanently expelled from school. In extraordinary circumstances, a school may request an exception to the prohibition against expelling or permanently expelling any student under 11 years of age from the governing body of Odyssey Charter School. (NRS 392.467)
- Odyssey may remove a student with a disability to an interim alternative educational setting for not more than 45 days without regard to whether the behavior is determined to be a manifestation of the student's disability, in cases where a student
 - carried a weapon to school or to a school function
 - knowingly possessed or used illegal drugs or sold or solicited the sale of a controlled substance while at school or at a school function
 - inflicted serious bodily injury upon another person while at school or at a school function
- A student with a disability of any age who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for their removal and pending proceedings.

❖ **Students Designated as Homeless or in Foster Care**

- If a student is homeless or in foster care, the student may be suspended for up to five days if the principal reviews all available information and determines the conduct of the pupil poses an ongoing threat.
- A determination is required that a student being homeless or in foster care is not a factor in the behavior.
- If a student is suspended for a semester or expelled, alone or through a partnership with another school district, Odyssey must offer a program of alternative education that allows each student to receive educational services in the least restrictive environment.

❖ **Removal to Another School**

- If Odyssey is unable to retain a student of any age due to safety concerns OR if it is not in the best interest of the student to stay at Odyssey, the student may be suspended, expelled, or placed in another school for offenses outlined in NRS 392.466. Odyssey has a strong working relationship with the local school district, the Clark County School District (CCSD) and will work closely with them to assist the family in obtaining and accessing further services by transferring to CCSD.
- If placement in another school is made, Odyssey shall explain what services will be provided to the student at the receiving school that Odyssey is unable to provide to address the specific needs and behaviors of that student.

❖ **Students Charged with a Crime**

- If a student has been charged with a crime, the Odyssey Board of Directors may authorize the expulsion of a student regardless of the outcome of criminal or delinquency proceedings ONLY if the school (1) conducts an independent investigation of the student's conduct, AND (2) gives notice to the student of the charges brought by the school against the student.

Habitual Disciplinary Problems (NRS 392.4655)

- ❖ If a student has received at least five cumulative days of suspension during a single school year OR is suspended for a period of at least three days, the school shall develop an individualized student progressive discipline plan for the student designed to prevent the student from being deemed a habitual disciplinary problem (NRS 392.4655.5).
- ❖ Regardless of age, if a student is deemed to be a habitual disciplinary problem, the student may be suspended for a period of up to one semester OR may be expelled under extraordinary circumstances as determined by the principal, if and only if the school has made a reasonable effort to complete an Individualized Student Progressive Discipline Plan based on Restorative Justice (NRS 392.466).

HABITUAL DISCIPLINARY PROBLEM CRITERIA

- ❖ A school must make a reasonable effort to complete an Individualized Student Progressive Discipline Plan based on Restorative Justice to prevent the student from being deemed a habitual disciplinary problem and prior to the suspension or expulsion of a student deemed a habitual disciplinary problem.
- ❖ A student will be deemed a Habitual Disciplinary Problem if the school has written evidence which documents that in one school year the student has:
 1. Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
 2. Has a record of five significant suspensions for any reason
 3. Has not entered into and participated in a behavior plan; and
 4. The behavior of the pupil was not caused by homelessness
- ❖ If a student is suspended, the school shall develop a plan of behavior (plan of action based on restorative justice) for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to attempt to prevent the student from being deemed a habitual disciplinary problem.
 - o Parents/legal guardians may choose to have their student not participate in the behavior plan that must be developed.
 - o If the parent/legal guardians opt their student out of participating in the behavior plan, the school must inform them of the consequences of not participating (e.g. that the student may be deemed a habitual disciplinary problem)
 - o The superintendent of Odyssey Charter School has the authority to determine whether or not a student is considered a habitual disciplinary problem.
- ❖ Regardless of age, if a student is deemed to be a habitual disciplinary problem, the student may be suspended for a period of up to one semester OR may be expelled under extraordinary circumstances as determined by the principal, if and only if the school has made a reasonable effort to complete an Individualized Student Progressive Discipline Plan Based on Restorative Justice.

Habitual Disciplinary Declaration

If at least one elementary school teacher of a pupil or two middle or high school teachers of a pupil enrolled at Odyssey Charter School request that the principal of the school deem a student a Habitual Disciplinary Problem, the principal will meet with each teacher to review the student's discipline record. If, after the review, the principal determines the student does not meet the criteria of a Habitual Disciplinary Problem, the teacher(s) submitting the request may appeal that determination to the Superintendent of Odyssey Charter Schools or to the Odyssey Board of Directors.

Procedures for Criteria # 1

Odyssey Charter Schools will process threats, extortion incidents, or any attempt thereof using existing bullying and expulsion procedures. However, to be considered a Habitual Disciplinary Problem under current statute, the act of threatening or extorting, or attempting to threaten or extort, must have been documented at least twice during one school year. Habitual Disciplinary Problem language will be included in addition to identifying the infraction when preparing expulsion paperwork. Odyssey Charter School will provide a written notice seven days prior to declaring a student a Habitual Disciplinary Problem to the parent or legal guardian that contains:

- 1) A description of the act(s).
- 2) Dates on which the act(s) were committed.
- 3) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal and the Superintendent of Odyssey Charter Schools.

A student who is determined to have documented infractions in the progression of those identified under statute relevant to Habitual Disciplinary Problem may enter into a voluntary plan of behavior (restorative plan of action) designed to prevent the student from being deemed a Habitual Disciplinary Problem and may include, without limitation:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule
- 2) Information on alternative schools
- 3) A voluntary agreement by the student and parent/guardian to attend counseling
- 4) A voluntary agreement by the student and the parent/guardian for the student to attend summer school or other credit retrieval programs offered by Odyssey Charter School.

If the student commits the same act for which the notice was provided after he/she enters into a plan of behavior (restorative plan of action), the student shall be deemed to have not successfully completed the plan of action and may be deemed a Habitual Disciplinary Problem.

Procedures for Criteria #2

Following a student's fourth suspension (prohibited from attending school for three or more consecutive days), Odyssey Charter Schools will provide written notice to the parent or legal guardian that contains:

- 1) Description of the act committed by the pupil.

- 2) Date the act was committed.
- 3) An explanation that if the student is suspended five times within one school year, the student will be deemed a Habitual Disciplinary Problem.
- 4) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

If the referral is contested, due process will occur. The last level of appeal for these students is the Superintendent of Odyssey Charter Schools.

Plan of Behavior/Restorative Plan of Action Prior to Declaration

Before a student is deemed a Habitual Disciplinary Problem, if, within one school year, a student is suspended one time for threatening or extortion, or attempting to threaten or extort, another student or school employee; or if the student has been suspended four times, a plan of behavior/restorative plan of action will be developed with the parent and student. A student may enter one plan of action per school year. The plan, without limitation, may include a voluntary agreement for:

- 1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule
- 2) Information on alternative schools
- 3) A voluntary agreement by the student and parent/guardian to attend counseling
- 5) A voluntary agreement by the student and the parent/guardian for the student to attend summer school or other credit retrieval programs offered by Odyssey Charter School.

If the student violates the conditions of the plan of behavior/restorative plan of action or commits the same act for which notice was provided (i.e. commits a second extortion or attempted extortion; or receives a fifth significant suspension) after he/she enters into a plan of action, the student shall be deemed a Habitual Disciplinary Problem.

The parent/legal guardian of a student who has entered a plan of action may appeal the contents of the restorative plan of action to the Superintendent of Odyssey Charter Schools.

Due Process Notification

Odyssey Charter Schools will provide due process notification to each parent at least seven days before the school deems the student a Habitual Disciplinary Problem.

AB 521 REFERRAL

AB 521 is an option teachers have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through intervention and progressive discipline. According to AB 521, progressive discipline must be followed

in the classroom before requesting that a student be temporarily removed. Teachers will complete the following interventions before submitting an AB 521 referral:

1. Conference with the student.
2. Parent contact by phone.
3. If the student's family has no phone, a copy of the parent contact form must be mailed home.
4. Counselor/Social Worker referral.
5. Referral to school administrator for disruptive behavior.

These steps must be documented, and documentation must be submitted with an AB 521 referral.

Assembly Bill 521 (Temporary removal of a student)

The Odyssey Charter School of Nevada Discipline Plan provides for the temporary removal of a student from a classroom if, in the judgment of the teacher, the student has engaged in behavior that **seriously** interferes with the ability of the teacher to teach the other students in the classroom and with the ability of the other students to learn.

Progressive discipline will be followed within the classroom as explained and may include such things as verbal warning, parent contact, counselor/school social worker referral, and administrative referral. If a student is removed by the teacher, the administrator will explain to the student the reason for the removal, and the student will have an opportunity to respond. The administrator will contact the parent within 24 hours. A temporary, alternative placement (off-site in the online environment only OR be onsite with the direct supervision of a teacher, the school counselor, the school social worker, or the school administrator) will be given to the student unless the student is suspended or expelled for disciplinary action.

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher that ordered the removal of the student, not the administrator, during the conference, the teacher must provide a rationale for the reasons for the removal, and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which he/she was removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately convene a meeting of the AB 521 Committee. The parent will be informed of the meeting.

The committee will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The AB 521 Committee will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation 1) Direct that the student be returned to the classroom from which he was removed; 2) Assign the student to another classroom; 3) Assign the student to continue in an alternative placement (TAP) 4) Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action that the committee deems necessary.

AB521 Committee Members

Lea Wright, Derek Kono, Nancy Johnston,
Deneen Walters, Casey Roden,
Suzanne Miller, Don King

Members of this committee were selected based on their diverse educational backgrounds and willingness to volunteer their time.

Appeal Process

If a student is suspended or expelled from a public school, the board of trustees of the school district or the governing body of the charter school or university school for the profoundly gifted in which the student is enrolled shall provide, on the same day that the student is suspended or expelled, a notice of the policy for appealing the suspension or expulsion pursuant to NRS 392.4671. A notice provided

must:

- a) Include information regarding the timelines for appealing the suspension or expulsion;
- b) Be written clearly and in a manner that allows a student and parent or legal guardian to understand each provision of the policy; and
- c) Be provided in as many languages as possible, to the extent practicable.

The student and/or parent/guardian has five school days to file an appeal pursuant to the policy adopted by the board of trustees of the school district or the governing body of the charter school or university school for profoundly gifted pupils.

Not later than five school days after receiving notification of the appeal of a suspension or expulsion, the board of trustees or the school district or the governing body of the charter school or university school for profoundly gifted pupils must schedule a hearing.

The pupil who is suspended or expelled or is being considered for suspension or expulsion:

- a) Must be provided education services to prevent the pupil from losing academic credit during the period of suspension or expulsion; and
- b) May be considered for temporary alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:

The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4673; and

The pupil does not pose a serious threat to the safety of the school.

Odyssey Charter School Progressive and Restorative Discipline Plan

Restorative disciplinary practices include holding a pupil accountable for his or her behavior; restoration or remedies related to the behavior of the pupil; relief for any victim of the pupil; and changing the behavior of the pupil. The chart serves as a guideline for the school's response for the Restorative Plan of Action and progressive discipline issued for student misconduct. Every infraction will be investigated, and appropriate intervention and consequences applied based on the severity of the action, the impact of the action on the educational community and the individuals within it, the behavioral history of the student, and any other relevant circumstances. This restorative discipline plan acts as a guide. A single incident/offense by a student may result in a more progressive level of discipline than stated.

Restorative Plan of Action – a list of concrete agreements or actions that attempt to have the student take action to repair the harm of their behavior, re-engage in learning, and provide needed support to accomplish those two tasks.

- TAP - Temporary Alternative Placement. At Odyssey, this is provided in the online environment. The TAP will not include the use of technology if the disciplinary issue has violated the Odyssey Charter School's Acceptable Use Policy. Students who violate the OCS Acceptable Use Policy will access the curriculum offline until such time it is approved by the OCS Administration to return to the online educational setting.
- RAS – Removal to Another School: If Odyssey is unable to retain a student due to safety concerns OR if it is not in the best interest of the student, the student may be suspended, expelled, or returned to another school in the Clark County School District.
- RPC – Required Parent Conference: RPC means that either a student-administrator conference (in the case of a student who is 18 or older) or a parent-student-administrator conference will take place. At the time of notice, the school administrator will specify if the required meeting must be held **prior to the student's return** to campus OR if the student **may continue to attend** school on campus until the meeting is held. At Odyssey, a student will continue to access their learning online regardless of their on-campus status, unless the infraction is a violation of the Odyssey Charter School Acceptable Use Policy. If the required conference must take place **prior** to the student returning to face-to-face, and the meeting is not held after two absences, Odyssey will either allow the student to return without the conference or turn the RPC into a SUS. An RPC is considered a suspension if the school prohibits the pupil from attending school for *three (3) or more consecutive days*.
- SUS – “Suspend” or “suspension” means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled. An RPC is considered a suspension if the school prohibits the pupil from attending school for *three (3) or more consecutive days*. Suspension cannot be for longer than *one school semester*. Suspensions require a conference or some other form of communication with the parent or legal guardian of the pupil before the pupil is allowed to return to school. Odyssey’s primary educational environment is in the online space, not in-person. At Odyssey, a student who has been suspended will continue to access their learning assignments and coursework online (unless the infraction is a violation of the Odyssey Charter School

Acceptable Use Policy).

- EXP - “Expel” or “expulsion” means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled for *more than one school semester* with the possibility of: returning to the school in which the pupil is currently enrolled or another public school within the school district after the expulsion; and enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled during the period of expulsion.
- PER EXP - “Permanently expelled” means the disciplinary removal of a pupil from the school in which the pupil is currently enrolled *without* the possibility of returning to the school in which the pupil is currently enrolled or another public school within the school district; or *with* the possibility of enrolling in a program or public school for alternative education for pupils who are expelled or permanently expelled after being permanently expelled.

Restoration and Remedies –

Based on the document *Odyssey Charter School Restorative Discipline Plan*, included below, Individualized Student Progressive Discipline Plan Based on Restorative Justice is designated as a possible action item under most First Offense categories. The Individualized Student Progressive Discipline Plan Based on Restorative Justice is a positive behavioral intervention that is developed collaboratively and engages the person(s) who have done harm, and the person(s) impacted by the harm. It may include family and support for the harm doer, victims, and school community members. Odyssey has a template Individualized Student Progressive Discipline Plan Based on Restorative Justice document that guides the administrator through the development process, to include positive behavioral interventions and supports. The plan includes the following sections:

Support by Odyssey: Student will be referred to the school’s Student Support/Crisis Intervention teams (includes special education personnel) to explore underlying issues associated with the offense and take action to address them. Actions to be taken to strengthen the connections to supportive persons in the school or community. Actions to be taken to help the wrongdoer and reduce the likelihood of the behavior will be repeated.

- Action: For example, scheduled meetings with a counselor, social worker (for referrals to community based services), administrator, mentor, etc., invite the student to attend additional support opportunities, including labs, extra classes, after school tutoring, extended day, attendance/academic contracts, explore special education needs and appropriate implementation of IEP, if present.

Support by Social and Emotional Learning: Actions to be taken to teach self-awareness, self-management, social awareness, relationship skills, responsible decision making, and other skills needed to navigate life as a successful adult.

- Action: for example, participate in mentorship, join a club with adult support, meet with a counselor, social worker, administrator.

Reintegration with Accountability: Actions taken to reconnect or re-engage offenders. Set high expectations and provide support to hold students accountable for repairing and learning from the impact of their actions. Students must understand the impact of their choices, take responsibility, and work to repair the harm.

- Action: for example, have a conversation with a teacher, administrator, counselor, social worker to discuss the events leading up to the incident, how the student was thinking and feeling at the time of the incident, who they impacted with their choices, and what they needed to do to make things right.

Restoration: Identify the needs of all parties involved, address these needs, address the root cause of the behavior, rebuild impacted relationships/communities, and provide opportunities for the student to reflect on, heal, fix, and learn from their actions.

- Actions to be taken by the student to repair the harm or “make it right”:
- Actions that find ways to address the needs of the victim: for example, write a letter of apology, have a conversation with the person harmed, etc.

The result is a list of concrete agreements or actions that attempt to have the student take action to repair the harm of their behavior, re-engage in learning, and provide needed support to accomplish those two tasks. These agreements or actions should both bring relief to the victim and provide support and strategies to the harm doer. The relief to the victim will look different for each plan, as each plan will be designed with the exact circumstances, harm and needs in consideration. In the same way, the restorative strategies for changing the behavior of the harm doer will be different for each plan, crafted for the unique individual student and support system associated with that student.

The *Odyssey Charter School Restorative Discipline Plan* lays out a flexible structure to address various disciplinary infractions. Except in the case of major offenses, expulsion is never considered prior to the implementation of a Individualized Student Progressive Discipline Plan Based on Restorative Justice

Odyssey Charter School Progressive and Restorative Discipline Plan

	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
Alcohol – Possession/Use Of (minor or major) (May Involve Police)	RPC/ Individual behavior, academic, or social emotional plan of action School Counselor and/or School Social Worker School Nurse (Controlled Substance Under the Age-21)	RPC/ Individualized Student Progressive Discipline Plan based on Restorative Justice Possible SUS School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program	RPC Possible SUS or Expulsion Possible TAP School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program	RPC Pending SUS or Expulsion
Arson (major) (Involve Police) Intentionally setting fire, or attempting to set fire, or intentionally engaging in malicious conduct which may reasonably be foreseen to set fire to property of another, participating in, or encouraging another person to participate in such conduct.	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice SUS Possible Expulsion Possible TAP Possible RAS	RPC Pending SUS or Expulsion Individualized Student Progressive Discipline Plan Based on Restorative Justice	RPC Pending Expulsion	
Automobile Misuse	RPC Individual behavior, academic, or social emotional plan of action Reteach and/or prompt the student regarding the specific rule or expectation. May Revoke Automobile Privileges School Counselor and/or School Social Worker	RPC Individual behavior, academic, or social emotional plan of action Possible SUS May Revoke Automobile Privileges School Counselor and/or School Social Worker	RPC/ SUS Revoke Automobile Privileges Possible TAP Individualized Student Progressive Discipline Plan Based on Restorative Justice Enrollment in Driver's Education Class	RPC Pending SUS or Expulsion
Bullying/Cyber Bullying (minor or major) Includes: harassment, hazing, intimidation,	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber

libel/slander, retaliation, stalking, discrimination based on race (see below) In person or via electronic means.	Bullying/Discrimination Based on Race School Counselor and/or School Social Worker Reteach and/or prompt the student regarding the specific rule or expectation. RPC/ Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS	Bullying/Discrimination Based on Race School Counselor and/or School Social Worker RPC/ Create, review or revise Individualized Student Progressive Discipline Plan Based on Restorative Justice SUS Possible TAP	Bullying/Discrimination Based on Race School Counselor and/or School Social Worker RPC/ SUS/ TAP	Bullying/Discrimination Based on Race RPC Possible Expulsion
Cheating/Plagiarism/AI (major or minor) Includes: altering records, communicating false information (written or spoken), dishonesty, forgery, or unauthorized use of AI (artificial intelligence). Cheating is the improper taking of information from and/or giving of information to another student, individual or other source. Plagiarism is representing another person's work or ideas as your own without credit to the proper source and submitting it for any purpose. Unauthorized use of AI is utilizing AI tools to complete assignments, essays, reports, solutions to problems, projects, exams, or any other form of academic work <i>without explicit permission from the instructor.</i>	RPC Parent/ Student/ Administrative Conference Reteach and/or prompt the student regarding the specific rule or expectation. Individual behavior, academic, or social emotional plan of action See Odyssey Charter School AI Guidance Document	RPC Parent/ Student/ Teacher/ Counselor/ Administrative Conference Create, review or revise individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice See Odyssey Charter School AI Guidance Document Consequences of assigned work and/or grades	RPC Parent/ Student/ Teacher/ Counselor/ Administrative Conference Review or revise individual behavior, academic, or social emotional plan of action See Odyssey Charter School AI Guidance Document Consequences of assigned work and/or grades	RPC Parent/ Student/ Teacher/ Counselor/ Administrative Conference Review or Revise individual behavior, academic, or social emotional plan of action See Odyssey Charter School AI Guidance Document Consequences of assigned work and/or grades
Continuing Danger to People or Property/Ongoing Threat of Disrupting Academic Process	RPC Required Individualized Student Progressive Discipline Plan Based on Restorative Justice			

The student may be immediately removed from the school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal.	School Counselor and/or School Social Worker Possible SUS or Expulsion Possible TAP or RAS See above for age and circumstance guidelines and restrictions			
Damage to or Destruction of Property on School Grounds (major) Includes: graffiti, tampering with motor vehicles, throwing substances at vehicle (with damage), vandalism Willful or malicious destruction of or injury to real or personal property of another. (May Involve Police)	RPC Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or School Social Worker Possible SUS or Expulsion Possible TAP or RAS	RPC Create, review or revise Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or School Social Worker RPC/ SUS Possible Expulsion Possible TAP	RPC Pending SUS or Expulsion	
Discrimination Based on Race Any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic, including race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and that occurs in person, online or in any other setting including, in a course of distance education.	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying/Discrimination Based on Race School Counselor and/or School Social Worker Reteach and/or prompt the student regarding the specific rule or expectation. RPC/ Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying/Discrimination Based on Race School Counselor and/or School Social Worker RPC/ Review or Revise Individualized Student Progressive Discipline Plan Based on Restorative Justice SUS Possible TAP	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying/Discrimination Based on Race School Counselor and/or School Social Worker RPC/ SUS/ TAP	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying/Discrimination Based on Race RPC Possible Expulsion

Disregard for School Rules (minor) Includes: horseplay, nuisance items, inappropriate display of affection, unacceptable school behavior. Violations of the Written Rules of Behavior adopted by Odyssey Charter Schools and as outlined in the Parent/Student handbook. Rule out other prohibited behavior that more accurately captures the actual behavior of the student.	Student Conference with Teacher and/or Counselor/Social Worker Reteach and/or prompt the student regarding the specific rule or expectation. If nuisance item, request nuisance item, including cell phones, be turned off and out of sight Noncompliance - Student/ Administrative Conference	Student/ Administrative Conference Individual behavior, academic, or social emotional plan of action If nuisance item, Administrator confiscates nuisance item, including cell phone/portable communication device School Counselor and/or School Social Worker RPC - Notify parents by phone	RPC Student/ Parent/ Administrative Conference Individual behavior, academic, or social emotional plan of action If nuisance item, Administrator confiscates nuisance item, including cell phone/portable communication device Parent/guardian to pick up nuisance item	RPC Student/ Parent/ Administrative Conference If nuisance item, Administrator confiscates nuisance item, including cell phone/portable communication device Parent/guardian to pick up nuisance item Individualized Student Progressive Discipline Plan Based on Restorative Justice
Disruption of School Activities (major) (May involve police) Includes: disturbing the peace, riot/brawl, false fire alarm, false reporting of weapon Willfully interfering with or disturbing persons in the general educational activities of the school through violations of the Written Rules of Behavior adopted by Odyssey Charter Schools as outlined in the Parent/Student handbook. Rule out other major prohibited behaviors that more accurately capture the actual behavior of the student. Rule out if the behavior does not result in large scale disturbance.	Student/Administrative Conference RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or School Social Worker Possible SUS or Expulsion Possible TAP	RPC Create, review or revise Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or School Social Worker SUS Possible Expulsion Possible TAP or RAS	RPC Pending SUS or Expulsion	
Dress Code Violation (minor) Violations of the dress code as outlined in the Parent/Student Handbook.	Reteach and/or prompt the student regarding the specific rule or expectation.	RPC Reteach and/or prompt the student regarding the specific rule or expectation.	RPC Counselor/ Parent/ Social Worker/ Student/ Administrative Conference	RPC/ Possible SUS Parent/ Student/ Administrative Conference

Rule out other major prohibited behavior that more appropriately captures the behavior of the student and/or the age/developmental level of the student)	Student/ Counselor/ Social Worker Conference	Counselor/Social Worker/ Parent/ Student Conference - Phone call		
Drug Paraphernalia – Possession Of (minor) (May involve police) This does NOT include possession of a controlled substance. Note: If the student is in possession of a controlled substance in addition to drug paraphernalia, code the behavior as Possession/Use of a Controlled Substance (major).	RPC/ Possible SUS Parent/Student Administrative Conference School Counselor and/or School Social Worker Reteach and/or prompt the student regarding the specific rule or expectation. Individual behavior, academic, or social emotional plan of action	RPC Possible SUS or Expulsion Possible TAP Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or Social Worker School Nurse Enrollment in Drug/Alcohol Program	RPC/ SUS Possible Expulsion Possible TAP School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program	RPC Pending SUS or Expulsion
Excessive Tardies	Conference Student/ Staff Reteach and/or prompt the student regarding the specific rule or expectation.	Conference Student/ Teacher/ School Counselor and/or Social Worker/ Intervention Specialist and Parent Contact	RPC Conference Student/ Teacher /School Counselor and/or Social Worker and/or social worker/ Parent/ Intervention Specialist	RPC Conference Student/ Teacher/ School Counselor and/or Social Worker and/or social worker/ Parent/ Administration/ Intervention Specialist
Forgery (May Involve police)	RPC Reteach and/or prompt the student regarding the specific rule or expectation. Individual behavior, academic, or social emotional plan of action	RPC Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS/ Possible TAP	RPC /SUS/ Possible TAP/ Possible SUS or Expulsion	RPC/ SUS/ Possible TAP/ Possible SUS or Expulsion
Gambling	RPC Reteach and/or prompt the student regarding the specific rule or expectation. Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice (\$\$ involved)	RPC Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice SUS School Counselor and/or social worker	RPC/ SUS/ Possible TAP Create, review, or revise Individualized Student Progressive Discipline Plan Based on Restorative Justice Gambling Program/ Counseling	RPC/ TAP or RPC Pending SUS or Expulsion
Gang Related Behavior/ Activity (major)	RPC	RPC Pending SUS or Expulsion	RPC Pending Expulsion	

(Involve police) Includes: gang related fighting	Individual behavior, academic, or social emotional plan of action Possible SUS or Expulsion Possible TAP or RAS	Individualized Student Progressive Discipline Plan Based on Restorative Justice		
Habitual Disciplinary Problem (major) See section above chart	See section above chart Required Individualized Student Progressive Discipline Plan Based on Restorative Justice			
Impairing Health, Safety, or Welfare of Others (major) Violations of regulations for sanitation and prevention of the spread of contagious and infectious diseases. Rule out the age or developmental stage of the student.	RPC/ Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Reteach and/or prompt the student regarding the specific rule or expectation. Parent/Student/School Counselor and/or Social Worker Conference	RPC Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS Possible TAP	RPC/ SUS Possible TAP Possible EXP	RPC/ SUS Possible TAP Possible EXP
Inappropriate Language (minor) Includes: foul language, disrespect/swearing, inappropriate behavior/language, profanity, obscene language and gestures, unacceptable language, verbal abuse Rule out other major prohibited behavior that more appropriately captures the behavior of the student.	RPC Individual behavior, academic, or social emotional plan of action Reteach and/or prompt the student regarding the specific rule or expectation. Possible SUS	RPC/ Possible SUS Review or revise individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible TAP	RPC/ SUS Possible TAP	RPC/ SUS TAP
Insubordination-(major) Offenses that involve repeatedly and willfully not following written, disseminated, known, and/or verbal rules or expectations that have	Student/ Teacher/ Administrative Conference Reteach and/or prompt the student regarding the	RPC Individual behavior, academic, or social emotional plan of action Possible SUS	RPC/ SUS Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible TAP	RPC/ SUS Possible TAP Possible Expulsion

been taught, even after reteaching and prompting. Rule out other minor or major prohibited behaviors that more accurately capture the actual behavior of the student.	specific rule or expectation. Individual behavior, academic, or social emotional plan of action Parent Contact			
Interference with Instruction (minor) Includes: disruptive conduct in the classroom which has the effect of disrupting the instruction of other students. Rule out other minor or major prohibited behaviors that more accurately capture the actual behavior of the student.	Student/ Teacher/ Administrative Conference Reteach and/or prompt the student regarding the specific rule or expectation. Possible Parent Contact – RPC	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS	RPC/ SUS Possible TAP	RPC/ SUS Possible TAP
Leaving Campus/Class without permission	Student/ Administrative Conference RPC - Notify parents by phone Reteach and/or prompt the student regarding the specific rule or expectation. Leaving Class - Student/Teacher Conference Leaving Campus - Truancy Letter	RPC Individual behavior, academic, or social emotional plan of action Campus - Truancy Letter	RPC/ Possible TAP Campus - Truancy Letter	RPC/ Possible TAP Campus - Truancy Letter
Loitering	Conference Student/ Staff Reteach and/or prompt the student regarding the specific rule or expectation.	Conference Student/ Teacher/ School Counselor and/or Social Worker/ Intervention Specialist and Parent Contact	RPC Conference Student/ Teacher /School Counselor and/or Social Worker/ Parent/ Intervention Specialist Individual behavior, academic, or social emotional plan of action	RPC Conference Student/ Teacher/ School Counselor and/or Social Worker/ Parent/ Administration/ Intervention Specialist/ Possible TAP
Possession /Use of a Controlled Substance	RPC Individual behavior, academic, or social emotional plan of action	RPC Individualized Student Progressive Discipline	RPC Pending SUS or Expulsion	

Includes: over the counter medication misuse Rule out: does NOT include the use, possession, sale, or solicitation of alcohol or tobacco.	School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program Possible SUS or Expulsion	Plan based on Restorative Justice School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program Possible SUS or Expulsion		
Possession/Use of a Weapon or Dangerous Weapon Other than a Firearm (major) (May Involve Police) Includes: Air/pellet/paint gun, combustibles, spray Propellants (tear gas, pepper spray, fire extinguisher), explosive device, fireworks, incendiary device/bomb, knives. Can include simulated firearms or simulated dangerous weapons. Dangerous Weapon - includes, without limitation, a blackjack, slingshot, billy, sand-club, sandbag, metal knuckles, dirk or dagger, a nunchaku or trefoil, a butterfly knife or any other knife described in NRS 202.350, a switchblade knife, or any other object which is used, or threatened to be used, in such a manner and under such circumstances as to pose a threat of or cause bodily injury to a person. Firearm - any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. 921 Rule out certain pupils, based on the age or developmental level of the student, for	RPC Required Individualized Student Progressive Discipline Plan based on Restorative Justice Possible SUS or Expulsion Possible TAP or RAS See above for age and circumstance guidelines and restrictions	RPC pending SUS/EXP/PER EXP See above for age and circumstance guidelines and restrictions		

simulating firearms or dangerous weapons. Younger students may alternatively be captured under other category.				
Possession of a Firearm (major) (Involve Police) Firearm - any pistol, revolver, shotgun, explosive substance or device, and any other item included within the definition of a "firearm" in 18 U.S.C. 921 Rule out certain pupils for simulating firearms or dangerous weapons.	The student must be immediately removed from school premises upon being provided an explanation of the reasons for removal and pending proceedings, which must be conducted as soon as practicable after the removal. Required Individualized Student Progressive Discipline Plan based on Restorative Justice Must be SUS, Expulsion, or PER SUS See above for age and circumstance guidelines and restrictions			
Sale/ Solicitation/ Distribution of a Controlled Substance (major) (Will Involve police) Includes: over the counter medication Rule out: does NOT include the use, possession, sale, or solicitation of alcohol or tobacco. After a thorough review of the facts and circumstances, if the principal determines that the student did not know that the substance being distributed was a controlled substance, the principal may reduce the period of suspension or convert an expulsion to a suspension.	Required Individualized Student Progressive Discipline Plan based on Restorative Justice RPC Possible SUS or Expulsion Possible TAP School Counselor and/or School Social Worker School Nurse See above for age and circumstance guidelines and restrictions	RPC pending Expulsion	RPC pending PER Expulsion	
Sexual Assault or Sexual Offense (major) (Involve police)	RPC Pending SUS or Expulsion Required Individualized Student Progressive			

A sexual offense. Includes an attempt to commit an offense listed in this section: sexual assault, rape, battery with the intent to commit sexual assault, an offense involving pornography and a minor, open or gross lewdness, indecent or obscene exposure, lewdness with a child, luring a child or person with mental illness, sexually motivated act, other offenses if punishable as a felony. See NRS	Discipline Plan based on Restorative Justice			
Sexual Misconduct/Harassment (major) Sexual Misconduct may include, but is not limited to: inappropriate touching, indecent exposure, unwelcome sexual advances or propositions, using electronic devices or technology to record or transmit nudity or sexual acts, unwanted touching, threatening to harm someone sexually, consensual sexual activity between two or more students, inappropriate or suggestive sexual behavior involving one or more students. Harassment may include: knowingly <i>threatening</i> to cause bodily injury, physical damage to the property of another person, to subject the person threatened to physical confinement or restraint or threatening to do any act which is intended to substantially harm the person threatened with respect to their mental health or safety, and the person, by words or conduct, places the person receiving the threat in	RPC Pending SUS or Expulsion Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan based on Restorative Justice	RPC Pending SUS or Expulsion Create, review, or revise Individualized Student Progressive Discipline Plan based on Restorative Justice		

reasonable fear that the threat will be carried out. Violations of the Written Rules of Behavior relating to behavior or harassment that is sexual in nature. Harassment that is sexual in nature or on the basis of sex may include: sexual harassment or bullying, gender-based harassment or bullying, and harassment or bullying on the basis of sexual orientation. Sexual harassment is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassment or bullying on the basis of sexual orientation is intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Rule out age/development level of the student; younger children may alternatively be captured in Disregard for School Rules, minor, as appropriate. Also rule out other major prohibited behavior that more appropriately captures the behavior of the student.				
---	--	--	--	--

Technology Violation Includes: acceptable use policy, cell phone use violations, electronic device violation, inappropriate use of technology violation, internet violation, personal communication device	Minor – RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Reteach and/or prompt the student regarding the specific rule or expectation. School Counselor and/or School Social Worker Major- RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Reteach and/or prompt the student regarding the specific rule or expectation. Possible SUS/ Possible TAP School Counselor and/or School Social Worker	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan based on Restorative Justice Possible SUS or Expulsion Possible RAS	RPC Create, review, or revise Individualized Student Progressive Discipline Plan based on Restorative Justice Possible SUS or Expulsion Possible RAS	RPC Pending SUS or Expulsion RAS
Theft/Possession of Stolen Property (May Involve police) Includes: burglary, larceny, robbery, stealing, theft of private property, theft of personal property Taking or attempting to take anything of value that is owned by another person or organization. A key difference between robbery and theft/larceny is that robbery involves threat or assault.	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Possible SUS or Expulsion Possible TAP Possible RAS School Counselor and/or School Social Worker	RPC/ SUS Individualized Student Progressive Discipline Plan based on Restorative Justice Possible Expulsion Possible TAP	RPC Pending SUS or Expulsion	

Rule out the age/developmental level of the student.				
Threat to School (major) (Involve Police) Includes: Bomb threat and threat of a school shooting A statement of an intention to inflict pain, injury, death, damage, or other hostile actions against a specific school. Rule out age/developmental level of the student	RPC Possible SUS/Expulsion Possible TAP or RAS Individualized Student Progressive Discipline Plan Based on Restorative Justice School Counselor and/or School Social Worker	RPC pending SUS or Expulsion		
Threat to Staff (major) (May Involve Police) May include intimidate, harass, frighten, alarm, distress, cause panic or civil unrest, interfere with the operation of Odyssey Charter School Threatening to cause bodily harm or death to a school employee by means of oral, written, or electronic communication. Rule out age/developmental level of the student	RPC/ Individualized Student Progressive Discipline Plan Based on Restorative Justice Reteach and/or prompt the student regarding the specific rule or expectation. Possible SUS or Expulsion Possible TAP Possible RAS Assess the threat School Counselor and/or School Social Worker	RPC Pending SUS or Expulsion		
Threat to Student (major) (May Involve Police) May include intimidate, harass, frighten, alarm, distress, cause panic or civil unrest, interfere with the operation of Odyssey Charter School Threatening to cause bodily harm or death to a pupil by means of oral, written, or electronic communication.	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice Reteach and/or prompt the student regarding the specific rule or expectation. Possible SUS	RPC Individualized Student Progressive Discipline Plan based on Restorative Justice Possible SUS or Expulsion Possible TAP	RPC Pending SUS or Expulsion	

Rule out age/developmental level of the student	Possible TAP Assess the threat School Counselor and/or School Social Worker			
Tobacco Violation (minor) Includes the possession or use of tobacco or tobacco related products. Includes vaping. Must rule out the presence of a controlled substance.	Conference with the School Counselor and/or Social Worker Reteach and/or prompt the student regarding the specific rule or expectation. RPC Confiscate	RPC Student/ School Counselor and/or Social Worker/ Parent/ Administrative Conference Reteach and/or prompt the student regarding the specific rule or expectation. Individual behavior, academic, or social emotional plan of action Confiscate	RPC Student/ Parent/ School Counselor and/or Social Worker/ Administrative Conference Confiscate Tobacco Cessation Program/ School Nurse	RPC/ Possible TAP Student/ Parent/ School Counselor and/or Social Worker/ Administrative Conference Confiscate
Trespassing (minor or major) Presence in unauthorized area	Student/ Teacher/ Administrative Conference Reteach and/or prompt the student regarding the specific rule or expectation. Possible Parent Contact – RPC	RPC Individual behavior, academic, or social emotional plan of action Possible Individualized Student Progressive Discipline Plan Based on Restorative Justice/ Possible SUS School Counselor and/or School Social Worker	RPC/ SUS Possible TAP Individualized Student Progressive Discipline Plan based on Restorative Justice	RPC Possible SUS or Expulsion Possible TAP
Truancy/ Habitual Truancy (minor or major) Truant is a student who is absent from school without the written approval of the school unless the student is physically or mentally unable to attend. Habitual Truant is any student who has been declared a truant three or more times within one school year.	Phone call home from the OCS Office/Teacher of Record or Intervention Specialist School Counselor and/or School Social Worker	RPC Follow Intervention Notify DMV Plan-Parent Involvement - Teacher - Counselor - Social Worker - Intervention Specialist	RPC Student declared Habitual Truant Follow Intervention Plan-Parent Involvement - Teacher - Counselor - Social Worker - Intervention Specialist	RPC Follow Intervention Plan-Parent Involvement - Teacher - Counselor - Social Worker - Intervention Specialist
Violence/Harm to Staff (major) (May Involve Police)	RPC/ Required Individualized Student Progressive Discipline	RPC Pending Expulsion		

Includes: Assault to staff, Battery to staff Assault is unlawfully attempting to use physical force against another person or intentionally placing another person in reasonable apprehension of immediate bodily harm. Battery is any willful and unlawful use of force or violence upon the person of another.	Plan based on Restorative Justice Possible SUS or Expulsion Possible TAP or RAS School Counselor and/or School Social Worker See above for age and circumstance guidelines and restrictions			
Violence/Harm to Staff with Intent to Result in Bodily Harm (major) (Will Involve Police) Battery is willful and unlawful use of force or violence upon the person of another. Bodily harm is any actual damage or injury to a person that interferes with or is detrimental to the health of the person and is more than merely accidental, transient, or trifling in nature.	RPC/ Required Individualized Student Progressive Discipline Plan based on Restorative Justice MUST be SUS, Expulsion, or Permanent Expulsion Possible TAP or RAS See above for age and circumstance guidelines and restrictions	RPC Pending Expulsion or Permanent Expulsion		
Violence/Harm to Students (major) (May Involve Police) Includes: fighting, hitting, instigation/promotion of fighting or violence, assault to students, battery to students Assault is unlawfully attempting to use physical force against another person or intentionally placing another person in reasonable apprehension of immediate bodily harm. Battery is willful and unlawful use of force or violence upon the person of another.	RPC/ Possible SUS or Expulsion, TAP or RAS Individualized Student Progressive Discipline Plan based on Restorative Justice School Counselor and/or School Social Worker	RPC Review or Revise Individualized Student Progressive Discipline Plan based on Restorative Justice SUS Possible Expulsion, TAP or RAS	RPC Pending Expulsion	

Disregard for School Rules- Sample minor infractions may include but are not limited to:

- annoying fellow students
- being rude
- disrespectful behavior
- eating or drinking in class
- horseplay/pushing
- nuisance items
- unacceptable school behavior
- inappropriate display of affection
- making derogatory comments
- not following teacher directions
- out of seat
- running/playing around
- talking back
- talking loudly
- talking out of turn

Violence/Harm to Staff – Employee

If a student has committed battery of an employee of a school, the employee may appeal the Individualized Student Progressive Discipline Plan based on Restorative Justice if (1) the employee feels that any actions taken pursuant to that plan are inappropriate; and (2) for a special education student, the Board of Trustees has reviewed the circumstances and determined that the appeal is in compliance with the Disabilities Education Act (IDEA).

Documentation

Use of the following behavior codes require a citation in the behavior description narrative within the student information system of the specific rule that was violated:

- Disregard for School Rules
- Insubordination (major) – also requires a description of the efforts that were employed to teach, reteach, and/or prompt the student regarding the specific rule or expectation.

Bullying and Cyber-Bullying is Prohibited in Public Schools

Bullying and Cyber-bullying: Bullying is defined as “a willful act or course of conduct on the part of one or more pupils which is not authorized by law and which exposes a pupil repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and is intended to cause and actually causes the pupil to suffer harm or serious emotional distress. Cyber-bullying is bullying through the use of electronic communication.

Bullying can take many forms, such as hitting, verbal harassment, spreading false rumors, not letting someone be part of the group, eye rolls, rude comments and sending nasty messages on a cell phone, internet or website.

OCS is committed to providing all students and employees with a safe and respectful learning environment in which persons of different beliefs, characteristics, and backgrounds can realize their full academic and personal potential. This type behavior may result in suspension/expulsion. See our website for additional information. Please refer to the Anti-Bullying Pledge that is signed upon enrollment.

Safe and Respectful Learning Environment: Bullying and Cyberbullying

I. Definitions

A. Definition of Bullying

1. Under NRS 388.122, “bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
 - a. Have the effect of:
 - a. Physically harming a person or damaging the property of a person; or
 - (1) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
 - b. Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
 - c. Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or
 - (2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

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

B. Under NRS 388.123, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737 which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.

C. Under NRS 388.124, “electronic communication” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.

D. A student who is a minor who knowingly and willfully transmits or distributes an image of bullying, electronically or using another means, with the intent to encourage, further, or promote bullying:

- 1. For a first violation is considered a child in need of supervision, as that term is used in Title 5 the NRS.
- 2. For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

II. Reporting of Bullying and Cyberbullying

A. Students

It is the policy of Odyssey Charter Schools to encourage students who are subjected to, witness, or overhear incidents of bullying and cyberbullying to report such incidents. Students should report any incident(s) of bullying and cyberbullying to a teacher, counselor, or school administrator. Students are also encouraged to report knowledge of bullying and/or cyberbullying via the Nevada Department of Education Website under the Bully Free Zone that allows individuals to anonymously report unlawful activities. However, students should be aware that the Website may not be monitored after school hours, or during weekends and holidays.

Please refer to the full text of the provision of [NRS 388.121](#) to [388.1395](#) at the end of this handbook.

Rights and Responsibilities

Odyssey Schools recognize the following:

- The primary intent of society in establishing the public schools is to provide an opportunity for learning
- The students have full rights of citizenship as delineated in the United States Constitution and its amendments
- Citizenship rights must not be abridged, obstructed, or in other ways altered except in accordance with due process of law; and
- Education is one of these citizenship rights. The liberty of the individual must be thus far limited: the student must not infringe upon the rights of others to an education.

Definitions of Rights and Responsibilities

Students at Odyssey Charter Schools have the basic constitutional rights guaranteed to all citizens. In exercising these rights, students have a responsibility to respect the fundamental rights of all citizens. One purpose of schools is to encourage the responsible use of these rights and develop good citizenship within the framework of an educational society. The school is a community and the rules of a school are the laws of that community. To enjoy the right of citizenship in the school, students must also accept the responsibilities of citizenship.

This handbook presents the rights and responsibilities of the students in the Odyssey Charter Schools. It has been written by the school administration and approved by the board of directors.

Right to Freedom from Discrimination Based on Race, Creed, National Origin, Sex, or Physical Disability

It is the policy of Odyssey Charter Schools to comply with the constitutional right that no person shall be denied the benefits of an educational program on the basis of race, creed, national origin, sex, or physical disability.

If you have complaints in this regard, you are asked to notify Tim Lorenz, Superintendent of Schools, Odyssey Charter Schools of Nevada.

CODE OF HONOR

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

What is cheating?

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

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

What is plagiarism?

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

- Submitting someone else's work, such as published sources in part or whole, as your own without giving credit to the source

- Turning in purchased papers or papers from the internet written by someone else
- Representing another person's artistic or scholarly work such as musical compositions, computer programs, photographs, drawings, or paintings as your own
- Helping others plagiarize by giving them your work

All stakeholders have a responsibility in maintaining academic honesty. Educators must provide the tools and teach the concepts that afford students the knowledge to understand the characteristics of cheating and plagiarism. Parents must support their students in making good decisions relative to completing coursework assignments and taking exams. Students must produce work that is theirs alone, recognizing the importance of thinking for themselves and learning independently, when that is the nature of the assignment. Adhering to the Code of Honor for the purposes of academic honesty promotes an essential skill that goes beyond the school environment. Honesty and integrity are useful and valuable traits impacting one's life.

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child's school administration and/or the school district.

Parent Code of Conduct

- Parents are expected to interact with all members of the Odyssey community (students, staff, and other parents) with respect and courtesy at all times
- Parents are expected to follow Odyssey parent responsibilities and expectations while on campus or interacting with the Odyssey community.
- Parents are guests on our campus. All guests must enter the school through a school office and follow all identification and badging procedures for the safety of the school community.
- Failure to meet these expectations will result in an administrative conference and:
 - o the school may feel it necessary to contact the appropriate authorities and if necessary, ban the offending parent from entering the school grounds, or
 - o if creating educational barriers, may result in the ultimate withdrawal of the student from Odyssey Charter Schools

ACCEPTABLE USE POLICY

Prior to receiving access to Odyssey Charter School's network resources, students, parents, and educators must read the Acceptable Use Policy and submit a completed Network Access Form to the appropriate administrator or designee.

ACCEPTABLE USE POLICY (AUP)

The purpose of Odyssey Charter School's (OCS) Acceptable Use Policy is to be certain that the school's staff, students and families have appropriate and productive communications with electronic communities around the world. This policy includes all email and Internet services and all Internet service providers when used in association with OCS.

The electronic resources provided by OCS can only be used to promote the purpose, mission, and goals of the school. These resources are provided to facilitate access to information and resources, promote educational excellence, and enhance communication between OCS and the community.

The Internet is a network connecting thousands of computers throughout the world. The Internet can bring a wealth of educational material to the user, but may also contain material that is objectionable. OCS filters web sites believed to be inappropriate for students. However, OCS cannot and does not represent that inappropriate or objectionable material can be completely filtered. Parent(s) and or guardian(s) must consider this limitation when allowing their children access to the internet either at school or at home.

TERMS AND CONDITIONS

A. Access to District Network and Resources

1. Staff, students, and members of the community may be given access to the OCS computer network. This access, including account and password, must not be shared, assigned, or transferred to another individual.
2. Access to OCS's computer network resources may be suspended or terminated if terms and conditions of the AUP are violated. Prior to a termination of access to OCS's computer network resources, the user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing with the Executive Director within seven (7) days of notification if the user feels that such action is unjust. After the review, access may be terminated if the Executive Director denies the appeal.

3. Upon entrance to OCS, a student must complete a Network Access Form that is signed by the legal parent and/or guardian before access is granted to OCS's computer network resources. Student signature is mandatory for grades 6 through 8 only.

B. System Security

1. Computer users may not run applications or files that create a security risk to OCS's computer network resources. If users identify a security problem, they must notify appropriate administrators immediately.
2. Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to OCS's computer network resources.
3. Users should immediately notify a teacher or school administrator if they believe that someone has obtained unauthorized access to their private account.

C. Respecting Resource Limits

1. Staff, students, and community members will not use the school's technology services to post chain letters or engage in spamming. Spamming is sending messages to a large number of people, or sending a large number of messages to a single person, with the intent of annoying users or to interrupt the system.

D. Illegal Activities

1. OCS cooperates fully with local, state or federal officials in any investigation related to illegal activities
2. It is prohibited to utilize OCS's technology services to sell or purchase goods and services without prior approval of the appropriate administrator.
3. Attempting to gain unauthorized access to OCS's network resources or go beyond authorized access is prohibited. This includes attempting to log in through another person's account or accessing another person's files.
4. Vandalism will result in cancellation of privileges to OCS's computer network resources and may result in suspension from school. Vandalism is defined as any malicious attempt to harm or destroy data or equipment on any computer network.
5. It is prohibited to use OCS's computer network resources with the intent of denying others access to the system.

6. Advertising will be permitted on OCS's computer network resources only with the prior approval of the appropriate administrator.

E. Intellectual Property (Copyright)

1. No copyrighted material is to be placed on OCS's computer network resources without written permission from the copyright owner.
2. All users of OCS's network resources must agree not to submit, publish, or display any type of material that violates this AUP.

F. Language

1. Polite and appropriate language is expected at all times. Abusive messages are prohibited.
2. Harassment is prohibited. Harassment is conduct which is sufficiently severe, persistent, or pervasive that it adversely affects, or has the purpose, or logical consequences, of interfering with a user's educational program, or creates an intimidating, hostile, or offensive environment. Behavior that continues after an individual is informed of its offensiveness may constitute evidence of intent to harass. If told by a person to stop sending messages, the sender must stop.

G. Liability

1. OCS does not warrant the functions or services performed by OCS' computer network resources. Resources are provided on an "as is, as available" basis.
2. Opinions, advice, services, and all other information supplied by third parties are for informational purposes only. It is not guaranteed to be correct. Users are urged to seek professional advice for specific individual situations.
3. Any software available from OCS' network resources is not guaranteed as to suitability, legality, or performance by OCS.
4. Staff, students, and community members agree to indemnify and hold harmless OCS for any liability arising out of any violation of the AUP.

H. Electronic Mail and Real-Time Conferencing

1. It is not the intention of the system administrators to inspect or disclose the contents of electronic mail or computer files sent by one user to another, without consent from either party, unless required to do so by OCS, local, state, or federal officials. Electronic mail is not private. As with written communications, users should recognize there is no expectation of privacy for electronic mail.
2. Users are expected to remove email messages in a timely manner.
3. All users must promptly report inappropriate messages received to a teacher, supervisor, or the system administrators.
4. Students should not reveal personal information such as addresses, phone numbers, passwords, or financial information to others. If student work is identified, only the first name, grade, and school should be listed. Private information may not be posted about another person.
5. A cancelled account will not retain electronic mail.
6. The system administrators reserve the right to terminate access to OCS' computer network resources if this AUP is violated while using real time chat features, including video conferencing.

Internet Safety

Follow these 10 tips to instill a safe Internet routine at home.

1. Excite your student with the positive side of cyberspace and the ease of information. They can learn anything and everything - the Internet is not just You Tube, social media, and homework.
2. Manage your browser settings, allowing you to choose what content is viewable to your child.
3. Discuss the dangers of predators on the Internet with your student, as well as the danger of putting personal information on the Internet.
4. Discuss a set of rules for use of the Internet, which may include asking permission before using the computer, a time limit of usage, off limits times of day, sharing passwords, etc.
5. Discuss the threat of viruses and clicking on things if they are unsure or unfamiliar.
6. Talk to your student about Internet usage when at other houses or away from home.
7. Remember that the danger is not just on your PC, laptop and tablet. The Internet is at their fingertips – on their phone or yours!
8. Check your student's Internet history often. If you don't know what something is, click on it.
9. Always be aware of your student's involvement, access and behavior on social media outlets as well as email. Discuss things to talk about in the future and now. Discuss the permanency of things on the Internet and how you can't take it back, legal issues, pictures, etc.
10. Encourage conversation with your student if they have a questions or concern about something they saw on the Internet.

Responsible Use of Artificial Intelligence (AI) in Academic Work

At Odyssey Charter Schools, we value integrity, honesty, and the development of critical thinking skills among our students. In line with these principles, the use of Artificial Intelligence (AI) tools for academic work is governed by these procedures. These procedures aim to promote academic integrity, prevent unfair advantages, and uphold the ethical standards of scholarship within our school community.

Scope:

These procedures apply to all students from Kindergarten to 12th grade at Odyssey Charter School, regardless of whether they are engaged in in-person, online, or blended learning environments.

Guidelines:

Prohibited Use of AI:

- Students are prohibited from utilizing AI Technologies to complete assignments, projects, exams, or any other form of academic work without explicit permission from the instructor.
- AI-generated content, including essays, reports, solutions to problems, and any other work, is strictly prohibited.

Permission and Supervision:

- Instructors may grant permission for students to use AI tools for specific academic tasks, provided that:
 - The instructor provides clear guidelines on the scope and limitations of AI tool usage.
 - The instructor monitors the process to ensure compliance with academic integrity standards.
- Permission should be sought well in advance of the assignment deadline, and students must obtain explicit approval before incorporating AI into their work.

Educational Awareness:

- Odyssey Charter School will provide educational resources to raise awareness about the ethical implications of AI use in academic settings.
- Teachers will incorporate discussions on AI ethics, plagiarism, and academic integrity into relevant curricula to foster a deeper understanding among students.
- Teachers will learn to incorporate AI into their instructional practices, teaching students to use these tools in a responsible and ethical manner.

Discipline for Violations:

- Any student found to be in violation of this policy will face disciplinary action, which may include but is not limited to:
 - Parental notification.

- Referral to the school's administration.
- Redoing the assignment or exam in question.
- Receiving a failing grade for the assignment or exam in question.
- Repeated offenses will result in escalated disciplinary measures based on Odyssey's Restorative Discipline Plan.
- All alleged violations will be investigated thoroughly and students will be assured due process.

Reporting Violations:

- Teachers, or staff who suspect or witness a violation of this policy are encouraged to report it to the school administration promptly.
- Reports will be treated with confidentiality and investigated thoroughly.

Implementation:

- These procedures will be disseminated to all students, parents, teachers, and staff at the beginning of each academic year.
- Teachers will ensure that students understand the policy and its implications within their respective classes.
- The procedures will be reviewed annually to ensure their effectiveness and relevance in addressing emerging challenges related to AI use in academic work.

Conclusion:

The responsible use of AI in academic work is essential to uphold the integrity and fairness of the learning environment at Odyssey Charter Schools. By adhering to this policy, we reinforce our commitment to academic excellence, ethical conduct, and the holistic development of our students.

SUCCESS STRATEGIES

Parent Tips

Odyssey is unique in that parents assume the responsibility of a partnership with licensed teachers in the education of the student. The parent's role is critical for the success of the student. We recommend that you strive throughout the year to attain the following skills:

- Develop basic computer skills and prepare for the “21st Century glitches.” What steps will you take if your computer goes down? Have a practical plan in place.
- Become familiar with the Internet to find websites that will support your student's lessons.
- Be able to print out necessary materials. If you do not have a printer, you may print out materials at your local library for a small fee.
- Regularly utilize the library and other community resources.
- Ensure that your student actively participates in school activities and programs.
- Adhere to school requirements and procedures to ensure that both you and your student's experiences on campus are successful.
- If additional school days are required, make certain your student is in attendance. The school provides many valuable resources that are intended to promote development or strengthen skills (schedules TBA).
- Build relationships with our teachers. Share ideas openly, discuss difficulties, and use all of the tools made available to you.
- Always encourage your student.
- Do not be afraid to make mistakes.

Successful Strategies for Effective Communication: Resolving Differences So Everyone Wins

Communication plays a critical role in education, especially in a school environment where email and the telephone are used more frequently than face-to-face meetings. The success of our program is often attributed to effective communication between the teacher, the students and the parents.

Those who have been most successful in our school point to several strategies that worked for them. With the additional help of our counselor, we are able to offer the following list of guidelines for making your year a year in which EVERYONE WINS!

1. Accept and respect that individual opinions may differ. Work to develop common agreement.
2. Communicate assertively, not aggressively.
3. Focus on the issue, not your position about the issue.
4. Give others an opportunity to express themselves without jumping to conclusions or making assumptions about what they are feeling or thinking.
5. Review the situation as one where no one has to win and no one has to lose. Work toward a solution where both parties can have some of their needs met.
6. Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue.
7. Thank the person for listening to you.
8. Stay in the present.
9. Take time to cool off should you find yourself becoming angry or annoyed; send the email or make the phone call once you have regained control.
10. Work through the problem. It is best to start with a compliment.

Remember the goal is that all parties want what is best for the student.

For additional suggestions or further resources please contact the school counselor.

Public Records Request

To make a formal request for records that are available to the public, please reference the Public Records Request document found on Odyssey's website at the following link:

[Public Records Request](#)

Public Concern Process

Parent has a concern



Parents of students in grades K-5 are encouraged to speak with the teacher of record to resolve the issue or address the concern. Parents of students in grades 6-12 are encouraged to speak with the subject area teacher to resolve the issue or address the concern.



If the issue is not resolved or the parent feels the area of concern was not adequately addressed, the parent will be referred to:

Elementary or Middle School teacher issue or concern: The Principal of the elementary or middle school program

High School teacher issue or concern: The Principal or Assistant Principal of the high school

Special Education Teacher/Facilitator issue or concern: The Director of Federal Programs



If the parent speaks with the Director of Federal Programs, Principal, or Assistant Principal and still has an issue or concern, the parent is referred to the Superintendent of Odyssey Charter Schools.



After speaking with the Superintendent of Schools, the parent can take his/her complaint, issue, or concern to Odyssey Charter Schools' Board of Directors.

Asbestos Management Plan

In order to comply with the USEPA Asbestos Containing Materials in Schools Regulations, Odyssey Charter Schools has prepared an Asbestos Management Plan. This written document is available for review in the school's administrative office during normal business hours. At this time, no asbestos containing building materials have been identified at our facility and no asbestos response actions have been conducted or are anticipated in the near future. The Asbestos Management Plan document sets forth a set of policies and procedures that are designed to minimize the potential for exposure to building occupants should any asbestos containing materials be identified within the facility at some future date. Questions about this notice should be directed to Michelle Truman 702-257-0578.

NEVADA REVISED STATUTES

NRS 392.040 Attendance required for child between 7 and 18 years of age; minimum age required for kindergarten and first grade; waiver from attendance available for child 6 years of age; developmental screening test required to determine placement of certain children. Except as otherwise provided by law, each parent, custodial parent, guardian or other person in the State of Nevada having control or charge of any child between the ages of 7 and 18 years shall send the child to a public school during all the time the public school is in session in the school district in which the child resides unless the child has graduated from high school.

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

1. The board of trustees of each school district shall prescribe a minimum number of days that a pupil who is subject to compulsory attendance and enrolled in a school in the district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade. The board of trustees of a school district may adopt a policy prescribing a minimum number of days that a pupil who is enrolled in kindergarten or first grade in the school district must be in attendance for the pupil to obtain credit or to be promoted to the next higher grade.
2. For the purposes of this section, the days on which a pupil is not in attendance because the pupil is absent for up to 10 days within 1 school year with the approval of the teacher or principal of the school pursuant to [NRS 392.130](#), must be credited towards the required days of attendance if the pupil has completed course-work requirements. If the board of trustees of a school district has adopted a policy pursuant to subsection 5, the 10-day limitation on absences does not apply to absences that are excused pursuant to that policy.
3. Except as otherwise provided in subsection 5, before a pupil is denied credit or promotion to the next higher grade for failure to comply with the attendance requirements prescribed pursuant to subsection 1, the principal of the school in which the pupil is enrolled or his designee shall provide written notice of the intended denial to the parent or legal guardian of the pupil. The notice must include a statement indicating that the pupil and his parent or legal guardian may request a review of the absences of the pupil and a statement of the procedure for requesting such a review. Upon the request for a review by the pupil and his parent or legal guardian, the principal or his designee shall review the reason for each absence of the pupil upon which the intended denial of credit or promotion is based. After the review, the principal or his designee shall credit towards the required days of attendance each day of absence for which:
 - a. There is evidence or a written affirmation by the parent or legal guardian of the pupil that the pupil was physically or mentally unable to attend school on the day of the absence; and
 - b. The pupil has completed course-work requirements.

NRS 392.130 Conditions under which pupil deemed truant; approval required for absence; notice of unapproved absence to parent; applicability.

1. Within the meaning of this chapter, a pupil shall be deemed a truant who is absent from school without the written approval of his teacher or the principal of the school, unless the pupil is physically or mentally unable to attend school. The teacher or principal shall give his written approval for a pupil to be absent if an emergency exists or upon the request of a parent or legal guardian of the pupil. Before a pupil may attend or otherwise participate in school activities outside the classroom during regular classroom hours, he must receive the approval of the teacher or principal.
2. An unapproved absence for at least one period, or the equivalent of one period for the school, of a school day may be deemed truancy for the purposes of this section.
3. If a pupil is physically or mentally unable to attend school, the parent or legal guardian or other person having control or charge of the pupil shall notify the teacher or principal of the school orally or in writing, in accordance with the policy established by the board of trustees of the school district, within 3 days after the pupil returns to school.
4. An absence which has not been approved pursuant to subsection 1 or 3 shall be deemed an unapproved absence. In the event of an unapproved absence, the teacher, attendance officer or other school official shall deliver or cause to be delivered a written notice of truancy to the parent, legal guardian or other person having control or charge of the child. The written notice must be delivered to the parent, legal guardian or other person who has control of the child. The written notice must inform the parents or legal guardian of such absences in a form specified by the Department.
5. The provisions of this section apply to all pupils who are required to attend school pursuant to [NRS 392.040](#).
6. As used in this section, "physically or mentally unable to attend" does not include a physical or mental condition for which a pupil is excused pursuant to [NRS 392.050](#).

NRS 392.140 Conditions under which pupil declared habitual truant; applicability.

1. Any child who has been declared truant three or more times within one school year must be declared a habitual truant.
2. Any child who has once been declared a habitual truant and who in an immediately succeeding year is absent from school without the written:
 - a. Approval of his teacher or the principal of the school pursuant to subsection 1 of [NRS](#) _____

[392.130](#); or

- b. Notice of his parent or legal guardian or other person who has control or charge over the pupil pursuant to subsection 3 of [NRS 392.130](#), may again be declared a habitual truant.
3. The provisions of this section apply to all pupils who are required to attend school pursuant to [NRS 392.040](#).

NRS 392.144 Duties of school if pupil is truant; reporting of habitual truant to law enforcement or referral to advisory board.

1. If a pupil has one or more unapproved absences from school, the school in which the pupil is enrolled shall take reasonable actions designed, as applicable, to encourage, enable or convince the pupil to attend school.
2. If a pupil is a habitual truant pursuant to [NRS 392.140](#), the principal of the school shall:
 - a. Report the pupil to a school police officer or to the local law enforcement agency for investigation and issuance of a citation, if warranted, in accordance with [NRS 392.149](#); or
 - b. If the parent or legal guardian of a pupil has signed a written consent pursuant to subsection 4, submit a written referral of the pupil to the advisory board to review school attendance in the county in accordance with [NRS 392.146](#).
3. The board of trustees of each school district shall adopt criteria to determine whether the principal of a school shall report a pupil to a school police officer or law enforcement agency pursuant to paragraph (a) of subsection 2 or refer a pupil to an advisory board to review school attendance pursuant to paragraph (b) of subsection 2.
4. If the principal of a school makes an initial determination to submit a written referral of a pupil to the advisory board to review school attendance, the principal shall notify the parent or legal guardian of the pupil and request the parent or legal guardian to sign a written consent that authorizes the school and, if applicable, the school district to release the records of the pupil to the advisory board to the extent that such release is necessary for the advisory board to carry out its duties pursuant to [NRS 392.146](#) and [392.147](#). The written consent must comply with the applicable requirements of 20 U.S.C. § 1232g(b) and 34 C.F.R. Part 99. If the parent or legal guardian refuses to sign the consent, the principal shall report the pupil to a school police officer or to a local law enforcement agency pursuant to paragraph (a) of subsection 2.

NRS 392.210 Penalty for failure of parent, guardian or custodian of child to prevent subsequent truancy; limitation for providers of foster care.

1. Except as otherwise provided in subsection 2, a parent, guardian or other person who has control or charge of any child and to whom notice has been given of the child's truancy as provided in [NRS 392.130](#) and [392.140](#), and who fails to prevent the child's subsequent truancy within that school year, is guilty of a misdemeanor.
2. A person who is licensed pursuant to [NRS 424.030](#) to conduct a family foster home, a specialized foster home or a group foster home is liable pursuant to subsection 1 for a child in his or her foster care only if the person has received notice of the truancy of the child as provided in [NRS 392.130](#) and [392.140](#), and negligently fails to prevent the subsequent truancy of the child within that school year.

NRS 392.215 False statement concerning age or attendance; false birth certificate or record of attendance; refusal to furnish documents;

penalty. Any parent, guardian or other person who, with intent to deceive under [NRS 392.040](#) to [392.110](#), inclusive, or [392.130](#) to [392.165](#), inclusive:

- a. Makes a false statement concerning the age or attendance at school;
 - b. Presents a false birth certificate or record of attendance at school; or
 - c. Refuses to furnish a suitable identifying document, record of attendance at school or proof of change of name, upon request by a local law enforcement agency conducting an investigation in response to notification pursuant to subsection 4 of [NRS 392.165](#), of a child under 18 years of age who is under his or her control or charge, is guilty of a misdemeanor.

NRS 392.220 Penalty for abetting truancy; unlawful employment of child absent from school; visitation of place of employment by school officer or attendance clerk to verify compliance.

1. Any person, including, without limitation, a parent or legal guardian of a child, who knowingly induces or attempts to induce any child to be absent from school unlawfully, including, without limitation, requiring the child to provide care for a sibling while school is in session, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school, is guilty of a misdemeanor.
2. The attendance officer for the school district, an attendance clerk or any other school officer is empowered to visit any place or establishment where minor children are employed to ascertain whether the provisions of this title of NRS are complied with fully, and may demand from all employers of such children a list of children employed, with their names and ages.

Bullying and Cyber-Bullying Is Prohibited in Public Schools

PROVISION OF SAFE AND RESPECTFUL LEARNING ENVIRONMENT

General Provisions

NRS 388.121 Definitions. As used in [NRS 388.121](#) to [388.1395](#), inclusive, unless the context otherwise requires, the words and terms defined in [NRS 388.1215](#) to [388.127](#), inclusive, have the meanings ascribed to them in those sections.

(Added to NRS by [2001, 1928](#); A [2005, 705](#); [2009, 687](#); [2011, 2244](#); [2013, 1654](#), [2137](#); [2015, 411](#); [2017, 4153](#); [2019, 3234](#); [2021, 1715](#), [3359](#), [3559](#))

NRS 388.1215 “Administrator” defined. “Administrator” means the principal, administrator or other person in charge of a school.

(Added to NRS by [2017, 4152](#))

NRS 388.122 “Bullying” defined.

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

(a) Have the effect of:

(1) Physically harming a person or damaging the property of a person; or

(2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;

(b) Interfere with the rights of a person by:

(1) Creating an intimidating or hostile educational environment for the person; or

(2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or

(c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:

(1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or

(2) Association of a person with another person having one or more of those actual or perceived characteristics.

2. The term includes, without limitation:

(a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;

(b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;

(c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;

(d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;

(e) Blackmail, extortion or demands for protection money or involuntary loans or donations;

(f) Blocking access to any property or facility of a school;

(g) Stalking; and

(h) Physically harmful contact with or injury to another person or his or her property.

(Added to NRS by [2009, 687](#); A [2011, 2245](#); [2013, 1655](#), [2138](#); [2015, 411](#))

NRS 388.123 “Cyber-bullying” defined. “Cyber-bullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in [NRS 200.737](#).

(Added to NRS by [2009, 687](#); A [2011, 1062](#))

NRS 388.1235 “Discrimination based on race” defined. “Discrimination based on race” means any single or repeated or pervasive act or acts, whether targeted to a specific person or targeted in general to any demographic identified in subsection 1:

1. Regarding the race, color, culture, religion, language, ethnicity or national origin of a person that causes harm or creates a hostile work or learning environment, which may include, without limitation, jokes, threats, physical altercations or intimidation; and

2. That occurs in person, online or in any other setting including, without limitation, in a course of distance education.

(Added to NRS by [2021, 3358](#))

NRS 388.124 “Electronic communication” defined. “Electronic communication” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer or any similar means of communication.

(Added to NRS by [2009, 687](#))

NRS 388.126 “Governing body” defined. “Governing body” means the board of trustees of a school district or the governing body of a charter school.

(Added to NRS by [2017, 4152](#))

NRS 388.1265 “Protective hairstyle” defined. “Protective hairstyle” includes, without limitation, hairstyles such as natural hairstyles, afros, bantu knots, curls, braids, locks and twists.

(Added to NRS by [2021, 1715](#))

NRS 388.1267 “Race” defined. “Race” includes traits associated with race, including, without limitation, hair texture and protective hairstyles.

(Added to NRS by [2021, 1715](#))

NRS 388.127 “School” defined. “School” means a public school, including, without limitation, a charter school.

(Added to NRS by [2017, 4152](#))

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

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

(Added to NRS by [2001. 1929](#); A [2005. 705](#); [2009. 687](#); [2013. 1655](#); [2015. 412](#), [881](#); [2017. 4153](#); [2021. 3360](#))

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

1. The Legislature hereby declares that the members of a governing body and all administrators and teachers have a duty to create and provide a safe and respectful learning environment for all pupils that is free of discrimination based on race, bullying and cyber-bullying.

2. A parent or guardian of a pupil may petition a court of competent jurisdiction for a writ of mandamus to compel the performance of any duty imposed by the provisions of [NRS 388.121](#) to [388.1395](#), inclusive.

3. Nothing in this section shall be deemed to preclude a parent or guardian of a pupil from seeking any remedy available at law or in equity.

(Added to NRS by [2015, 410](#); A [2017, 4154](#); [2021, 3361](#))

NRS 388.1322 Compliance with provisions relating to safe and respectful learning environment by private school authorized. A private school, as defined in [NRS 394.103](#), and the governing body and administrator of the private school are authorized to comply with [NRS 388.121](#) to [388.1395](#), inclusive, wholly or in part. Any such compliance is wholly voluntary, and no liability attaches to any failure to comply on the part of the private school, governing body or administrator.

(Added to NRS by [2017, 4152](#); A [2021, 3361](#))

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

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

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

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

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

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

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

(2) Training regarding effective intervention and remediation strategies regarding discrimination based on race, bullying and cyber-bullying;

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

(4) Information on and referral to available resources regarding suicide prevention and the relationship between discrimination based on race, bullying or cyber-bullying and suicide, including, without limitation, resources for pupils who are members of groups at a high risk of suicide. Such groups include, without limitation, the groups described in subsection 3 of [NRS 388.256](#).

4. The Director of the Office shall establish procedures by which the Office may receive reports of discrimination based on race, bullying and cyber-bullying and complaints regarding violations of the provisions of [NRS 388.121](#) to [388.1395](#), inclusive.

5. The Director of the Office or his or her designee shall investigate any complaint that a teacher, administrator, coach or other staff member or member of a governing body has violated a provision of [NRS 388.121](#) to [388.1395](#), inclusive. If a complaint alleges criminal conduct or an investigation leads the Director of the Office or his or her designee to suspect criminal conduct, the Director of the Office may request assistance from the Investigation Division of the Department of Public Safety.

(Added to NRS by [2015, 410](#); A [2017, 4155](#); [2019, 1762](#); [2021, 3361](#))

NRS 388.1324 Committee on statewide school safety; membership; duties.

1. The Governor shall appoint a committee on statewide school safety. Appointments must be made to represent each of the geographic areas of the State.

2. The committee must consist of:

- (a) One representative of the Department of Education;
- (b) One representative of the Department of Public Safety;
- (c) One representative of the Division of Emergency Management of the Office of the Military;
- (d) One representative of the Department of Health and Human Services;
- (e) One representative who is a licensed teacher in this State;
- (f) One representative who is the principal of a school in this State;
- (g) One superintendent of a school district in this State;
- (h) One school resource officer assigned to a school in this State;
- (i) One person employed as a paraprofessional, as defined in [NRS 391.008](#), by a school in this State;
- (j) One school psychologist employed by a school in this State;
- (k) One provider of mental health other than a psychologist who provides services to pupils at a school in this State;
- (l) The State Fire Marshal or his or her designee;
- (m) One parent or legal guardian of a pupil enrolled in a school in this State;
- (n) At least two pupils enrolled in a school in this State; and
- (o) Any other representative the Governor deems appropriate.

3. The committee shall:

(a) Establish methods which facilitate the ability of a pupil enrolled in a school in this State to express his or her ideas related to school safety and the well-being of pupils enrolled in schools in this State;

(b) Evaluate the impact of social media on school safety and the well-being of pupils enrolled in schools in this State; and

(c) Discuss and make recommendations to the Governor and the Department related to the findings of the committee.

4. As used in this section, “social media” has the meaning ascribed to it in [NRS 232.003](#).

(Added to NRS by [2019, 3232](#); A [2021, 2091](#))

NRS 388.1325 Bullying Prevention Account: Creation; acceptance of gifts and grants; credit of interest and income; authorized uses by school district that receives grant. Repealed. (See chapter 238, [Statutes of Nevada 2021, at page 1140](#).)

NRS 388.1327 Regulations. The State Board shall adopt regulations as are necessary to carry out the provisions of [NRS 388.121](#) to [388.1395](#), inclusive.

(Added to NRS by [2011, 2244](#); A [2013, 2755](#); [2015, 413](#); [2017, 4155](#); [2021, 1125, 3362](#))

Policies; Informational Pamphlet; Program of Training

NRS 388.133 Policy by Department concerning safe and respectful learning environment. [Effective through June 30, 2022.]

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

2. The policy must include, without limitation:

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

(b) Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions;

(c) Requirements and methods for restorative disciplinary practices; and

(d) A policy for use by school districts and schools to train members of the governing body and all administrators, teachers and all other personnel employed by the governing body. The policy must include, without limitation:

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

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

(3) Training concerning the needs of persons with diverse gender identities or expressions;

(4) Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder;

(5) Methods to promote a positive learning environment;

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

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

(Added to NRS by [2005, 704](#); A [2009, 687](#); [2013, 1656, 2138](#); [2015, 881](#); [2017, 4155](#); [2019, 3234](#); [2021, 3362](#))

NRS 388.133 Policy by Department concerning safe and respectful learning environment. [Effective July 1, 2022.]

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

2. The policy must include, without limitation:

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

(b) Requirements and methods for addressing the rights and needs of persons with diverse gender identities or expressions;

(c) Requirements and methods for restorative disciplinary practices that align with the statewide framework for restorative justice if such a framework is developed pursuant to [NRS 388.1333](#); and

(d) A policy for use by school districts and schools to train members of the governing body and all administrators, teachers and all other personnel employed by the governing body. The policy must include, without limitation:

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

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

(3) Training concerning the needs of persons with diverse gender identities or expressions;

(4) Training concerning the needs of pupils with disabilities and pupils with autism spectrum disorder;

(5) Methods to promote a positive learning environment;

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

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

(Added to NRS by [2005, 704](#); A [2009, 687](#); [2013, 1656, 2138](#); [2015, 881](#); [2017, 4155](#); [2019, 3234](#); [2021, 3362, 3559](#), effective July 1, 2022)

NRS 388.1333 Development of statewide framework for restorative justice by Department. [Effective July 1, 2022.]

1. To the extent that money is available, the Department shall develop a statewide framework for restorative justice. The statewide framework must, without limitation:

(a) In accordance with [NRS 392.472](#), establish standards for a plan of action based on restorative justice to enable a public school to address the unique needs of pupils enrolled in the school;

(b) Provide for the identification of and address the needs of homeless pupils, unaccompanied pupils or pupils in foster care;

(c) Address the occurrences of the suspension, expulsion or removal of pupils from school that disproportionately affect pupils who belong to a group of pupils listed in subsection 2 of [NRS 385A.250](#);

(d) Provide for the improvement of school climate, culture and safety and pupil outcomes by providing information on, without limitation:

(1) Multi-tiered systems of support;

(2) Early warning systems;

(3) Positive behavioral interventions and support;

(4) The provision of school social workers;

(5) Curriculum on social and emotional learning; and

(6) Trauma-informed practices; and

(e) Provide for training for teachers, administrators and other school staff in:

(1) Child and adolescent development;

(2) Restorative justice, including, without limitation, positive behavioral interventions and support, conflict resolution and de-escalation techniques; and

(3) Psychology, trauma and chronic stress, the effect of trauma and chronic stress on pupils and learning and effective responses to trauma and chronic stress.

2. The Department may apply for grants, gifts and donations of money to carry out the objectives of the statewide framework for restorative justice.

3. As used in this section:

(a) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(c) "Restorative justice" has the meaning ascribed to it in [NRS 392.472](#).

(d) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

(Added to NRS by [2021, 3558](#), effective July 1, 2022)

NRS 388.1335 Inclusion of mental health resources on pupil identification card. The board of trustees of a school district or the governing body of a charter school shall ensure that information relating to mental health resources, including, without limitation, the telephone number for a local or national suicide prevention hotline, appears on the back of any identification card issued to a pupil at a school within the school district or the charter school.

(Added to NRS by [2021, 3220](#))

NRS 388.1337 Development of restorative practices for victims and perpetrators of discrimination based on race. A governing body shall develop restorative practices in accordance with the provisions of [NRS 388.133](#) for both victims and perpetrators of discrimination based on race.

(Added to NRS by [2021, 3358](#))

NRS 388.134 Policy by governing bodies for provision of safe and respectful learning environment and policy for ethical, safe and secure use of computers; provision of training to governing bodies and school personnel; posting of policies on Internet website; annual review and update of policies. Each governing body shall:

1. Adopt the policy prescribed pursuant to [NRS 388.133](#) and the policy prescribed pursuant to subsection 2 of [NRS 389.520](#). The governing body may adopt an expanded policy for one or both of the policies if each expanded policy complies with the policy prescribed pursuant to [NRS 388.133](#) or pursuant to subsection 2 of [NRS 389.520](#), as applicable.

2. Provide for the appropriate training of members of the governing body and all administrators, teachers and all other personnel employed by the governing body in accordance with the policies prescribed pursuant to [NRS 388.133](#) and pursuant to subsection 2 of [NRS 389.520](#). For members of the governing body who have not previously served on the governing body or for employees of the school district or school who have not previously been employed by the district or school, the training required by this subsection must be provided within 180 days after the member begins his or her service or after the employee begins his or her employment, as applicable.

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

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

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

(Added to NRS by [2005, 705](#); A [2009, 688](#); [2011, 2245](#); [2013, 2138](#); [2017, 4156](#))

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

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

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

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

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

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

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

4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.

(Added to NRS by [2011, 2241](#); A [2013, 1656](#); [2015, 414](#); [2017, 4157](#); [2021, 3363](#))

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and governing bodies; completion of certain programs by school district and school personnel; annual review and update of programs of training.

1. The Department, in consultation with persons who possess knowledge and expertise in discrimination based on race, bullying and cyber-bullying, shall establish a program of training:

(a) On methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for members of the State Board.

(b) On methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying for the members of a governing body.

(c) For school district and school personnel to assist those persons with carrying out their powers and duties pursuant to [NRS 388.121](#) to [388.1395](#), inclusive.

(d) For school district and school personnel in the prevention of violence and suicide, including, without limitation, violence and suicide associated with discrimination based on race, bullying and cyber-bullying, and appropriate methods to respond to incidents of violence or suicide. Such training must include, without limitation, instruction concerning the identification of:

(1) Appropriate mental health services at the school and in the community in which the school is located and how and when to refer pupils and their families for such services; and

(2) Other persons and organizations in the community in which the school is located, including, without limitation, religious and other nonprofit organizations, that may be able to assist with the response to a suicide.

(e) For school district and school personnel concerning the needs of persons with diverse gender identities or expressions.

(f) For school district and school personnel concerning the needs of pupils with disabilities and pupils with autism spectrum disorder.

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

3. Except as otherwise provided in [NRS 388.134](#), each member of a governing body shall, within 1 year after the member begins his or her service on the governing body, complete the program of training on discrimination based on race, bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the governing body.

4. Each administrator of a school shall complete the program of training established pursuant to paragraphs (d), (e) and (f) of subsection 1:

- (a) Within 90 days after becoming an administrator;
- (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
- (c) At least once during any school year within which the program of training is revised or updated.

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

6. The governing body may allow school personnel to attend the program established pursuant to paragraph (c), (d), (e) or (f) of subsection 1 during regular school hours.

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

(Added to NRS by [2011, 2242](#); A [2013, 1657, 2139](#); [2015, 414](#); [2017, 4157](#); [2019, 1762](#); [2021, 3364](#))

School Safety Team

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

- 1. Establish a school safety team to develop, foster and maintain a school environment which is free from discrimination based on race, bullying and cyber-bullying;
- 2. Conduct investigations of violations of [NRS 388.135](#) occurring at the school; and
- 3. Collaborate with the governing body and the school safety team to prevent, identify and address reported violations of [NRS 388.135](#) at the school.

(Added to NRS by [2011, 2243](#); A [2013, 1658](#); [2017, 4158](#); [2021, 3365](#))

NRS 388.1344 Membership; chair; duties.

1. Each school safety team established pursuant to [NRS 388.1343](#) must consist of the administrator of the school or his or her designee and the following persons appointed by the administrator:

- (a) A school counselor, school psychologist or social worker if the school employs a person in such a position full-time;
- (b) At least one teacher who teaches at the school;
- (c) At least one parent or legal guardian of a pupil enrolled in the school;
- (d) A school police officer or school resource officer if the school employs a person in such a position full-time;
- (e) For a middle school, junior high school or high school, one pupil enrolled in the school; and
- (f) Any other persons appointed by the administrator.

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

3. The school safety team shall:

- (a) Meet at least two times each year;
 - (b) Identify and address patterns of discrimination based on race, bullying or cyber-bullying;
 - (c) Review and strengthen school policies to prevent and address discrimination based on race, bullying or cyber-bullying;
 - (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying;
 - (e) To the extent practicable, work with members of the community with expertise in cultural competency; and
 - (f) To the extent money is available, participate in any training conducted by the school district or school regarding bullying and cyber-bullying.
4. To the extent practicable, the school safety team must consist of members who are representative of the demographic groups identified in subsection 1 of [NRS 388.1235](#).

(Added to NRS by [2011, 2243](#); A [2013, 1658](#); [2017, 4159](#); [2019, 3235](#); [2021, 3365](#))

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

NRS 388.135 Discrimination based on race, bullying and cyber-bullying prohibited. A member of a governing body, any employee of a governing body, including, without limitation, an administrator, teacher or other staff member, a member of a club or organization which uses the facilities of any school, regardless of whether the club or organization has any connection to the school, or any pupil shall not engage in discrimination based on race, bullying or cyber-bullying on the premises of any school, at an activity sponsored by a school or on any school bus.

(Added to NRS by [2001, 1929](#); A [2009, 688](#); [2013, 1658](#); [2017, 4159](#); [2021, 3366](#))

NRS 388.13505 Reporting and categorization of incident of discrimination based on race.

1. A pupil or the parent or legal guardian of a pupil who witnesses an incident of discrimination based on race may report the incident to an administrator or his or her designee.
2. A governing body shall categorize an incident of discrimination based on race as a racially motivated or hate incident on the appropriate system to track pupil information used by a school.

(Added to NRS by [2021, 3358](#))

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

1. Except as otherwise provided in [NRS 388.13535](#), a teacher, administrator, coach or other staff member who witnesses a violation of [NRS 388.135](#) or receives information that a violation of [NRS 388.135](#) has occurred shall report the violation to the administrator or his or her designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, coach or other staff member witnessed the violation or received information regarding the occurrence of a violation.
2. Except as otherwise provided in this subsection, upon receiving a report required by subsection 1, the administrator or designee shall immediately take any necessary action to stop the discrimination based on race, bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the discrimination based on race, bullying or cyber-bullying and shall begin an investigation into the report. If the administrator or designee does not have access to the

reported victim of the alleged violation of [NRS 388.135](#), the administrator or designee may wait until the next school day when he or she has such access to take the action required by this subsection.

3. The investigation conducted pursuant to subsection 2 must include, without limitation:

(a) Except as otherwise provided in subsection 4, notification provided by telephone, electronic mail or other electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported discrimination based on race, bullying or cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the discrimination based on race, bullying or cyber-bullying. The notification must be provided:

(1) If the discrimination based on race, bullying or cyber-bullying is reported before the end of school hours on a school day, before the school's administrative office closes on the day on which the discrimination based on race, bullying or cyber-bullying is reported; or

(2) If the discrimination based on race, bullying or cyber-bullying was reported on a day that is not a school day, or after school hours on a school day, before the school's administrative office closes on the school day following the day on which the discrimination based on race, bullying or cyber-bullying is reported.

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

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

5. Except as otherwise provided in this subsection, an investigation required by this section must be completed not later than 2 school days after the administrator or designee receives a report required by subsection 1. If extenuating circumstances prevent the administrator or designee from completing the investigation required by this section within 2 school days after making a good faith effort, 1 additional school day may be used to complete the investigation. The time for completing an investigation into a report of cyber-bullying may also be extended to not more than 5 school days after the report is received with the consent of each reported victim of the cyber-bullying or, if a reported victim is under 18 years of age and is not emancipated, the parent or guardian of the reported victim.

6. An administrator or designee who conducts an investigation required by this section shall complete a written report of the findings and conclusions of the investigation. If a violation is found to have occurred:

(a) The report must include recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 3 as part of the investigation; and

(b) Any action taken after the completion of the investigation to address the discrimination based on race, bullying or cyber-bullying must be based on restorative disciplinary practices and carried out in a manner that causes the least possible disruption for the victim or victims. When necessary, the administrator or his or her designee shall give priority to ensuring the safety and well-being of the victim or victims over any interest of the perpetrator or perpetrators when determining the actions to take.

7. If a violation is found not to have occurred, information concerning the incident must not be included in the record of the reported aggressor.

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

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

10. The parent or guardian of a pupil involved in the reported violation of [NRS 388.135](#) may appeal a disciplinary decision of the administrator or his or her designee, made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the governing body. Not later than 30 days after receiving a response provided in accordance with such a policy, the parent or guardian may submit a complaint to the Department. The Department shall consider and respond to the complaint pursuant to procedures and standards prescribed in regulations adopted by the Department.

11. If a violation of [NRS 388.135](#) is found to have occurred, the parent or guardian of a pupil who is a victim of discrimination based on race, bullying or cyber-bullying may request that the board of trustees of the school district in which the pupil is enrolled to assign the pupil to a different school in the school district. Upon receiving such a request, the board of trustees shall, in consultation with the parent or guardian of the pupil, assign the pupil to a different school.

12. A principal or his or her designee shall submit a monthly report to the direct supervisor of the principal that includes for the school the number of:

- (a) Reports received pursuant to subsection 1 concerning incidents of bullying or cyber-bullying;
- (b) Reports received pursuant to subsection 1 concerning incidents of discrimination based on race;
- (c) Times in which a violation of [NRS 388.135](#) is found to have occurred; and
- (d) Times in which no violation of [NRS 388.135](#) is found to have occurred.

13. A direct supervisor who receives a monthly report pursuant to subsection 12 shall, each calendar quarter, submit a report to the Office for a Safe and Respectful Learning Environment that includes, for the schools for which the direct supervisor has received a monthly report in the calendar quarter and categorized by types of incidents and the demographics identified in subsection 1 of [NRS 388.1235](#), the:

- (a) Total number of reports received pursuant to subsection 1 concerning bullying or cyber-bullying;
- (b) Total number of reports received pursuant to subsection 1 concerning incidents of discrimination based on race;
- (c) Number of times in which a violation of [NRS 388.135](#) is found to have occurred; and
- (d) Number of times in which no violation of [NRS 388.135](#) is found to have occurred.

14. The Office for a Safe and Respectful Learning Environment, in consultation with the direct supervisor of a principal, shall, after reviewing a report submitted pursuant to subsection 12 or 13, as applicable, make any recommendations based on identified trends and patterns the Office determines to be appropriate regarding interventions or training to address discrimination based on race, bullying and cyber-bullying at the school.

15. School hours and school days are determined for the purposes of this section by the schedule established by the governing body for the school.

16. The provisions of this section must not be construed to place any limit on the time within which an investigation concerning any alleged act that constitutes sexual assault must be completed.

(Added to NRS by [2011, 2244](#); A [2013, 2140](#); [2015, 415](#), [2069](#); [2017, 1488](#), [4159](#); [2019, 1307](#), [1913](#); [2021, 3366](#))

NRS 388.1352 Establishment of policy by governing body for employees to report violations to law enforcement. A governing body, in conjunction with the school police officers of the school district, if any, and the local law enforcement agencies that have jurisdiction over the school district or school, shall establish a policy for the procedures which must be followed by an employee of the school district or school when reporting a violation of [NRS 388.135](#) to a school police officer or local law enforcement agency.

(Added to NRS by [2011, 2244](#); A [2017, 4161](#))

NRS 388.13535 Deferral of required investigation of discrimination based on race, bullying or cyber-bullying; actions by administrator or designee if investigation is deferred; exemption from certain requirements if violation committed by certain pupils.

1. If a law enforcement agency is investigating a potential crime involving an alleged violation of [NRS 388.135](#), the administrator or his or her designee may, after providing the notification required by paragraph (a) of subsection 3 of [NRS 388.1351](#), defer the investigation required by that section until the completion of the criminal investigation by the law enforcement agency. If the administrator or his or her designee defers an investigation pursuant to this subsection, the administrator or designee shall:

(a) Immediately develop and carry out a plan to protect the safety of each pupil directly involved in the alleged violation of [NRS 388.135](#); and

(b) To the extent that the law enforcement agency has provided the administrator or designee with information about the projected date for completion of its investigation, provide the parents or guardians of each pupil directly involved in the alleged violation of [NRS 388.135](#) with that information.

2. Except as otherwise provided in this section, the deferral authorized by subsection 1 does not affect the obligations of the administrator or designee pursuant to [NRS 388.121](#) to [388.1395](#), inclusive.

3. Any plan developed pursuant to subsection 1 must be carried out in a manner that causes the least possible disruption for the reported victim or victims of discrimination based on race, bullying or cyber-bullying. When necessary, the administrator or his or her designee shall give priority to protecting the reported victim or victims over any interest of the reported perpetrator or perpetrators when determining how to carry out the plan.

4. If the administrator or designee determines that a violation of [NRS 388.135](#) was caused by the disability of the pupil who committed the violation:

(a) The provisions of [NRS 388.1351](#) do not apply to the same or similar behavior if the behavior is addressed in the pupil's individualized education program; and

(b) The administrator or designee shall take any measures necessary to protect the safety of the victim of the violation.

5. The provisions of [NRS 388.1351](#) do not apply to a violation of [NRS 388.135](#) committed by:

(a) A pupil who is enrolled in prekindergarten if the behavior is addressed through measures intended to modify the behavior of the pupil.

(b) An employee of a school or school district against another employee of a school or school district.

(c) An adult who is not a pupil or employee of a school or school district against another such adult.

(Added to NRS by [2017, 4153](#); A [2019, 1310](#); [2021, 3368](#))

NRS 388.1354 Disciplinary action against administrator or designee who fails to comply with certain provisions. If an administrator or his or her designee knowingly and willfully fails to comply with the provisions of [NRS 388.1351](#), the superintendent of the school district or governing body, as applicable, or the designee of either:

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

2. If the employee is the holder of a license issued pursuant to [chapter 391](#) of NRS, may recommend to the governing body that the governing body submit a recommendation to the State Board for the suspension or revocation of the license.

(Added to NRS by [2015, 410](#); A [2017, 4161](#))

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

1. A school official shall not directly or indirectly interfere with or prevent the disclosure of information concerning a violation of [NRS 388.135](#).

2. As used in this section, "school official" means:

(a) A member of a governing body; or

(b) A licensed or unlicensed employee of a school district or school.

(Added to NRS by [2005, 705](#); A [2017, 4161](#))

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

1. No cause of action may be brought against a pupil or an employee or volunteer of a school who reports a violation of [NRS 388.135](#) unless the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law.

2. If an administrator determines that a report of a violation of [NRS 388.135](#) is false and that the person who made the report acted with malice, intentional misconduct, gross negligence, or intentional or knowing violation of the law, the administrator may recommend the imposition of disciplinary action or other measures against the person in accordance with the policy governing disciplinary action adopted by the governing body.

(Added to NRS by [2005, 705](#); A [2013, 2140](#); [2017, 4161](#))

Rules of Behavior; Week of Respect

NRS 388.139 Text of certain provisions required to be included in rules of behavior. Each school district shall include the text of the provisions of [NRS 388.121](#) to [388.1395](#), inclusive, and the policies adopted by the board of trustees of the school district pursuant to [NRS 388.134](#) under the heading "Discrimination Based on Race, Bullying and Cyber-Bullying Is Prohibited in Public Schools," within each copy of the rules of behavior for pupils that the school district provides to pupils pursuant to [NRS 392.463](#).

(Added to NRS by [2001, 1929](#); A [2005, 706](#); [2009, 688](#); [2011, 2246](#); [2013, 1659](#); [2015, 417](#); [2021, 3369](#))

NRS 388.1395 Requirements for delivery of information during annual "Week of Respect." The governing body of each school shall determine the most effective manner for the delivery of information to the pupils of the school during the "Week of Respect" proclaimed by the Governor each year pursuant to [NRS 236.073](#). The information delivered during the "Week of Respect" must focus on:

1. Methods to prevent, identify and report incidents of discrimination based on race, bullying and cyber-bullying;

2. Methods to improve the school environment in a manner that will facilitate positive human relations among pupils;
and

3. Methods to facilitate positive human relations among pupils by eliminating the use of discrimination based on race, bullying and cyber-bullying.

(Added to NRS by [2013, 2137](#); A [2017, 4162](#); [2021, 3369](#))

APPENDIX A

Nevada Department of Education
Read by Grade 3 Program

**READING STRATEGIES FOR K-3 PARENTS
TO BEGIN USING AT HOME**

Engage in active conversation with your child in order to build his/her speaking and listening skills.

Enrich these conversations through the art of questioning (even when involved in regular activities such as grocery shopping).

Challenge your child to verbalize what he/she is thinking (particularly when reading a book together).

Model reading behaviors for your child by reading to yourself and by reading with and to your child.

Become a fan of libraries – both the school library and the local public library. Participate in your libraries' early learning activities aimed at developing literacy skills for your child.

Engage in interactive activities with your child such as cooking, conducting internet searches, sports, etc. that promote active conversation.

Establish a daily routine for your child that includes both reading and writing activities.

Use music and rhythm and rhyme to expand your child's early speaking skills.

Engage in literacy activities while unplugging your television and/or computer.

Utilize programs on your computer that you and your child can use together for practicing his/her early literacy skills.

Provide a special time for you and your child to enjoy literacy activities including reading, writing, listening, and/or speaking.

Research television programs that you and your child can watch together that are specifically aimed at improving early literacy skills.

Help to build your child's vocabulary skills by learning and using new words together.

Make word-play part of your regular board game activities.

APPENDIX B

Read by Grade 3 Questions and Answers for Nevada's Parents

Questions	Answers
What 2015 Nevada law established the <i>Nevada Read by Grade 3 State Initiative</i> ?	<i>Nevada's Read by Grade 3 State Initiative</i> was established by Senate Bill (SB) 391 of the 2015 Nevada State Legislature. It is also called the <i>Nevada Read by Grade 3 Act</i> .
When was the <i>Nevada Read by Grade 3 Act</i> enacted?	This act was enacted on July 1, 2015.
What is the primary group of students that will be impacted by SB 391?	This law primarily impacts Nevada school district's and charter school's kindergarten, first, second, and third grade students.
How will I be informed that my child has been identified in need of <i>Read by Grade 3</i> intervention services?	Your child's school principal will notify you with a written letter of notification.
What measures have been used to determine that my child is in need of reading intervention?	Your child has been identified as being in need of reading intervention through multiple reading assessments, classroom teacher observations, and other local measures.
What other types of activities will be integrated into these services?	Your child's program will include specific instruction in the 3 areas of literacy: writing, speaking, and listening.

What kinds of programs or services will my child receive as a <i>Read by Grade 3</i> student?	Your child will receive instruction that has been specifically targeted to his/her specific needs in reading.
Who will be providing these services for my child?	A highly trained group of literacy educators will be providing these services for your child. Your school's K-3 learning strategist will guide this process.
What will my child's intervention sessions focus on?	Your child's reading intervention program will take place in a small-group format. Instruction will include all of the main components of reading: phonemic awareness, phonics, fluency, and reading comprehension.
How will I be notified of my child's progress in reading?	You will be notified 30 days after you have received your initial notification letter for a <i>Read by Grade 3</i> parent conference where you will be informed of the progress monitoring plan that has been established for your child. SB 391 requires your approval of this plan.
Will my child be retained as a result of this new law?	SB 391 does include retention requirements for students who have not met a proficiency level in reading by the end of third grade. SB 391 retentions will not occur until July 1, 2020. The first group of students who will be retained under this law include the kindergarten class of 2016-2017. The first year of retention under SB 391 will occur during the 2021-2022 school year when that particular group completes the third grade.