

Student – Parent Handbook

Elementary School



Odyssey Charter Schools of Nevada

www.odysseyk12.org

2251 South Jones Boulevard

Las Vegas, NV 89146

(702) 257-0578

K-8 Office Fax: (702) 259-7793

A MESSAGE FROM THE ELEMENTARY SCHOOL PRINCIPAL

Dear Elementary School Student and Parent,

Welcome to Odyssey Charter School and the 2016-2017 school year! We are very excited to begin our 17th year of operation and are thrilled to have your student enrolled in our program. We extend a special welcome to our new families.

Whether you are a returning Odyssey family or taking this journey for the first time, we congratulate you on making the choice to be an active participant in the education of your child. We look forward to partnering with you in this endeavor. We hope that you are as excited about this school year as we are!

Our recognition that every student and family is unique and our unwavering commitment to the success of every student are what make Odyssey a special place for our families. Odyssey Elementary School strives to provide for our students and families the following three things:

- 1) An engaging and customized Kindergarten through 5th grade curriculum
- 2) Instruction that fosters analytical thinking, problem solving, communication skills, academic stamina, perseverance and creativity
- 3) A personalized educational experience in which the teacher, student, and family work together to achieve academic growth for the student

In order to achieve these goals, Odyssey's Elementary School employs the following model.

Weekly Visits:

Teachers meet with every student, once per week in a small group format. The small group meetings occur at libraries, coffee houses, Odyssey's campus or other suitable public locations and are scheduled for two hours. Parents may be asked to join their student for the entire small group visit or for a portion of the meeting. The teachers will conference with each parent about their student's progress and assignments every week either in person or by phone. The small group meeting and the parent/teacher conference are mandatory weekly requirements for Odyssey's program. At the beginning of the year, the teachers and families will confer to establish suitable meeting times and locations.

Group classes will occur approximately once per month. These classes are fun, engaging, and support the academic work that the students are completing with hands-on activities. At these classes, the students perform labs, make presentations, meet industry professionals, and engage with their peers about their learning. The students have the opportunity to work with their own teacher, as well as interact with other Odyssey instructors.

All Kindergarten students will be enrolled in Kinder Kids and will attend a group class on campus each week as well as their small group meeting in their neighborhood library.

Additional learning opportunities in the form of literacy labs, interventions and Parents as Teacher (PAT) classes will also be available.

Odyssey employs three categories of family support called The Pathways to Success. The intent of this plan is to identify when and with whom we should be offering assistance, resources and support. An important piece of this plan is an additional weekly one-on-one conference with the parent, teacher, and student, when appropriate. Odyssey is excited to be able to offer this level of teacher, parent, and student engagement. Please find a more thorough description of The Pathways to Success in the Academics portion of this handbook.

Engaging Curriculum:

Odyssey's students practice grade level appropriate Nevada Academic Content Standards. We will continue to implement Project Based Learning (PBL) into the online curriculum. The students employ analytical thinking, problem solving strategies, communication skills, and creativity to complete the projects and to present their findings to their teachers, parents, and peers. The grade level determines the content of the projects, however, the rigor of the projects are differentiated according to the needs of the individual students.

This year, Kindergarten through Third Grade students and parents will use Moodle to access the online curriculum. Moodle enables us to better organize the lessons, provide more guidance with the learning activities, and give more direct and meaningful feedback to the parents and the students. Fourth and Fifth Grade will make the transition to Moodle soon.

The students supplement their academic work using several computer-based programs that align themselves with each student's academic ability. These programs place students at an appropriate starting point and then monitor their progress as they work through the program. The teachers monitor the students' progress as well, making adjustments as needed.

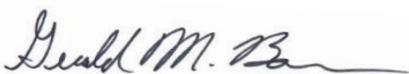
Specific and intensive intervention will be prescribed for those students that need additional support.

We are excited to share these wonderful experiences with you!

Odyssey Elementary School is built on the relationship of cooperation between teacher, parent, and child. We will provide a professionally built curriculum with weekly and daily lesson plans. We will model teaching strategies, suggest enrichment or intervention activities, provide weekly student achievement data, and offer encouragement and support, support, and more support. You, the parent or guardian, are the primary provider of education for your child in our program. You commit to working with your child every school day, providing guidance and assistance when appropriate, ensuring your child's attendance at weekly meetings and other required events, and asking for help or advice when needed. You are our students' most valuable resource and ally.

Congratulations and thank you for your commitment to your child and our school. We look forward to a great year ahead!

Sincerely,



Mr. Gerry Born
Odyssey Charter Schools of Nevada
Elementary School Principal

Odyssey Charter Elementary School
Student – Parent Handbook
2016 - 2017

Table of Contents

SCHOOL MISSION AND CORE VALUES.....	1
Motto.....	1
Mission.....	1
Core Values.....	1
Goals.....	1
Statement of Beliefs.....	1
ODYSSEY CHARTER ELEMENTARY SCHOOL 2016 - 2017 SCHOOL CALENDAR.....	2
ACADEMICS.....	3
Elementary School Curriculum and Learning Objectives.....	3
Class Placement.....	3
Weekly Visits.....	3
Schedules.....	4
Schedule Changes.....	5
Learning Environment at Home.....	5
Grading.....	5
Student Interventions.....	6
Pathways to Success.....	7
Testing.....	8
Lottery and Withdrawing a Student.....	9
Title I.....	9
Title I Hope.....	9
ATTENDANCE.....	11
Weekly Attendance.....	11
Absences and Making Up a Weekly Visit.....	11
Prearranged Absences.....	11
Make-Up Work for Absences.....	12
Attendance Policy / Cancellation Procedures.....	12

Truancy Policy	13
Tardy Policy.....	13
Leaving School or Weekly Visits Early.....	14
STUDENT AND PARENT POLICIES AND PROCEDURES.....	15
Transportation and Food.....	15
Parking and Traffic Flow.....	15
Visitors	16
Leaving Messages/Student Inquiries	16
Pupil Information/Change of Address	16
School Counseling and Social Work Department	16
Health Office/Immunizations.....	17
Police Visitation/Use by School.....	17
Safe and Respectful Learning Environment: Bullying and Cyberbullying	18
Student Dress Code.....	19
Student Telephones.....	20
Money and Valuables/Lost and Found	20
Student Activities and Field Trip Policies.....	20
Posters and Announcements	20
Fire Drills/Shelter in Place Drills.....	20
Searching Students or Student Backpacks.....	21
Rights and Responsibilities.....	22
Asbestos Management Plan.....	22
Parent Code of Conduct.....	23
STANDARD OF CONDUCT	24
CODE OF HONOR	37
ACCEPTABLE USE POLICY	39
SUCCESS STRATEGIES.....	42
Parent Tips	42
Successful Strategies for Effective Communication: Resolving Differences So Everyone Wins	42
Public Concern Process.....	43
Cyber Safety	43
NEVADA REVISED STATUTES.....	45

SCHOOL MISSION AND CORE VALUES

Motto

The Odyssey Begins With You!

Mission

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

Core Values

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

Goals

- Provide each student with a quality education
- Develop and operate programs that maximize parent involvement in each child's education
- Employ modern technologies, alternative approaches and alternative settings to deliver the highest quality education possible

Statement of Beliefs

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

ODYSSEY CHARTER ELEMENTARY SCHOOL

2016 - 2017 SCHOOL CALENDAR

August 22, 2016 – August 26, 2016.....	Orientation Week
August 29, 2016.....	First Day of School
September 5, 2016.....	Labor Day (No School)
October 27, 2016.....	End of Quarter 1
October 28, 2016.....	Nevada Day Observed (No School)
November 10, 2016.....	Holiday (No School)
November 11, 2016.....	Veterans Day (No School)
November 21, 2016 – November 25, 2016.....	Thanksgiving Break (No School)
December 19, 2016 – January 2, 2017.....	Winter Break (No School)
January 3, 2017.....	Classes Resume
January 20, 2017.....	End of Quarter 2 and First Semester
January 16, 2017.....	Martin Luther King, Jr. Day (No School)
February 20, 2017.....	President’s Day Observed (No School)
March 24, 2017.....	End of Quarter 3
April 10, 2017 – April 14, 2017.....	Spring Break (No School)
May 29, 2017.....	Memorial Day Observed (No School)
June 8, 2017.....	End of Quarter 4 and Second Semester
June 8, 2017.....	Last Day of School

ACADEMICS

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

Elementary School Curriculum and Learning Objectives

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

The Elementary School uses Moodle, Compass Learning, Lexia Core 5, Reading Plus, Dreambox Math, and several other computer-based and online programs to facilitate the delivery of instruction to our students. You will be provided with usernames and passwords.

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

Class Placement

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

Weekly Visits

It is mandatory that Odyssey students and parents meet with their teacher, face to face, once each calendar week.

Teachers will schedule multiple small group meetings throughout the week in available public locations that are suitable for such meetings and have Wi-Fi access. These locations may include Odyssey's campus, libraries, coffee shops, restaurants, or businesses. Small group meetings may not occur in private residences. Small group meetings will be scheduled to meet for a duration of approximately 2 hours, at the discretion of the teacher, and based on the factors involved, including

the age of the students, the academic tasks to complete, the availability of the meeting space, etc. Parents may be asked to join the students for the entire small group meeting or for a portion of the small group meeting. The teacher will conference with the parent about their student's progress and assignments every week either in person or by phone. The small group meeting and the parent/teacher conference are mandatory weekly requirements for Odyssey's program. At the beginning of the year, the teachers and families will confer to establish suitable meeting times and locations.

In addition to small group meetings, whole group class meetings occur on Odyssey's campus approximately once per month. These classes are fun, engaging, and support the academic work that the students are completing with hands-on activities. At these classes, the students perform labs, make presentations, meet industry professionals, and engage with their peers about their learning. The students have the opportunity to work with their own teacher, as well as interact with other Odyssey instructors. At times, the parents will be invited to join their students to see their presentations of learning. Otherwise, parents should plan to drop their student off at the indicated start time and then return to pick-up their student at dismissal.

All Kindergarten students will be enrolled in Kinder Kids and will attend a group class on campus each week as well as their weekly small group meeting in their neighborhood library.

Additional learning opportunities in the form of literacy labs, interventions and Parents as Teacher (PAT) classes will also be available.

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

- All students must arrive on time and be picked up promptly at dismissal.
- Students are not permitted to stay on campus unless scheduled by the school for an additional class or requirement.
- Odyssey has no after school programs.
- Please consider traffic patterns and allow extra time when commuting to and from school.
- Odyssey Elementary School maintains a "closed campus" policy. Students are permitted to leave campus only with a parent, guardian, or responsible person that has been granted supervisory rights through the K-8 office.

Schedules

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

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

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

Schedule Changes

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

Learning Environment at Home

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

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

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

Grading

Report cards are issued quarterly. Elementary school students (grades K-5) receive a grade of A, B, C, D, or F in English Language Arts (ELA), Math, Science and Social Studies. A grade of Satisfactory (S) or Not Satisfactory (N) will be assigned in Art, Music, PE and Health.

Progress notices are issued at mid-quarter. If the student is at risk of failing individual classes (D, F or N) or grades have dropped significantly in a short period of time, a notice may also be issued at that time. It is the parent's responsibility to know their student's progress and grades in their courses at all times by consistently monitoring the electronic gradebook in Compass Learning. 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. Completion of assignments may be accomplished over a seven-day period, if needed. New assignments will become available to students weekly. Most assignments each week are due at the end of the following week or at the weekly visits. Please consult with your teacher and review the assignments and directions each week for information on due dates, grades and submitting assignments online and in person.

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

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

Letter Grading Scale	
A	90 – 100
B	80 – 89
C	70 – 79
D	60 – 69
F	< 59

Satisfactory/Not Satisfactory Grading Scale	
S	60 – 100
N	< 60

SRBC Scale	
1	Emergent Skills
2	Approaches Standards
3	Meets Standards
4	Exceeds Standards

Student Interventions

It is the goal of the school to promote success and academic achievement for all students. When students are not succeeding, the school will intervene with required actions. These may include student and parent meetings on campus, contact with parents, required parent meetings, assignment

of an additional weekly visit, or assignment of required instructional support lab time on campus. Parents 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.

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

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

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

Pathways to Success

Students of Odyssey Charter School will be on one of three Pathways to Success. Students may move from one pathway to another dependent upon the amount of support the student and/or family needs in order to make adequate academic progress. Please read the description of each pathway and sign below to indicate that you are aware of Odyssey 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 Odyssey program. New students to Odyssey will be initially placed on the Guided Pathway. Students and their parents/guardians that might benefit from an additional layer of support will also follow the Guided

Pathway. Placement on the Guided Pathway will be by recommendation of the teacher if one or more of the conditions of the Independent Pathway are not being met. Students and parents/guardians on the Guided Pathway are expected to:

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

Intervention Pathway

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

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

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

Testing

Odyssey Charter School is a public school requiring testing for each student. The testing process at any school is a critical one. Testing identifies important areas where students and schools are strong and any areas in which to improve. Since testing is required in Nevada, Odyssey must administer all state-required exams. Schedules must be followed without exception and parents are solely responsible for the student getting to and from school on testing days.

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

State-Mandated Testing: This type of testing requires that, by law, students attend a testing facility for a specified period of time. Parents will be contacted several times prior to the testing

and may be offered a choice of time. Parents will be responsible for their child's transportation. These tests are required by state law.

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

Curriculum Tests/Quizzes: This type of testing takes place throughout the year, during or after a unit of study in any of the core subjects. They may be teacher or computer-generated.

Lottery and Withdrawing a Student

After initial enrollment Odyssey utilizes a lottery system to fill vacancies. Students may be enrolled at the beginning of each semester when space permits. Siblings currently enrolled in the school may be able to receive priority enrollment. All students enrolled after the start of the school year must follow the same enrollment procedures and attend an official orientation with a parent before they are considered enrolled in Odyssey.

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

Title I

Title I of the Elementary and Secondary Education Act (ESEA) provides financial assistance to Odyssey Charter Schools K-12 to help ensure that all students meet state academic standards. Title I is federally funded with a goal of ensuring high quality instruction for every child.

Odyssey Charter Schools K-12 became a Title I school beginning with the 2013~2014 school year. Through these funds we are able to partially fund a Literacy Specialist, fund K-12 literacy software for literacy instruction, offer Pass That Class for MS and HS, and have some of our paperwork to go home translated.

Additional information can be accessed on our website.

If you would like to discuss Title I further, please contact Nancy Herrod, Director of Federal Programs. nherrod@odysseyk12.org

Title I Hope

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

- Living in a car, park, or on the street

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

Additional Title I information can be accessed on our website.

If you feel that your family qualifies for Title I HOPE services based on your living situation and you are interested in learning more about the possible services, please contact Odyssey's K-8 Social Worker, Ms. Melody Jones at mjones@odysseyk12.org.

ATTENDANCE

Weekly Attendance

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

Students and parents must meet with their teacher, face-to-face, once per calendar week. This session is mandatory. 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. Odyssey may assign additional weekly visits for a student as needed. Attendance at additional visits is mandatory.

Students are expected to work on course work and attend face-to-face visits for approximately 20 – 25 hours per week.

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

Absences and Making Up a Weekly Visit

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

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

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

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

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 amount 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 Odyssey Charter Schools are subject to all state attendance laws as well as policies and procedures set by Odyssey Charter Schools.

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

Parents must follow the following procedures when a student must be absent from his/her weekly visit:

- Written notification must be received by the office and a courtesy copy emailed to your student's teacher within three days of the absence. Example: If your student is scheduled to attend class on Monday and class is missed, notification must be received by Thursday at 4:00 p.m.
- The notification must include the first and last name of the student, grade, date of absence, and reason for absence.
- The notification can be brought to the office in person, faxed to the school office (702 259-7793), emailed (absentk8@odysseyk12.org), or sent via United States postal mail (2251 S. Jones Blvd., Las Vegas, NV 89146).
- Absences that are not approved or verified with a written notification within three days will be considered an unapproved absence and the student will be considered truant from school.

The following absences are considered approved absences:

- The student is physically or mentally unable to attend school, or the absence is related to the student's disability and the course work has been completed.
- The principal or principal's designee has given approval for an unavoidable absence due to an emergency.

- The student is absent due to a required court appearance or a religious holiday.
- The absence has been prearranged pursuant to the request of a parent or legal guardian prior to the absence and does not exceed the allowable ten (10) arranged days per semester.

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

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

Truancy Policy

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

Truancy #1

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

Truancy #2

- The teacher discusses the absence with the parent in person, 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 absence is approved, the letter can be disregarded.
- K-5 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 Odyssey, student is reported to local or state agency, parent is reported to local agency for educational neglect.

Tardy Policy

Students are expected to arrive on time and remain present during the entire visit. Students who arrive more than ten 10 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

In the event that a student must be picked up prior to dismissal from a weekly visit with a teacher either on campus or out in the community, 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. Students repeatedly leaving school early may result in a Parent and Student RPC.

STUDENT AND PARENT POLICIES AND PROCEDURES

Transportation and Food

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

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

Parking and Traffic Flow

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

5 MPH speed zone in parking lot

U-Turns are STRONGLY DISCOURAGED

Do not block flow of traffic

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

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

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

Be patient and remain calm

Entering from Jones

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

Entering from Sahara

- Drop off at the crosswalk
- Turn right after the road narrows and exit right onto Jones Blvd.

*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

All visitors who enter the school building must check in at the elementary and 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's badge. Students are not allowed to bring visitors to onsite classes (visiting relatives, friends from other schools, etc.).

Leaving Messages/Student Inquiries

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

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

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

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

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

Pupil Information/Change of Address

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

School Counseling and Social Work Department

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

This department also provides the following:

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

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

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

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

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

Health Office/Immunizations

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

Students who become ill at school will be sent to the school nurse. The parent/guardian will be contacted if the student cannot return to class. For the protection of each student, adults must show identification and sign the student out. 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 nurse for necessary procedures.

Police Visitation/Use by School

It is the philosophy and belief of the administration at Odyssey Charter Schools that the responsibility for dealing with student discipline 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 initiate arrest and prosecution proceedings when violations of

state laws or municipal ordinances occur, when students or parents refuse to work within the established policies of the school, or when security of persons or property appears to be in jeopardy.

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:
 - (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; or
 - b. Interfere with the rights of a person by:
 - (1) Creating an intimidating or hostile educational environment for the person; or
 - (2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
 - c. Are acts or conduct described in paragraph (a) or (b) and are based upon the:
 - (1) Actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person; or
 - (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
 - a. Repeated or pervasive taunting, name-calling, belittling, mocking or use of putdowns or demeaning humor regarding the actual or perceived age, race, color, national origin, ethnicity, ancestry, religion, gender identity or expression, sexual orientation, physical attributes, physical or mental disability of a person, sex, or any other distinguishing characteristic or background of a person;
 - b. Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
 - c. Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing, or disrespectful gestures;
 - d. Threats of harm to a person, to his or her possessions, or to other persons, whether such threats are transmitted verbally, electronically, or in writing;
 - e. Blackmail, extortion, or demands for protection money or involuntary loans or donations;
 - f. Blocking access to any property or facility of a school;

- g. Stalking; and
 - h. Physically harmful contact with or injury to another person or his or her property.
- B. Under NRS 388.123, “cyberbullying” means bullying through the use of electronic communication. The term includes the use of electronic communication to transmit or distribute a sexual image of a minor. As used in this section, “sexual image” has the meaning ascribed to it in NRS 200.737 which is any visual depiction, including, without limitation, any photograph or video of a minor simulating or engaging in sexual conduct, or of a minor as the subject of a sexual portrayal.
- C. Under NRS 388.124, “electronic communication” means the communication of any written, verbal or pictorial information through the use of an electronic device, including, without limitation, a telephone, a cellular phone, a computer, or any similar means of communication.
- D. A student who is a minor who knowingly and willfully transmits or distributes an image of bullying, electronically or using another means, with the intent to encourage, further, or promote bullying:
1. For a first violation is considered a child in need of supervision, as that term is used in Title 5 the NRS.
 2. For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

II. Reporting of Bullying and Cyberbullying

A. Students

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

Student Dress Code

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

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

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

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

- Clothing that carries derogatory connotations and is obscene or suggestive is prohibited, as is clothing 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.

Student Telephones

A student telephone is located inside the school office.

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

Money and Valuables/Lost and Found

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

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

Student Activities and Field Trip Policies

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

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

Posters and Announcements

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

Fire Drills/Shelter in Place Drills

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

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

Searching Students or Student Backpacks

- I. Desks or lockers 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.
- II. Searches of a student's person or possessions while at school must be reasonable. Reasonableness requires that the search be justified prior to its commencement and be related to the circumstance giving rise to the search. Absent extraordinary circumstances, a student's person and possessions may be subject to search on school property if:
 - a. The student voluntarily consents to the search; or
 - b. Prior to a search there is an individualized, reasonable suspicion that the student is hiding evidence of a wrongdoing; and
 - c. A search is necessary to maintain school discipline, order or safety, and to prevent the removal or destruction of evidence, and
 - d. The search is reasonable in scope and methods as related to the alleged wrongdoing and the age and sex of the student, and
 - e. The search is conducted in accordance with this regulation; or appropriate law enforcement authorities conduct the search.
- III. Absent extraordinary circumstances, a search of a student's person or possessions shall be conducted by a school administrator or designee in the presence of another school employee as a witness. Prior to the search, the witness must be told, in the presence of the student, of the alleged wrongdoing and of the evidence believed to be hidden on the student's person or in the student's possession.
 - a. The student shall be asked to consent to the search in the presence of the witness.
 - b. The search shall be limited to the evidence declared to be the objective of the search.
 - c. The person conducting the search shall make a reasonable effort to notify the parent or guardian before, or as soon as possible after, any search of the student's person.
 - d. School personnel may not require students to expose intimate undergarments or to expose skin normally covered by intimate undergarments in the process of a search except in extraordinary circumstances when necessary to avoid an immediate threat or danger to safety, welfare, or health, and less intrusive means are not practical. Students should not be unnecessarily touched and should be searched by school personnel of the same sex as the student.
 - e. A written report shall be prepared within twenty-four (24) hours by the person conducting the search. The report shall include the student's name, age, and sex; the date, time, and place of the search; the alleged wrongdoing; the evidence sought; the

scope and methods of the search; the name of the school employee who witnessed the search; and the report shall be filed in the principal's office.

- IV. In extraordinary circumstances, such as an emergency involving weapons, destruction of evidence, escape, or an immediate threat or danger to the student or others from the suspected object of the search, such procedures of Section III above which cannot be reasonably complied with prior to an immediate search may be omitted. Any search must be documented by a written report, as required above, and filed in the principal's office as soon as possible thereafter, and shall describe the circumstances supporting non-compliance with the Section III procedures.
- V. School personnel should call for the support and assistance of the proper law enforcement agency in dangerous situations.

Rights and Responsibilities

Odyssey Schools recognize the following:

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

Definitions of Rights and Responsibilities

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

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

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

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

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

Asbestos Management Plan

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

Parent Code of Conduct

Parents are expected to interact with all members of the Odyssey community (students, staff, other parents) with respect and courtesy at all times.

Parents are expected to follow the Odyssey Standard of Conduct (see below) while on campus or interacting with the Odyssey community.

Failure to meet these expectations will result in an administrative conference and may result in the ultimate withdrawal of the student from Odyssey Charter School.

STANDARD OF CONDUCT

Odyssey Charter School of Nevada Disciplinary Procedures 2016-2017

Odyssey Charter Schools of Nevada has established the following discipline plan for the progressive discipline of pupils and on-site review of disciplinary decisions. The plan was developed with the input and participation of teachers, other educational personnel (counselors, strategists and specialists), 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 and NRS 392.4644.

It includes, without limitation, provisions designed to address the specific disciplinary needs and concerns of the school. The plan provides for the temporary removal of a pupil from a classroom in accordance with NRS 392.4645. The plan was reviewed and developed by the Discipline Committee. The plan was reviewed and revised by administration, teachers, other educational personnel, support staff personnel, and parents. The review and revisions were made continually and collaboratively as requested following discipline committee, administrative, and parent meetings. A copy of this plan is included in the student/parent handbook which is posted electronically on the school website for public inspection.

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

- ❖ Consequences should be issued in a progressive manner after an investigation has been conducted.
- ❖ Search methods and investigatory techniques must comply with the appropriate OCS policies and regulations.
- ❖ Disciplinary action must be commensurate with the severity of the offense(s).
- ❖ A student's academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in OCS policies and regulations.
- ❖ Referrals initiated by the supervising teacher require that the teacher follow the school's progressive discipline plan.
- ❖ The principal is provided with discretion to administer in-school consequences and/or intervention, except for those mandatory expulsion offenses required by OCS policies and regulations.
- ❖ Such interventions may include, but are not limited to, the following: behavior contract, group and individualized counseling during or after suspension, RPC, intervention with social workers, parent conferences, and attendance notification.
- ❖ RPC-T 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 prior to the student's return to campus. The student should be present whenever possible.
- ❖ RPC-A means that a student may continue to attend school until the meeting is held.
- ❖ AIP means Alternate Instructional 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 AIP will not include the use of technology if the disciplinary issue has violated the Odyssey Charter School's

Acceptable Use Policy. Students who violate the OCS Acceptable Use Policy will access the curriculum offline until such time it is approved by the OCS Administration to return to the online educational setting.

- ❖ Every attempt must be made to contact a parent/guardian for each significant offense. Parents must be provided with written notification for all disciplinary actions.

- ❖ Administration must read and initial the trespassing warning on the Notice of Required Parent Conference and Notice of Suspension documents.

- ❖ Suspensions may be assigned at the discretion of the principal, up to a maximum of ten school days.

- ❖ Referrals of expulsion require formal due process.

- ❖ 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.

- ❖ Students disciplinary records must be reviewed regularly.

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, and
3. Has not entered into and participated in a behavior plan

A student who is declared a Habitual Disciplinary Problem (NRS 392.4655) will 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.

Habitual Disciplinary Declaration

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

PROCEDURES FOR CRITERIA # 1

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

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

A student who is determined to have documented infractions in the progression of those identified under statute relevant to Habitual Disciplinary Problem may enter into a voluntary behavior plan 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 Wednesday school.

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

HABITUAL DISCIPLINARY PROBLEM PROCEDURES FOR CRITERIA # 2

Following a student's fourth suspension, Odyssey Charter School of Nevada will provide written notice to the parent or legal guardian that contains:

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

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

BEHAVIOR PLAN 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 will be developed with the parent and student. A student may enter into one behavior plan 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 Wednesday school.

If the student violates the conditions of the plan 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 behavior, the student shall be deemed a Habitual Disciplinary Problem.

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

DUE PROCESS NOTIFICATION— Odyssey Charter School of Nevada will provide due process notification to each parent at least seven days before the school deems the student a Habitual Disciplinary Problem.

STEPS TEACHERS MUST TAKE PRIOR TO 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 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 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. Assign teacher detention.
5. Counselor referral.
6. 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 student)

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

Progressive Discipline will be followed within the classroom as explained, and may include such things as: verbal warning, parent contact, detention, 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 of 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 (AIP) 4) Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action that the committee deems necessary.

AB521 Committee Members 2015-2016

Sharon Rushforth - Administrative Chair
Joyce Cummings
Nancy Johnston
Kimberly McClain
Dexter Soule

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

SPECIAL EDUCATION STUDENTS --Assembly Bill 14

If a student has a disability and is participating in special education, the student may be suspended or expelled from school in the same manner as a student without a disability if the behavior is not a manifestation of his/her disability. Part B of the Individual With Disabilities Education Act (IDEA) and established disciplinary procedures will be met when declaring a special education student a Habitual Disciplinary Problem.

The Individuals with Disabilities Education Act, the Americans with Disabilities Act of 1990, Title V of the Rehabilitation Act of 1973, any other federal law applicable to children with disabilities, and the procedures adopted by Odyssey Charter Schools will be reviewed for students with disabilities and/or participating in special education pursuant to NRS 388.440 to 388.520 to be removed under AB 521.

Odyssey Charter School of Nevada 2016-2017 Progressive Discipline Plan

The following list of consequences for the identified infraction serve as a guideline to the severity of the discipline issued for student misconduct. Every infraction will be investigated and appropriate consequences applied based on the severity of the action, the impact of the action on the educational community and the individuals within it, the behavioral history of the student, and any other relevant circumstances.

INFRACTION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Alcohol Possession/Use (May Involve Police)	RPC-T/Possible SUS Parent/Student Administrative Conference School Counselor School Nurse (Controlled Substance Under the Age-21)	RPC-T/ SUS Parent/Student Administrative Conference School Counselor School Nurse Enrollment in Drug/Alcohol Program	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program
Arson (Involve Police)	RPC-T/ SUS Pending Expulsion		
Assault to Adult	RPC-T/ SUS Pending Expulsion		
Automobile Misuse	RPC - T Parent/Student Administrative Conference May Revoke Automobile Privileges	RPC-T/ SUS Parent/Student Administrative Conference May Revoke Automobile Privileges	RPC-T/ SUS Parent/Student Administrative Conference Revoke Automobile Privileges Enrollment in Driver's Education Class
Battery - Student	RPC-T/ SUS Pending		

(Involve Police)	Expulsion		
Battery - Employee (Involve Police)	RPC-T/ SUS Pending Expulsion		
Bullying/Cyber Bullying	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC-T/ Possible SUS Parent/Student Administrative Conference	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference	Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC-T/ SUS/ AIP Parent/Student Administrative Conference
Campus Disruption (May involve police)	RPC-T/ Possible SUS/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS Pending Expulsion
Classroom Disruption (Minor) see last page	Classroom Progressive Disc. Parent Contact - RPC-A	RPC-T	RPC-T Parent/Student Administrative Conference School Counselor/Teacher
Classroom Disruption (Major) see last page	RPC-T Parent/Student Administrative Conference	RPC-T/ Possible SUS Parent/Student Administrative Conference School Counselor/Teacher	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference School Counselor/Teacher Behavior Contract/Plan
Computer Misconduct	Minor – RPC-A Major-RPC-T/ Possible SUS/ Possible AIP Parent/Student Administrative Conference	RPC-T/ SUS/ AIP/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS/ AIP / Possible Expulsion Parent/Student Administrative Conference
Controlled Substance Use or Possession (May involve police)	RPC-T/ SUS Parent/Student Administrative Conference	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative	RPC-T/SUS/Possible Expulsion Parent/Student Administrative

	(Controlled Substance)	Conference School Counselor School Nurse Enrollment in Drug/Alcohol Program	Conference School Counselor and/or School Social Worker School Nurse
Controlled Substance Sale and/or Distribution (Involve police)	RPC-T/ SUS Pending Expulsion		
Controlled Substance Paraphernalia (May involve police)	RPC-T/ Possible SUS Parent/Student Administrative Conference (Controlled Substance)	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference School Counselor School Nurse	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference School Counselor and/or School Social Worker School Nurse Enrollment in Drug/Alcohol Program
Disorderly Conduct student profanity/ gestures towards students	RPC-T Parent/Student Administrative Conference	RPC-T/ Possible Suspension Parent/Student Administrative Conference	RPC-T/ SUS Parent/Student Administrative Conference
Distribution of Porn	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference School Counselor/Social Worker Behavior Contract/Plan	RPC-T /SUS Pending Expulsion	
Dress Code	RPC-A Student/ Counselor Conference	RPC-T Counselor/ Parent/ Student Conference - Phone call	RPC-T Counselor/ Parent/ Student/ Administrative Conference
Explosive Devices (Involve police)	RPC-T/ SUS Pending Expulsion		

Fighting Physical and/or Physical and Verbal Altercation	RPC-T/ Possible SUS Parent/Student Administrative Conference	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference Counselor and/or School Social Worker Behavior Contract/Plan	RPC-T/ SUS/ AIP or SUS Pending Expulsion Parent/Student Administrative Conference Counselor and/or School Social Worker
Fighting Verbal Altercation	RPC-A or RPC-T Conference with the School Counselor Possible Administrative Conference	RPC-T/ Possible SUS Parent/Student Administrative Conference Behavior Contract/Plan	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference Behavior Contract/Plan
Forgery (May Involve police)	RPC-A (Minor) RPC-T (Major) Parent/Student Administrative Conference	RPC-T/ Possible SUS/ Possible AIP Parent/Student Administrative Conference	RPC-T /SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference
Gambling	RPC-T/ Possible SUS (\$\$ involved) Parent/Student Administrative Conference	RPC-T/ SUS Parent/Student Administrative Conference School Counselor Behavior Plan/Contract	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference Gambling Program/ Counseling
Gang (fighting)	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference Behavior Plan	SUS Pending EXP	
Gang Activity (Involve police)	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference Behavior Plan	SUS Pending EXP	
Habitual Disregard of School Rules	RPC-T Parent/Student/Counselor	RPC-T/Possible SUS Parent/Student/Counselor	RPC-T/ Possible SUS Parent/Student/Counselor

	Conference	Administrative Conference Behavior Plan	Administrative Conference Behavior Plan
Harassment - Threats towards students	RPC-T Harassment Contract Major-RPC-T/ SUS Parent/Student Administrative Conference	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference Behavior Contract/Plan	RPC-T/ SUS Pending Expulsion
Immoral Conduct	RPC-T/ SUS/ Possible Pending Expulsion	RPC-T/ SUS Pending Expulsion	
Incitement (May Involve police)	RPC-T/ Possible SUS/ Possible AIP Parent/Student Administrative Conference Behavior Contract/Plan	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference
Insubordination/Willful Disobedience	Student/ Teacher/ Administrative Conference Possible Parent Contact - RPC-A or RPC-T	RPC-T/ Possible SUS Parent/Student Administrative Conference Behavior Contract/Plan	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference
Leaving Campus/Class without permission	Student/ Administrative Conference RPC-T - Notify parents by phone Class - Student/Teacher Conference Campus - Truancy Letter	RPC-T Parent/Student Administrative Conference Campus - Truancy Letter	RPC-T/ Possible SUS Parent/Student Administrative Conference Campus - Truancy Letter
Nuisance Items (Minor) Including use of cellular phones/communication devices during instructional	Student Conference with Teacher and/or Counselor Request nuisance item, including cell phones, be	Student/ Administrative Conference Administrator confiscates nuisance item, including cell	RPC-T Student/ Parent/ Administrative Conference

/school time Portable Comm. Devices	turned off and out of sight Noncompliance-Student/ Administrative Conference	phone/portable communication device RPC-T - Notify parents by phone	Administrator confiscates nuisance item, including cell phone/portable communication device Parent/guardian to pick up nuisance item
Nuisance Items (Major)	RPC-T Student/ Parent/ Administrative Conference Administrator confiscates nuisance item Parent/guardian to pick up nuisance item	RPC-T Student/ Parent/ Administrative Conference Administrator confiscates nuisance item Confiscate until end of school year	RPC-T/ SUS/ Possible AIP Parent/Student Administrative Conference Confiscate Item until end of school year Behavior Contract/Plan
Possession of Stolen Property (under \$500) (possible police involvement)	RPC-T/ Possible SUS Parent/Student Administrative Conference	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS Pending Expulsion
Possession of a Weapon (non NRS) (may involve police)	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS Pending Expulsion	
Possession of a Weapon (NRS) (Involve police)	RPC-T/ SUS Pending Expulsion		
Profanity towards Employee	RPC-T/ Possible SUS Parent/ Student/ Administrative Conference	RPC-T/ Possible SUS/ Possible AIP Parent/ Student/ Administrative Conference	RPC-T/ SUS/ Possible AIP Parent/ Student/ Administrative Conference Behavior Contract/Plan
Robbery/Extortion (Involve Police)	RPC-T/ SUS/ Pending Expulsion		
Scholastic Dishonesty	RPC-A Conference with Teacher/ Counselor	RPC-A Parent/ Student/ Teacher/ Counselor/ Administrative Conference	RPC-T Parent/ Student/ Teacher/ Counselor/ Administrative Conference Behavior Contract/Plan

Sexual Assault (Involve police)	RPC-T/ SUS Pending Expulsion		
Spraying Propellants (Tear gas, pepper spray, fire extinguisher) (May Involve Police)	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS Pending Expulsion	
Tardies	Conference Student/ Staff	Conference Student/ Teacher/ Counselor/ Intervention Specialist	RPC-A Conference Student/ Teacher /Counselor/ Parent/ Intervention Specialist
Threats - Student (May Involve Police)	RPC-T/SUS Parent/Student Administrative Conference Assess the threat Behavior Contract/Plan	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference Behavior Contract/Plan	RPC-T/ SUS Pending Expulsion
Threats - Employee (May Involve Police)	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference Assess the threat Behavior Contract/Plan (based on assessment of the threat)	RPC-T/ SUS Pending Expulsion	
Theft (May Involve police)	RPC-T/ SUS/ Possible Expulsion Parent/Student Administrative Conference	RPC-T/ SUS Pending Expulsion	
Tobacco (Possession and/or Use)	Conference with the counselor Possible RPC-A Confiscate	RPC-T Student/ Counselor/ Parent/ Administrative Conference Behavior Contract/Plan Confiscate	RPC-T Student/ Parent/ Counselor/ Administrative Conference Confiscate Tobacco Cessation Program/ School Nurse
Truancy	Phone call home from the	RPC-T Follow Intervention	RPC-T Follow Intervention

	OCS Office/Teacher of Record or Intervention Specialist	Notify DMV Plan-Parent Involvement <ul style="list-style-type: none"> ● Teacher ● Counselor ● Social Worker ● Intervention Specialist 	Plan-Parent Involvement <ul style="list-style-type: none"> ● Teacher ● Counselor ● Social Worker ● Intervention Specialist
Vandalism/Destruction or Defacing Property (May Involve Police)	RPC-T/ SUS Parent/Student Administrative Conference	RPC-T/ SUS/ Possible AIP/ Possible Expulsion Parent/Student Administrative Conference Behavior Contract	RPC-T/ 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
- horse play
- 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

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.

ACCEPTABLE USE POLICY

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

ACCEPTABLE USE POLICY (AUP)

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

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

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

TERMS AND CONDITIONS

A. Access to District Network and Resources

1. Staff, students, and members of the community may be given access to the OCS computer network. This access, including account and password, must not be shared, assigned, or transferred to another individual.
2. Access to OCS's computer network resources may be suspended or terminated if terms and conditions of the AUP are violated. Prior to a termination of access to OCS's computer network resources, the user will be informed of the suspected violation and given an opportunity to present an explanation. The user may request a review hearing with the Executive Director within seven (7) days of notification if the user feels that such action is unjust. After the review, access may be terminated if the Executive Director denies the appeal.
3. Upon entrance to OCS, a student must complete a Network Access Form that is signed by the legal parent and/or guardian before access is granted to OCS's computer network resources. Student signature is mandatory for grades 6 through 8 only.

B. System Security

1. Computer users may not run applications or files that create a security risk to OCS's computer network resources. If users identify a security problem, they must notify appropriate administrators immediately.

2. Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to OCS's computer network resources.
3. Users should immediately notify a teacher or school administrator if they believe that someone has obtained unauthorized access to their private account.

C. Respecting Resource Limits

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

D. Illegal Activities

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

E. Intellectual Property (Copyright)

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

F. Language

1. Polite and appropriate language is expected at all times. Abusive messages are prohibited.

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

G. Liability

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

H. Electronic Mail and Real-Time Conferencing

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

SUCCESS STRATEGIES

Parent Tips

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

- Develop basic computer skills and prepare for the “21st Century glitches.” What steps will you take if your computer goes down? Have a practical plan in place.
- Become familiar with 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

Parent has a concern



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



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

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

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

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



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



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

Cyber Safety

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

1. Excite your children with the positive side of cyberspace and the ease of information. They can learn anything and everything: The Internet is not just You Tube, social media, and homework.
2. Manage your browser settings, allowing you to choose what content is viewable to your child.
3. Discuss the dangers of predators on the Internet with your child, as well as the danger of putting persona 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 child 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 child's Internet history often. If you don't know what something is, click on it.
9. Always be aware of your child'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 child if they have a questions or concern about something they saw on the Internet.

NEVADA REVISED STATUTES

388.122 “Bullying” means [a willful act which is] 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; 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 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.

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.

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](#).

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.

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.