

*Educating The Whole Child*



## **TEACH Las Vegas Public Charter School**

Student/Parent Handbook  
Grades K-7  
2021-2022 School Year

TEACH Las Vegas  
4660 North Rancho Drive  
Las Vegas, Nevada 89130

Updated: 07/12/2021

TEACH Las Vegas Public Charter School Students and Parents,

On behalf of the staff at TEACH Las Vegas Public Charter School, I'd like to welcome you to our school for the 2021-2022 school year! We are proud to begin our 1<sup>st</sup> year of operation. We are excited to extend a special welcome to our students during this inaugural year.

In order to ensure a successful educational experience, it is important that you and your child are aware of the school's expectations and procedures. This handbook includes a review of our policies, procedures, and guidelines that are important to TEACH Las Vegas.

You are the first teacher your child will ever have. Your support and belief in our children and the education system is what will help us be a more successful team. We look forward to working with you this school year! We invite you to visit our campus, attend our programs, and become involved in our school community. 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,

TEACH Las Vegas

# General Information

TEACH Las Vegas Public Charter School  
4660 North Rancho Drive  
Las Vegas, Nevada 89131

Phone: (702) XXX-XXXX

Office Hours: 7:10 a.m.—3:05 p.m.  
School Hours: 7:40 a.m.—2:35 p.m.

## **School Leadership**

Mrs. Andrea Moore, Executive Director  
Mrs. Tricia Metzler, EL Coordinator

## **School Support Staff**

Ms. Edith Morales, Office Manager  
Mr. Jimmy Morales, Building Maintenance

**TEACH LV Charter Elementary School**  
**Student – Parent Handbook**  
**2021 - 2022**

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# SCHOOL MISSION AND CORE VALUES

## VISION, MISSION AND GOALS

TEACH Las Vegas Charter Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, “What you pay attention to grows.” By looking consistently at our students and the data of our practices, our teachers and students will “grow” in their development and to great successes in the 21st century.

**OUR VISION:** TEACH Las Vegas will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life.

**OUR MISSION:** The mission of TEACH Las Vegas is to create high quality, innovative teaching and a learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

## GOALS

To fulfill our mission, we will:

Challenge students who are unchallenged by traditional teaching applications to attain academic proficiency to grade level and above.

Allow each student the freedom to learn by exploring cutting edge technologies and concepts.

Enable students to become creative, self-motivated, competent college-bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society.

## 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.

### **Rights of Individuals to Attend Board Meetings**

Board meetings are open to the public and parents, students, and community members are encouraged to attend. The schedule of annual meetings is posted on the school website. Each meeting's agenda and documents related to each agenda item will be posted and is accessible from the school's website. Board member contact information is also available on the website.

### **Parental Rights to Inspect and Review Education Records**

The Family Education Rights and Privacy Act (FERPA) gives guardians the right to review and confirm the accuracy of their child's education records maintained by the school. This right transfers to the student upon turning 18 years of age, or when enrolled in a postsecondary institution. TEACH Las Vegas will comply with the processes and timelines in accordance with FERPA. Contact the Administration for any requests, questions, or concerns related to obtaining student records.

### **Public Records**

The Nevada Open Records Act is a series of laws designed to guarantee that the public has access to public records of government bodies at all levels. Public records include all books and records of all government entities. TEACH Las Vegas will be compliant with Nevada's Open Records Laws, and will adhere to timelines and procedures pursuant to Chapter 239.

# School Calendar

## 2021

<b>Monday, August 9</b>	<b>Classes Begin</b>
<b>Monday, September 6</b>	<b>Labor Day (No School)</b>
<b>Monday, September 13</b>	<b>Professional Development for Staff Non-attendance day for Students</b>
<b>Monday, October 4</b>	<b>Professional Development for Staff Non-attendance day for Students</b>
<b>Friday, October 8</b>	<b>End of First Grading Period (44 days)</b>
<b>Wednesday, October 13</b>	<b>Parent Conferences Non-attendance day for students</b>
<b>Friday, October 29</b>	<b>Nevada Day Observed (No School)</b>
<b>Thursday, November 11</b>	<b>Veterans Day Observed (No School)</b>
<b>Friday, November 12</b>	<b>No School</b>
<b>Wednesday - Friday, November 24-26</b>	<b>Fall Break/Thanksgiving (No School)</b>
<b>Friday, December 17</b>	<b>End of Second Grading Period (44 days) End of First Semester (88 days) End of Day - Winter Break Begins</b>
<b>Monday, December 20 – Monday, January 3</b>	<b>Winter Break (No School)</b>

## 2022

<b>Tuesday, January 4</b>	<b>Professional Development for Staff Non-attendance day for Students</b>
<b>Wednesday, January 5</b>	<b>Classes Resume Second Semester Begins</b>
<b>Monday, January 17</b>	<b>Martin Luther King, Jr. Day Observed (No School)</b>
<b>Monday, February 7</b>	<b>No School</b>
<b>Monday, February 21</b>	<b>Presidents' Day Observed (No School)</b>
<b>Friday, March 11</b>	<b>End of Third Grading Period (46 days)</b>
<b>Monday, March 14</b>	<b>No School</b>
<b>Friday, April 8</b>	<b>End of Day - Spring Break Begins</b>
<b>Monday, April 11 – Friday, April 15</b>	<b>Spring Break (No School)</b>
<b>Monday, April 18</b>	<b>No School</b>
<b>Tuesday, April 19</b>	<b>Classes Resume</b>
<b>Monday, April 25</b>	<b>Professional Development for Staff Non-attendance day for Students</b>
<b>Wednesday, May 25</b>	<b>End of Fourth Grading Period (46 days) End of Second Semester (92 days) Last Day of school (180 days)</b>
<b>Thursday - Friday, May 26-27</b>	<b>(Make-up days - if needed)</b>
<b>Monday, May 30</b>	<b>Memorial Day (No School)</b>
<b>Tuesday, May 31</b>	<b>(Make-up day - if needed)</b>

# Instructional Daily Schedule

<b>7:20am - 7:40am</b>	<b>Campus open to students</b>
<b>7:40am</b>	<b>Instruction Begins</b>
<b>7:40am - 8:30am</b>	<b>Period 1</b>
<b>8:35am - 9:25am</b>	<b>Period 2</b>
<b>9:30am - 10:20am</b>	<b>Period 3</b>
<b>10:25am - 11:15am</b>	<b>Period 4</b>
<b>11:15am-11:50am</b>	<b>LUNCH</b>
<b>11:55am - 12:45pm</b>	<b>Period 5</b>
<b>12:50pm - 1:40pm</b>	<b>Period 6</b>
<b>1:45pm - 2:35pm</b>	<b>Period 7</b>
<b>2:35pm</b>	<b>Dismissal</b>
Grades K-5 will have daily recess. Times will vary depending on grade level.	

## **School Accessibility, Non-Discrimination, and Non-Harassment Notice**

TEACH Las Vegas Public 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 Executive Director will work with the 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 the 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.

# ACADEMICS

All TEACH Las Vegas Public Charter School 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 21<sup>st</sup> 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 21<sup>st</sup> century learning.

## Elementary School Curriculum and Learning Objectives

TEACH LV 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 TEACH LV's website or by going to [https://doe.nv.gov/Nevada\\_Academic\\_Content\\_Standards/](https://doe.nv.gov/Nevada_Academic_Content_Standards/). It is important that you regularly review them and become familiar with them 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.

## Class Placement

Students are placed at the grade level immediately following the last successfully completed grade unless otherwise indicated. TEACH LV does not retain students when promotion from the previous school has been approved. TEACH LV does not promote students (skipping a grade level) who come to TEACH LV 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.

## TEACH LV Charter Schools Retention Policy

Before any pupil enrolled at TEACH LV 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 judgement 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), TEACH LV will promote the student to the next grade and will not retain them in their current grade.
2. The board of trustees of TEACH LV Charter School shall not promote a pupil in the 8<sup>th</sup> 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 TEACH LV 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 age 16 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 judgement 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), TEACH LV will promote the 8<sup>th</sup> 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.



## 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. TEACH LV parents 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.)

## Grading

Grades for students will be posted weekly in Infinite Campus. Parents will receive a personal username and password once the school year has begun.

Report cards are issued quarterly. Kindergarten through 7th 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 elementary PE and Technology. In grades 6<sup>th</sup> and 7<sup>th</sup>, students will receive a grade of A, B, C, D, or F in PE and Technology.

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 responsibility to always know their student's progress and grades in their courses by consistently monitoring the electronic gradebook Infinite Campus. Instructions on how to log in to the gradebook are provided to the adult accompanying the student during the required orientation. Parents are welcome to speak with their teacher or to call the school to schedule additional assistance for using the online gradebook.

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. 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.

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 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.

<b>Letter Grading Scale</b>	
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 59
<b>Satisfactory/Not Satisfactory Grading Scale</b>	
S	60 – 100
N	< 60

## **Student Interventions**

It is the goal of the school to promote success and academic achievement for all students. When students are failing, the school will intervene with required actions. These may include student and parent meetings on campus, contact with parents, required parent meetings, or assignment of required instructional support time on campus. Parents are required to comply with school-initiated interventions.

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

TEACH Las Vegas Public Charter School uses three categories of family support. These are known as The Pathways to Success. The intent of this plan is to identify when and with whom we should be helping, resources and support. An important piece of this plan is a weekly conference with the parent, teacher, and student, when appropriate. TEACH LV is excited to be able to offer this level of teacher, parent, and student engagement.

## **Pathways to Success**

Students of TEACH LV Charter School will be on one of three Pathways to Success. Students may move from one pathway to another depending upon the amount of support the student and/or family needs to make adequate academic progress. Please read the description of each pathway and sign below to indicate that you are aware of TEACH LV Elementary School's Pathways to Success format.

## **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 meeting with the teacher once each week, usually in a small group format.
5. The student and parents/guardians communicate regularly with the teacher at least once each week in person, by phone, or by 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 TEACH LV program. New students to TEACH LV 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. 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.
5. Meet with the other school personnel, such as Parent Advocate, Learning Strategist, Counselor, Social Worker, Nurse, Psychologist and/or Principal, if requested.
6. Communicate regularly with the teacher and the Parent Advocate at least once each week in person, by phone, or by email.
7. 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**

TEACH LV 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 of strength for both schools and students and any areas in which to improve. Since testing is required in Nevada, TEACH LV 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. TEACH LV 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. 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.

**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.

## **Lottery and Withdrawing a Student**

During initial enrollment each school year, TEACH LV enrolls pupils in the order in which pupil applications are received, up to the point at which the school reaches its maximum capacity. The names of those students who enroll after that point will be placed on a waiting list until such time that an opening becomes available due to a student transferring out of the school. At that time, all students on the waiting list will have an equal opportunity to be selected from the waiting list through a random selection process. It is understood that if a student is enrolled in OCS and a sibling desires to attend OCS, that child will be given preference. 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 TEACH LV.

When a student is moving or transferring to another school, the parent/guardian must complete a Pupil Release and Transfer form. The forms are 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. TEACH LV will give each student up to ten days to re-enroll. If a student has not re-enrolled within ten days TEACH LV 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

## **ATTENDANCE**

### **Weekly Attendance**

Nevada Compulsory Attendance Law mandates that students must meet with their teacher, face-to-face, no less than once per calendar week. 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 to school attendance requirements and procedures will result in students being withdrawn from the program.

Please see the Nevada Revised Statutes section in this handbook for specific laws and consequences pertaining to school attendance.

### **Prearranged Absences**

There are times when it is necessary for students to have a prearranged 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 prearranged absence may be approved. The student is responsible for completing the assigned work in a timely manner. Any prearranged

absence longer than two weeks shall have the first two weeks approved and the remaining days marked unapproved. The maximum number of prearranged 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 TEACH LV Charter Schools are subject to all state attendance laws as well as policies and procedures set by TEACH LV Charter Schools.

Parents must follow the following procedures when a student is absent:

- 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.
- 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.

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

## **Truancy Policy**

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

### **Truancy #1**

- The teacher discusses the absence with the parent in person, by phone, or by email.
- The first truancy letter is mailed. Parents may send written communication to the school within three days. If the absence is approved, the letter can be disregarded.
- K-7 parents must also courtesy copy the written communication to their teacher.

### **Truancy #2**

- The teacher discusses the absence with the parent in person, by phone, or by email.
- The second truancy letter is mailed to the home. Parents may send written communication to the school within three days. If the absence is approved, the letter can be disregarded.
- K-7 parents must also courtesy copy the written communication to their teacher.
- A phone call, site visit or Required Parent Conference (RPC) with school personnel is activated.

### **Truancy #3 (Habitual Truant)**

- The teacher discusses the absence with the parent in person, by phone, or by email.
- The third truancy letter is mailed to the home 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 TEACH LV, 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 or Weekly Visits Early**

If a student must be picked up prior to dismissal, adults must show identification and sign the student out. That 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 and may be listed in the household will not be permitted to check a student out early.



# STUDENT AND PARENT POLICIES AND PROCEDURES

## Transportation and Food

Parents are responsible for arranging transportation to and from TEACH LV. Since TEACH LV has students from all areas of the Las Vegas valley, we encourage families to carpool.

Breakfast and Lunch will be provided to every student. Students can also bring their own bagged lunches to school in place of the provided school lunch. Please indicate on your student health form if your student has any food allergies. During breakfast and lunch, students with food allergies will be provided a separate lunch table to ensure their safety.

## Parking and Traffic Flow

We ask that parents follow our designated traffic pattern of entering the TEACH LV parking lot from the eastern entrance of Torrey Pines Drive and exiting on to Rancho Drive.

### Morning Drop off:

All students will enter the campus and proceed directly to the multipurpose for breakfast upon arrival on campus. Students should not be on campus before 7:20 a.m. and will be considered tardy upon arrival after 7:40 a.m. The TEACH Las Vegas Campus is a closed campus in the morning. If you need individual assistance, please stop in the front office or schedule an appointment with your child's teacher.



**Afternoon Pick up: At the end of the school day, students should meet at the line of the youngest child in the carpool.**



Students in all grades will be picked up in the loading area on the south side of the building.

Parents should not begin 'staging' for pick up until after 2:25 p.m. If you attempt to stop/stand in our car loop before 2:25, you will be asked to move. Please display a sign in your front window with the teacher and child's name of the youngest child in the carpool (see sample). Please use the colored cardstock provided by the school. Students will be escorted to your vehicle. If you choose to have your child meet you in another location, you must notify your child's teacher that you give permission for them to leave campus. This is for your and your child's safety.

If the youngest child in your carpool is in . . .

- KINDERGARTEN: Teal Sign
- 1st GRADE: Red Sign
- 2nd GRADE: Orange Sign
- 3rd GRADE: Yellow Sign
- 4th GRADE: Green Sign
- 5th GRADE: Blue Sign
- 6th GRADE: Purple Sign
- 7th GRADE: White Sign

EXAMPLE:

TEACHER
Student's Name

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 always maintain patience and caution.

The speed limit in the parking lot is 5 MPH.

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.

Always watch for traffic and pedestrians and use caution backing out of spots.

Be patient and remain calm.

\*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/Volunteering

We believe that parent/guardian involvement is a crucial part of a child's education. All parents/guardians of children registered at TEACH Las Vegas are not required to volunteer but are encouraged to volunteer and participate in school activities. Parents volunteering in the classroom must be pre-arranged, adhere to our school rules and never share student's personal information. TEACH LV 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.).

ALL volunteers with unsupervised contact must be fingerprinted and pass a criminal background check. For those volunteers who will have unsupervised contact with students starting on August 1, 2019, a background check including fingerprinting, and



acknowledgment as being a mandatory child abuse reporter will be required every three (3) years. In order to complete these steps, volunteers must contact Edith Morales, Office Manager, to inform the school that they wish to undergo fingerprinting. At this time Ms. Morales would provide the volunteer with the address of our contracted fingerprinting agency and have the volunteer complete the acknowledgement form and a waiver.

## **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 must contact your child, please come to the office, and provide identification. For non-emergencies, please plan.

The school recognizes that TEACH LV is not a zoned school and that parents may live many miles from campus. To protect the privacy of students, TEACH LV 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.

## **Health Office/Immunizations**

In accordance with Nevada Revised Statute 392.435, unless a student is excused because of religious belief or medical condition, a child may not be enrolled in [insert school name], a public charter school, unless the student's parents or guardian submit to the registrar of the school a certificate stating that the child has been immunized against diphtheria, pertussis (whooping cough), tetanus, poliomyelitis (polio), rubella (German measles), rubeola, and other such diseases as the local Board of Health or State Board of Health may determine, and has received proper boosters for that immunization, or is complying with the schedules established pursuant to NRS 439.550, which are as follows:

**5 DTaP/DPT** (Minimum age: 6 weeks) if series was started before age 7

- 1<sup>st</sup> and 2<sup>nd</sup> dose & 2<sup>nd</sup> and 3<sup>rd</sup> dose must be separated by 4 weeks
- 5<sup>th</sup> dose not needed if 4<sup>th</sup> dose given on or after 4<sup>th</sup> birthday
- Final dose at least 6 months after the previous dose (on or after the 4<sup>th</sup> birthday)
- See Tdap for catch up schedule if series started age 7 or older\*\*

**2 Hepatitis A** (Minimum age: 12 months)

- 2<sup>nd</sup> dose must be given at least 6 months after the 1<sup>st</sup> dose.  
(Required for students new to Nevada or District after July 1, 2002)

**3 Hepatitis B** (Minimum age: Birth)

- 1<sup>st</sup> and 2<sup>nd</sup> dose must be separated by 4 weeks
- 2<sup>nd</sup> and 3<sup>rd</sup> dose must be separated by at least 8 weeks
- 3<sup>rd</sup> dose at least 16 weeks after the 1<sup>st</sup> dose. (Minimum age for 3<sup>rd</sup> dose: 24 weeks) (Required for students new to Nevada or District after July 1, 2002)

**2 MMR** (Minimum age: 12 Months)

- 1<sup>st</sup> and 2<sup>nd</sup> dose must be separated by at least 4 weeks
- 2<sup>nd</sup> not required until on or after the 4<sup>th</sup> birthday, but may be given sooner if separated by at least 4 weeks

**4 Polio/IPV/OPV** (Minimum age: 6 weeks)

- 1<sup>st</sup> and 2<sup>nd</sup> dose & 2<sup>nd</sup> and 3<sup>rd</sup> dose must be separated by 4 weeks
- 4<sup>th</sup> dose not needed if 3<sup>rd</sup> dose given on or after 4<sup>th</sup> birthday
- If both OPV and IPV were administered as part of a series, a total of 4 doses are needed regardless of child's age
- Final dose at least 6 months after the previous dose (on or after 4<sup>th</sup> birthday)

**1 Tdap** \*\*

- Required for 7<sup>th</sup> grade enrollment and all students grade 8<sup>th</sup> – 12<sup>th</sup>  
\*\*Catch up schedule – Students age 7 or older, who are not immunized with the childhood DTaP/DPT vaccine series, should receive Tdap vaccine as the initial dose in the catch up series. If additional doses are needed, use Td vaccine.
- months of age. Dose 3 and 4 must be 6 months apart.
- A total of 3 doses DTaP/DTP/Td/Tdap combination is needed if the first dose is given at 12 months and older. Dose 2 and 3 must be 6 months apart.

## **1 MCV4/Meningitis**

- A child enrolling in seventh (7th) grade in a Nevada public or private school after June 30th, 2017 must receive an immunization against Neisseria meningitidis (meningitis) in the form of a quadrivalent meningococcal conjugate vaccine (MCV4).
- The child receiving at least one dose of MCV4 on or after age 10 years of age is considered compliant.
- This new requirement does not apply to students enrolled in a Nevada public or private school before July 1st, 2009 but does apply to students new to Nevada in grades 8-12.

## **2 Varicella/Chicken Pox** (Minimum age: 12 months)

- 1<sup>st</sup> and 2<sup>nd</sup> dose should be separated by at least 3 months for age ≤ 12 years, however dose is valid if separated by 4 weeks.
- 13 years and older 1<sup>st</sup> and 2<sup>nd</sup> dose must be separated by 4 weeks.
- Physician verification of past disease required for exemption  
(Required for students new to Nevada or District after July 1, 2011)

The certificate must show that the required vaccines and boosters were given and must bear the signature of a licensed physician or the physician's designee or a registered nurse or the nurse's designee, attesting that the certificate accurately reflects the child's record of immunization.

**Conditional Enrollment** – A child may enter school conditionally if the parent or guardian submits a certificate from a physician or local health officer that states the child is receiving the required immunizations. If a certificate showing the child has been fully immunized is not submitted within 90 school days of the conditional enrollment, **THE CHILD WILL BE EXCLUDED FROM SCHOOL AND THE CHILD'S SEAT AT THE SCHOOL WILL BE RELEASED.**

\*\*The certificate showing proper immunization or the certificate for conditional enrollment must be received by the school no later than 3:00pm on the school day prior to the first day the child is scheduled to attend his or her first class at [insert school name]. **FAILURE TO DO SO WILL RESULT IN THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.**

**Student from Out-of-State** – For a child that is transferring from out of State due to military transfer of the child's parent, the parents must submit a certificate signed by a physician or a local health officer showing:

- 1) If the Nevada immunization requirements shown above can be met with one visit to a physician or clinic, a certificate showing full immunization must be submitted within 30 days of enrollment; or
- 2) If the certificate shows that the Nevada immunization requirements shown above cannot be met with one visit to a physician or clinic, a certificate showing the student is receiving full immunization must be submitted within 30 days of enrollment. The parent must then submit a second certificate showing full immunizations within 120 of enrollment.

**\*\*FAILURE TO SUBMIT THESE REQUIRED CERTIFICATES IN THE TIME FRAMES INDICATED WILL RESULT IN THE CHILD BEING EXCLUDED FROM SCHOOL AND THE CHILD'S SEAT AT THE SCHOOL BEING RELEASED.**

Students who become ill at school will be sent to the school health aide. 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. That 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 health aide or office manager for necessary procedures.

## **Police Visitation/Use by School**

It is the philosophy and belief of the administration at TEACH LV Charter Schools that the responsibility for dealing with student discipline violation 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 always worn. 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 (except for 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 always in possession of the owner. The school cannot accept responsibility for stolen money or other items.

The lost and found department is 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 TEACH LV'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 event (i.e., the food and drink policies may be changed if the activity is seeing a movie at a movie theater.)

## **Posters and Announcements**

Any posters or announcements to be displayed on the TEACH LV 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 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 they are a drill or an actual emergency.



## **Student Property Searches**

Desks, lockers, computers, or other items that belong to TEACH LV 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 TEACH LV Charter School's written policy.

**TEACH LV Charter School of Nevada**  
**Disciplinary Procedures**  
**2021-2022**

TEACH LV 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 (AB 168). 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). The plan was approved by the TEACH LV Board of Directors and developed with the input and participation of site administrators, teachers, other educational (counselors, strategists, social workers, special education, and specialists) and support personnel, and the parents and guardians of pupils who are enrolled in the school. 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 TEACH LV Charter Schools. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. This plan was reviewed, and revisions suggested and submitted to the TEACH LV Board of Directors by the Discipline Committee, consisting of administration, teachers, other educational personnel, support staff personnel, and parents. 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.

TEACH LV 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 progressive disciplinary action, must be commensurate with the severity of the offense(s).
- ❖ A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.
- ❖ The school's administration is provided, by TEACH LV's Board of Directions, with the authorization and discretion to make and implement disciplinary decisions and interventions,

including but not limited to, suspension and recommendations for expulsion, except for mandatory expulsion offenses required by Nevada Revised Statutes, for all general education students over and not including the age of ten (10) years of age. The Board of Directors must review the circumstances and approve suspensions and expulsions of students with IEPs and students under the age of eleven (11).

- ❖ Such interventions may include, but are not limited to, the following: Restorative Plan of Action, behavior contract, group and individualized counseling, Required Parent Conferences (RPC), temporary assignment to an alternative placement, intervention with social workers, parent conferences, and attendance notification.
- ❖ 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.
- ❖ The student should be present whenever possible.
- ❖ All parent conferences held because 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.
- ❖ TAP means Temporary Alternative Placement, which can be either off-site in the online environment only or can be onsite with the direct supervision of a teacher, the school counselor, the school social worker or the school administrator. The TAP will not include the use of technology if the disciplinary issue has violated the TEACH LV 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.
- ❖ Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for all Restorative Plans of Action and disciplinary actions.
- ❖ Suspensions may be assigned at the discretion of the principal, up to a maximum of ten school days, for general education students over the age of eleven (11). Students with IEPs may be assigned suspensions up to a maximum of five (5) school days for each occurrence of misconduct, with the review and approval of the Board of Directors.
- ❖ Referrals of expulsion require formal due process. Due process includes a parent conference, which will include notice of the charges against the student, an explanation of the evidence, an opportunity for the administrator to hear information and a defense from the student/parent (a hearing), and an opportunity for appeal. An appeal can be made to the Superintendent of TEACH LV Charter Schools, and then to the Board of Directors of TEACH LV Charter Schools.
- ❖ 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.
- ❖ **For special education and 504 students**, 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.

## **Possession of a Firearm or Dangerous Weapon**

- ❖ A student who is found to be in possession of a firearm or dangerous weapon will be removed from the school immediately upon being given an explanation of the reason for the removal and pending proceedings.
- ❖ The first occurrence of possession of a firearm or dangerous weapon (as defined in NRS 392.466.11 (b) and (c)) requires a mandatory one-year minimum expulsion from TEACH LV Charter School. A second occurrence requires a permanent expulsion from the school. (NRS 392.466.3).
- ❖ For students with IEPs, see section labeled Special Education Students.

### **Removal to Another School**

- ❖ If TEACH LV 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 the Clark County School District for placement in a school.

### **Students Charged with a Crime**

- ❖ If a student has been charged with a crime, the TEACH LV Board of Directors may authorize the expulsion, suspension, or removal 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 PROBLEM CRITERIA**

- ❖ A student will be considered a Habitual Disciplinary Problem if written evidence documents that within 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 suspensions for any reason
  3. Has not entered and participated in a behavior plan
- ❖ 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.
- ❖ A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem.
- ❖ If a student is deemed to be a habitual disciplinary problem and is at least 11 years old, the student 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 and only if the school has made a reasonable effort to complete a plan of action 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 TEACH LV 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 TEACH LV Charter Schools or to the TEACH LV Board of Directors.

### **Procedures for Criteria # 1**

TEACH LV 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. TEACH LV 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 TEACH LV 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 TEACH LV 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, TEACH LV 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 TEACH LV 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
- 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 TEACH LV 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 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 TEACH LV Charter Schools.

### **Due Process Notification**

TEACH LV 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 TEACH LV 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.

### **SPECIAL EDUCATION STUDENTS**

1. A student with an IEP who is at least 11 years old may be removed from a school, suspended, or expelled only after the TEACH LV Charter School Board of Directors has reviewed the circumstances and determined that the action is in compliance with the Individuals with Disabilities Education Act (IDEA), except in the case of possession of a firearm or dangerous weapon by a student.

2. Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct.
3. As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees.
4. If a student with an IEP has committed battery of an employee of a school, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any action taken pursuant to the plan are inappropriate; and (2) the TEACH LV Board of Directors has reviewed the circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA).
5. A student with an IEP who is at least 11 years old 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. A student with an IEP who is ten (10) years older and younger cannot be removed from school immediately; this age limitation does not apply to general education students.



# Education of Homeless Children and Youth

## Overview

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Homelessness can be broken down into four categories: Chronic, Episodic, Transitional, and Hidden.

## Definition of Homeless

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Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (per Title IX, Part A of the Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act) defines homeless as follows:

The term "homeless children and youths"--

(A) means individuals who lack a fixed, regular, and adequate nighttime residence (within the meaning of section 103(a)(1)); and

(B) includes--

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals;\*

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings (within the meaning of section 103(a)(2)(C));

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 1309 of the Elementary and Secondary Education Act of 1965) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

## Educational Rights and Supporting Youth Experiencing Homelessness

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- McKinney-Vento Act requires youth experiencing homelessness must be immediately enrolled with or without academic and non-academic student information/records, e.g. health, residency, special education, or guardianship.
- McKinney-Vento supports youth experiencing homelessness with, clothing, transportations, dues/fees to participate in clubs/after-school activities, and other situational academic needs
- Establish and maintain multiple modes of communication and access to students, phone/text,

email, face-to-face, trusted classmates, community based/out-of-school organizations, and other adults/teachers.

- Statewide collaboration – State Education Agency (SEA), Local Education Agency (LEA), Community Based Organizations (CBOs), and homeless advocates meet, share information, inform/collaborate on policies and procedures, support/develop leadership opportunities for students, destigmatize homelessness, and other efforts that proactively address youth homelessness.
- Collect, analyze, and interpret academic and non-academic data to inform proactive planning, strategies, and policies to maximize current, and build new systems of support for youth experiencing homelessness.

## TEACH LV Charter School Restorative Discipline Plan

The Restorative Plan of Action is a list of the concrete agreements (or actions) that come out of restorative practices (most typically harm circles, circles of support, or re-entry circles and restorative conferences).

Criteria for the Restorative Action Plan shift our responses from behaviors and punishment to repairing a harm. It should include 3 elements:

- 1) Restoration: Actions to be taken to repair the harm – the hurt, to “make it right” as much as possible in ways that address the needs and priorities of the victims and affected community members.
- 2) Reintegration: Actions taken to re-connect and re-engage offenders—those whose behavior have harmed or hurt relationships. Healing actions.
- 3) Support and nurturing strategies: Actions to be taken to strengthen connections to supportive persons and communities. Actions to be taken to strengthen wrongdoers and reduce the likelihood the behavior will be repeated.

Restorative Actions are developed collaboratively and engage the person(s) who have done harm, and person(s) impacted by the harm. It may also include family, friends and supports for the harm doer, victims, and community members.

## TEACH LV Charter School Restorative Discipline Plan

	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE	FOURTH OFFENSE
<b>Alcohol Possession/Use (May Involve Police)</b>	RPC/ Possible Restorative Action Plan  School Counselor  School Nurse  (Controlled Substance Under the Age-21)	RPC/ Restorative Action Plan/ Possible SUS  School Counselor and/or School Social Worker  School Nurse  Enrollment in Drug/Alcohol Program	RPC/ SUS/ Possible TAP/ Possible Expulsion  School Counselor and/or School Social Worker  School Nurse  Enrollment in Drug/Alcohol Program	RPC/ SUS Pending Expulsion
<b>Arson (Involve Police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS Pending Expulsion		
<b>Assault (May Involve Police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS	RPC/ SUS Pending Expulsion	
<b>Automobile Misuse</b>	RPC/ Possible Restorative Action Plan  May Revoke Automobile Privileges	RPC/ Restorative Action Plan/ possible SUS  May Revoke Automobile Privileges	RPC/ SUS  Revoke Automobile Privileges  Possible TAP  Enrollment in Driver's Education Class	RPC/ SUS Pending Expulsion
<b>Battery - Student (May Involve Police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS	RPC/ SUS Pending Expulsion	
<b>*Battery - Employee (May Involve Police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS Pending Expulsion		

<p><b>Bullying/Cyber Bullying</b></p>	<p>Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying</p> <p>RPC/ Restorative Action Plan/ Possible SUS</p> <p>School Counselor or School Social Worker</p>	<p>Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying</p> <p>RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP</p> <p>School Counselor or School Social Worker</p>	<p>Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying</p> <p>RPC/ SUS/ TAP</p> <p>School Counselor or School Social Worker</p>	<p>Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying</p> <p>RPC/ SUS/ TAP/ Possible Expulsion</p>
<p><b>Campus Disruption (May involve police)</b></p>	<p>RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion</p>	<p>RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS</p>	<p>RPC/ SUS Pending Expulsion</p>	
<p><b>Classroom Disruption (Minor)</b></p> <p>see last page</p>	<p>Classroom Progressive Discipline</p> <p>Parent Contact</p>	<p>RPC/Restorative Action Plan</p>	<p>RPC/Review or Revise Restorative Action Plan</p> <p>School Counselor</p>	<p>RPC</p> <p>School Counselor or School Social Worker</p> <p>Possible SUS</p>
<p><b>Classroom Disruption (Major)</b></p> <p>see last page</p>	<p>RPC</p>	<p>RPC/Restorative Action Plan</p> <p>Possible SUS</p> <p>School Counselor/Social Worker</p>	<p>RPC/Review or Revise Restorative Action Plan/ SUS/ Possible TAP</p> <p>School Counselor/Teacher</p>	<p>RPC/ SUS/ Possible TAP/ Possible Expulsion or RAS</p>
<p><b>Computer Misconduct</b></p>	<p>Minor – RPC/ Restorative Action Plan</p> <p>Major- RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion</p>	<p>RPC/ SUS/ Possible Expulsion/ Possible RAS</p>	<p>RPC/ SUS/ Possible Expulsion/ Possible RAS</p>	<p>RPC/ SUS Pending Expulsion</p>
<p><b>Controlled Substance Use or Possession (May involve police)</b></p>	<p>RPC/ Restorative Action Plan</p> <p>(Controlled Substance)</p>	<p>RPC/ SUS/ Possible TAP/ Possible Expulsion</p> <p>School Counselor School Nurse</p> <p>Enrollment in Drug/Alcohol Program</p>	<p>RPC/ SUS /Possible TAP/ Possible Expulsion</p> <p>School Counselor and/or School Social Worker</p> <p>School Nurse</p>	<p>RPC/ SUS Pending Expulsion</p>

<b>Controlled Substance Sale and/or Distribution (Involve police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS Pending Expulsion		
<b>Controlled Substance Paraphernalia (May involve police)</b>	RPC/ Possible SUS  Parent/Student Administrative Conference  (Controlled Substance)	RPC/ SUS/ Possible TAP/ Possible Expulsion  School Counselor School Nurse  Enrollment in Drug/Alcohol Program	RPC/ SUS /Possible TAP/ Possible Expulsion  School Counselor and/or School Social Worker  School Nurse Enrollment in Drug/Alcohol Program	RPC/ SUS Pending Expulsion
<b>Disorderly Conduct student profanity/ gestures towards students</b>	RPC/ Possible Restorative Action Plan	RPC/ Restorative Action Plan	RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP	RPC/ SUS/ Possible TAP
<b>Distribution of Porn</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion	RPC /TAP or SUS Pending Expulsion		
<b>Dress Code</b>	RPC  Student/ Counselor Conference	RPC  Counselor/ Parent/ Student Conference - Phone call	RPC  Counselor/ Parent/ Student/ Administrative Conference	RPC/ Possible SUS  Parent/ Student/ Administrative Conference
<b>Explosive Devices (Involve police)</b>	RPC/ SUS Pending Expulsion			
<b>Fighting Physical and/or Physical and Verbal Altercation</b>	RPC/ Restorative Action Plan/ Possible SUS	RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS  Counselor and/or School Social Worker	RPC/ SUS/ TAP or SUS Pending Expulsion  Counselor and/or School Social Worker	RPC/ SUS Pending Expulsion

<b>Fighting Verbal Altercation</b>	RPC/ Possible Restorative Action Plan  Conference with the School Counselor  Possible Administrative Conference	RPC/ Restorative Action Plan/ Possible SUS	RPC/ SUS/ Possible TAP	RPC/ SUS/ TAP
<b>Forgery (May involve police)</b>	RPC  Possible Restorative Action Plan	RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP	RPC /SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS/ Possible TAP/ Possible Expulsion
<b>Gambling</b>	RPC/ Possible Restorative Action Plan (\$\$ involved)	RPC/ Restorative Action Plan/ SUS  School Counselor	RPC/ SUS/ Possible TAP  Gambling Program/ Counseling	RPC/ TAP or SUS Pending Expulsion
<b>Gang (fighting)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	SUS Pending EXP		
<b>Gang Activity (Involve police)</b>	RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP	SUS Pending EXP		
<b>Habitual Disregard of School Rules</b>	RPC/ Possible Restorative Action Plan  Parent/Student/Counselor Conference	RPC/ Restorative Action Plan/ Possible SUS	RPC/ Possible SUS/ Possible TAP	RPC/ SUS/ Possible TAP/ Possible RAS
<b>Harassment - Threats towards students</b>  <b>Harassment - Sexual</b>	RPC/ Restorative Action Plan  Harassment Contract  Major-RPC/ Restorative Action Plan/ SUS	RPC/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS Pending Expulsion	
<b>Immoral Conduct</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS Pending Expulsion		

<b>Incitement (May Involve police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS/ TAP or Expulsion	RPC/ SUS pending Expulsion
<b>Insubordination/Willful Disobedience</b>	Student/ Teacher/ Administrative Conference  Possible Parent Contact – RPC	RPC/ Restorative Action Plan/ Possible SUS	RPC/ SUS/ Possible TAP	RPC/ SUS/ Possible TAP/ Possible Expulsion
<b>Leaving Campus/Class without permission</b>	Student/ Administrative Conference  RPC - Notify parents by phone  Class - Student/Teacher Conference  Campus - Truancy Letter	RPC  Campus - Truancy Letter	RPC/ Possible SUS  Campus - Truancy Letter	RPC/ SUS / Possible TAP  Campus - Truancy Letter
<b>Loitering</b>	Conference Student/ Staff	Conference Student/ Teacher/ Counselor/ Intervention Specialist and Parent Contact	RPC Conference Student/ Teacher /Counselor/ Parent/ Intervention Specialist	RPC Conference Student/ Teacher/ Counselor/ Parent/ Administration/ Intervention Specialist/ Possible TAP
<b>Nuisance Items (Minor)  Including use of cellular phones/communication devices during instructional /school time  Portable Comm. Devices</b>	Student Conference with Teacher and/or Counselor  Request nuisance item, including cell phones, be turned off and out of sight  Noncompliance-Student/ Administrative Conference	Student/ Administrative Conference  Administrator confiscates nuisance item, including cell phone/portable communication device  RPC - Notify parents by phone	RPC  Student/ Parent/ Administrative Conference  Administrator confiscates nuisance item, including cell phone/portable communication device  Parent/guardian to pick up nuisance item	RPC  Student/ Parent/ Administrative Conference  Administrator confiscates nuisance item, including cell phone/portable communication device  Parent/guardian to pick up nuisance item  Behavior Contract/Plan
<b>Nuisance Items (Major)</b>	RPC  Administrator confiscates nuisance item  Parent/guardian to pick	RPC  Administrator confiscates nuisance item  Confiscate until end of	RPC/ SUS/ Possible TAP  Confiscate Item until end of school year	RPC/ SUS/ TAP  Confiscate Item until end of school year



	up nuisance item	school year		
<b>Possession of Stolen Property (under \$500)</b>  (possible police involvement)	RPC/ Restorative Action Plan/ Possible SUS	RPC/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS Pending Expulsion	
<b>Possession of a Weapon (non NRS)</b>  (may involve police)	RPC/ Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS Pending Expulsion		
<b>Possession of a Firearm or Dangerous Weapon (NRS)</b>  (Involve police)	RPC/ SUS Pending Expulsion			
<b>Profanity towards Employee</b>	RPC/ Restorative Action Plan/ Possible SUS	RPC/ Possible SUS/ Possible TAP	RPC/ SUS/ Possible TAP	RPC/ SUS/ TAP
<b>Robbery/Extortion (Involve Police)</b>	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS pending Expulsion		
<b>Scholastic Dishonesty</b>	RPC  Conference with Teacher/ Administrator	RPC  Parent/ Student/ Teacher/ Counselor/ Administrative Conference	RPC/ Restorative Action Plan	RPC/ Review or Revise Restorative Action Plan
<b>Sexual Assault</b>  (Involve police)	RPC/ SUS Pending Expulsion			
<b>Spraying Propellants (Tear gas, pepper spray, fire extinguisher)</b>  (May Involve Police)	RPC/ Restorative Action Plan/ Possible TAP/ Possible SUS Pending Expulsion	RPC/ SUS Pending Expulsion		

<b>Tardies</b>	Conference Student/ Staff	Conference Student/ Teacher/ Counselor/ Intervention Specialist and Parent Contact	RPC Conference Student/ Teacher /Counselor/ Parent/ Intervention Specialist	RPC Conference Student/ Teacher/ Counselor/ Parent/ Administration/ Intervention Specialist
<b>Threats/Verbal Abuse - Student</b>  (May Involve Police)	RPC/Restorative Action Plan/ SUS/ Possible TAP  Assess the threat	RPC/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS Pending Expulsion	
<b>Threats - Employee</b>  (May Involve Police)	RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS  Assess the threat	RPC/ SUS Pending Expulsion		
<b>Theft</b>  (May Involve police)	RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS Pending Expulsion		
<b>Tobacco</b> <b>(Possession and/or</b> <b>Use)</b>	Conference with the counselor  RPC Confiscate	RPC  Student/ Counselor/ Parent/ Administrative Conference  Restorative Action Plan  Confiscate	RPC  Student/ Parent/ Counselor/ Administrative Conference  Confiscate  Tobacco Cessation Program/ School Nurse	RPC/ Possible TAP  Student/ Parent/ Counselor/ Administrative Conference  Confiscate
<b>Tuancy</b>	Phone call home from the OCS Office/Teacher of Record or Intervention Specialist	RPC Follow Intervention Notify DMV Plan-Parent Involvement <ul style="list-style-type: none"> <li>● Teacher</li> <li>● Counselor</li> <li>● Social Worker</li> <li>● Intervention Specialist</li> </ul>	RPC Follow Intervention Plan-Parent Involvement <ul style="list-style-type: none"> <li>● Teacher</li> <li>● Counselor</li> <li>● Social Worker</li> <li>● Intervention Specialist</li> </ul>	RPC Follow Intervention Plan-Parent Involvement <ul style="list-style-type: none"> <li>● Teacher</li> <li>● Counselor</li> <li>● Social Worker</li> <li>● Intervention Specialist</li> </ul>
<b>Vandalism/Destruction</b> <b>or Defacing Property</b> <b>(May Involve Police)</b>	RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP, Possible Expulsion or RAS	RPC/ SUS/ Possible TAP/ Possible Expulsion	RPC/ SUS Pending Expulsion	

**Minor Classroom Disruptions - Sample minor infractions may include but are not limited to:**

- annoying fellow students
- being rude
- disrespectful behavior
- eating or drinking in class
- horseplay
- making derogatory comments
- not following teacher directions
- not paying attention
- off-task
- out of seat
- public display of affection
- running/playing around
- talking back
- talking loudly
- talking out of turn

**Major Classroom Disruptions - Sample major infractions may include but are not limited to:**

- defiance of school personnel
- disorderly conduct
- interference/obstruction with school personnel exercising assigned duties
- verbal abuse

**\*Battery – Employee**

If a student has committed battery of an employee of a school, the employee may appeal the plan of action 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).

**The TEACH LV Board of Directors must review the circumstances and approve suspensions and expulsions of students with IEPs and students under the age of eleven (11).**

# 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. Cyberbullying 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 of 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 is 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 TEACH LV 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**

TEACH LV 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 TEACH LV 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 TEACH LV 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 TEACH LV 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, TEACH LV 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 TEACH LV community (students, staff, and other parents) with respect and courtesy at all times
- Parents are expected to follow TEACH LV parent responsibilities and expectations while on campus or interacting with the TEACH LV 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 TEACH LV Charter Schools



# ACCEPTABLE USE POLICY

Prior to receiving access to TEACH LV 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 TEACH LV 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 TEACH computer network resources without written permission from the copyright owner.
2. All users of TEACH 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 always expected. 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 TEACH 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.

#### 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 TEACH' computer network resources if this AUP is violated while using real time chat features, including video conferencing.

## **Internet Safety**

**Follow these 10 Rules to instill a safe Internet routine both at home and school:**

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 YouTube, 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 question or concern about something they saw on the Internet.

# TEACH Las Vegas Public Charter School: Student Internet Access Agreement and Parent Permission Form

I am the parent/legal guardian of \_\_\_\_\_. In giving permission for my child to use the TEACH Las Vegas Network to access the internet, I understand and agree that:

1. I have reviewed the Internet Safety Tips above, and my child will comply with these rules.
2. TEACH Las Vegas encourages use of the Internet's valuable information and educational resources in an age-appropriate manner consistent with curriculum objectives. However, the Internet contains some materials that may be inaccurate, incomplete, outdated or offensive to some individuals and that may be considered inappropriate for children.
3. TEACH Las Vegas, its employees and the Board of Directors is not liable for any direct or indirect, incidental or consequential damages due to information gained and/or obtained via use of internet access, including, without limitation, access to other networks.
4. TEACH Las Vegas does not warrant that the functions of the network or any of the networks accessible through TEACH Las Vegas access points will meet any of the specific requirements you may have, or that internet access will be error free or uninterrupted. TEACH Las Vegas will not be liable for any direct or indirect, incidental or consequential damages (including lost data, information or profits) sustained or incurred in connection with the use, operation or inability to use internet access.
5. In consideration for the privilege of using TEACH Las Vegas network access and in consideration for having access to the public networks, I hereby release TEACH PUBLIC CHARTER SCHOOLS and its staff, administrators, operators, Board of Directors and any institutions with which they are affiliated from any and all claims and damages of any nature arising from my use, or inability to use, TEACH Las Vegas access, including, without limitation, the type of damages identified above.
6. If my child violates this agreement in any way, I understand that he/she may lose his/her Internet access privileges, temporarily or permanently. I may be held financially liable for any damage that my child causes to the computer hardware or software. Unlawful activities may result in criminal prosecution.

\_\_\_\_\_ I give permission for my child to have access to the TEACH Las Vegas Internet.

\_\_\_\_\_ I do not give permission for my child to have access to the TEACH Las Vegas Internet.

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

Home Phone \_\_\_\_\_ Work or Cell Phone \_\_\_\_\_

# SUCCESS STRATEGIES

## Parent Tips

TEACH LV 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 "21<sup>st</sup> 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 Concern Process**

Step 1: Familiarize yourself with the school's guidelines and contact the school's leadership.

Step 2: If a complaint cannot be resolved at the school level, contact the Governing Board Chair or Superintendent Dr. Carrazas. Contact information is available on the school's website.

Step 3: Not all complaints will be resolved in the complainants favor, but TEACH Las Vegas will make a good faith effort to assess the complaint and work proactively to come to a solution. If these steps have been exhausted or a breakdown in the process occurs, complaints can be made to the Nevada Charter School Authority.





# 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

NRS 388.122 "Bullying" defined.

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

- (a) Have the effect of:

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

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

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

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

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

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

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

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

2. The term includes, without limitation:

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

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

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

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

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

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

(g) Stalking; and

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

(Added to NRS by [2009.687](#); A [2011.2245](#); [2013.1655](#), [2138](#); [2015.411](#))

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

(Added to NRS by [2009.687](#); A [2011.1062](#))

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

(Added to NRS by [2009.687](#))

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

1. Pupils are the most vital resource to the future of this State;

2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State's high academic standards;

3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyberbullying will be tolerated within the system of public education in this State;

4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;

5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;

6. It will ensure that:

(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

(b) All administrators, principals, teachers and other personnel of the school districts and public schools in this State demonstrate appropriate and professional behavior on the premises of any public school by treating other persons, including, without limitation, pupils, with civility and respect, by refusing to tolerate bullying and cyber-bullying, and by taking immediate action to protect a victim or target of bullying or cyber-bullying when witnessing, overhearing or being notified that bullying or cyber-bullying is occurring or has occurred;

(c) The quality of instruction is not negatively impacted by poor attitudes or interactions among administrators, principals, teachers, coaches or other personnel of a school district;

(d) All persons in public schools are entitled to maintain their own beliefs and to respectfully disagree without resorting to bullying, cyber-bullying or violence; and

(e) Any teacher, administrator, principal, coach or other staff member or pupil who tolerates or engages in an act of bullying or cyber-bullying or violates a provision of [NRS 388.121](#) to [388.1395](#), inclusive, regarding a response to bullying or cyber-bullying will be held accountable; and

7. By declaring this mandate that the public schools in this State provide a safe and respectful learning environment, the Legislature is not advocating or requiring the acceptance of differing beliefs in a manner that would inhibit the freedom of expression, but is requiring that pupils be freed from physical, emotional or mental abuse while in the care of the State and that pupils be provided with an environment that allows them to learn.

(Added to NRS by [2001\\_1929](#); A [2005\\_705](#); [2009\\_687](#); [2013\\_1655](#); [2015\\_412](#), [881](#))

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

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

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

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

(Added to NRS by [2015\\_410](#))

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

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

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

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

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

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

- (1) Training regarding methods, procedures and practice for recognizing bullying and cyber-bullying behaviors;
- (2) Training regarding effective intervention and remediation strategies regarding bullying and cyber-bullying;
- (3) Training regarding methods for reporting violations of [NRS 388.135](#); and
- (4) Information on and referral to available resources regarding suicide prevention and the relationship between bullying or cyber-bullying and suicide.

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

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

(Added to NRS by [2015.410](#))

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

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

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

- (a) The establishment of programs to create a school environment that is free from bullying and cyber-bullying;
- (b) The provision of training on the policies adopted by the school district pursuant to [NRS 388.134](#) and the provisions of [NRS 388.121](#) to [388.1395](#), inclusive; or
- (c) The development and implementation of procedures by which the public schools of the school district and the pupils enrolled in those schools can discuss the policies adopted pursuant to [NRS 388.134](#) and the provisions of [NRS 388.121](#) to [388.1395](#), inclusive.

(Added to NRS by [2011.2242](#); A [2013.1655](#), [2755](#); [2015.413](#))

NRS 388.1327 Regulations. The State Board shall adopt regulations:

1. Establishing the process whereby school districts may apply to the State Board for a grant of money from the Bullying Prevention Account pursuant to [NRS 388.1325](#).
2. As are necessary to carry out the provisions of [NRS 388.121](#) to [388.1395](#), inclusive.

(Added to NRS by [2011.2244](#); A [2013.2755](#); [2015.413](#))

Policies; Informational Pamphlet; Program of Training

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

1. The Department shall, in consultation with the boards of trustees of school districts, educational personnel, local associations and organizations of parents whose children are enrolled in public schools throughout this State, and individual parents and legal guardians whose children are enrolled in public schools throughout this State, prescribe by regulation a policy for all school districts and public schools to provide a safe and respectful learning environment that is free of bullying and cyber-bullying.
2. The policy must include, without limitation:
  - (a) Requirements and methods for reporting violations of [NRS 388.135](#), including, without limitation, violations among teachers and violations between teachers and administrators, principals, coaches and other personnel of a school district; and

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

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

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

(3) Methods to promote a positive learning environment;

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

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

(Added to NRS by [2005.704](#); A [2009.687](#); [2013.1656](#), [2138](#); [2015.881](#))

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

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

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

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

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

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

(Added to NRS by [2005.705](#); A [2009.688](#); [2011.2245](#); [2013.2138](#))

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

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

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

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

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

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

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

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

(Added to NRS by [2011.2241](#); A [2013.1656](#); [2015.414](#))

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

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

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

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

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

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

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

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

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

(a) Within 90 days after becoming an administrator;

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

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

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

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

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

(Added to NRS by [2011.2242](#); A [2013.1657](#), [2139](#); [2015.414](#))

#### School Safety Team

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

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

2. Conduct investigations of violations of [NRS 388.135](#) occurring at the school; and

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

(Added to NRS by [2011.2243](#); A [2013.1658](#))



NRS 388.1344 Membership; chair; duties.

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

- (a) A school counselor;
- (b) At least one teacher who teaches at the school;
- (c) At least one parent or legal guardian of a pupil enrolled in the school; and
- (d) Any other persons appointed by the principal.

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

3. The school safety team shall:

- (a) Meet at least two times each year;
- (b) Identify and address patterns of bullying or cyber-bullying;
- (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying;

(d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils enrolled in the school on methods to address bullying and cyber-bullying; and

(e) To the extent money is available, participate in any training conducted by the school district regarding bullying and cyber-bullying.

(Added to NRS by [2011. 2243](#); A [2013. 1658](#))

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

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

(Added to NRS by [2001. 1929](#); A [2009. 688](#); [2013. 1658](#))

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

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

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

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

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

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



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

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

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

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

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

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

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

(Added to NRS by [2011.2244](#); A [2013.2140](#); [2015.415](#), [2069](#))

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

(Added to NRS by [2011.2244](#))

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

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

(Added to NRS by [2015.410](#))

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

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

(Added to NRS by [2005.705](#))

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

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

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

(Added to NRS by [2005.705](#); A [2013.2140](#))

#### Rules of Behavior; Week of Respect

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

(Added to NRS by [2001.1929](#); A [2005.706](#); [2009.688](#); [2011.2246](#); [2013.1659](#); [2015.417](#))

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

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

(Added to NRS by [2013.2137](#)) — (Substituted in revision for NRS 388.145)

# 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.

<b>How will I be notified of my child's progress in reading?</b>	<b>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.</b>
<b>Will my child be retained as a result of this new law?</b>	<b>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 2020-2021 school year when that particular group completes the third grade.</b>