A Message from the
High School Administrators

It is our pleasure to welcome you to Odyssey Charter High School for the 2020-2021 school year. We are proud to offer a cutting edge, innovative, and exciting educational experience for all our students. Unlike most online schools, we believe in the hybrid model which gives the student the best of online instruction combined with traditional face-to-face teaching. This is proven to be a winning formula as we continue to graduate large numbers of students and continue to send students to the finest colleges and post-secondary education institutions in the country.

Although we require students to come in a minimum of once a week for four hours, students have access to the curriculum seven days per week twenty-four hours a day and can attend our student learning center Monday through Friday from 7:30 a.m. until 4:00 p.m. This opportunity for additional academic support helps make our school unique.

We are very excited to continue three academic initiatives this school year that were successful during the last several years. First, all 9th and 10th graders will be enrolled in a Freshman/Sophomore Academy program in which they will learn critical study skills that will help make them successful during their high school experience and beyond. Second, we will continue to offer several enrichment courses on Wednesday and Friday afternoons. These courses will include opportunities for credit recovery, participation in student leadership, advanced placement course discussions, and several other opportunities. Third, we will continue our 4th-hour program to provide juniors and seniors with critical skills related to the ACT exam and post-high school planning.

Here at Odyssey, we believe that small class sizes, personalized academic and social support, combined with a safe healthy learning environment, are the key to student success.

Thank you for choosing Odyssey Charter High School where we help create lifelong learners and 21st Century citizens.

Mr. Mario Gatto          Mr. Derek Stafford          Mr. Michael Fitzgerald
Principal                Assistant Principal         Coordinator II
The purpose of this handbook is to provide basic information to you and your parents as members of the Odyssey Charter School community. It is intended to explain what is expected of you and your parents to help ensure academic success. Please review this handbook with your parents as you are responsible for the information it contains. Once again, thank you for choosing Odyssey Charter High School.
School Mission and Core Values

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

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

Statement of Beliefs
● All students can learn
● Learning is continuous and has no bounds
● Learning is a journey rather than a destination
● Parents are an integral 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 their behavior
● Students’ educational needs are the priority of the school and families
● Education is a cooperative partnership between the school, families, and community members

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

The Title IX administrator is Mr. Tim Lorenz, Superintendent, 702-257-0578.
Odyssey Charter High School
2020-2021 Calendar

August 3-7, 2020
August 10, 2020
September 7, 2020
October 9, 2020
October 30, 2020
November 11, 2020
November 23-27, 2020
December 18, 2020
December 21, 2020
January 5, 2021
January 6, 2021
January 20, 2021
Jan 25-Feb 5, 2021 (tentative)
February 15, 2021
February 22-26, 2021 (tentative)
March 12, 2021
March 29, 2021
April 5, 2021
April 6, 2021
May 3-7, 2021 (tentative)
May 3-14, 2021
May 25, 2021
May 25, 2021
May 25, 2021

Mandatory Orientations
First Day of School
Labor Day
No School
End of Quarter 1
Nevada Day
No School
Veterans Day Holiday
No School
Thanksgiving Week
No School
End Quarter 2/Sem 1
First Day of Winter Break
Last Day of Winter Break
Classes Resume
Martin Luther King, Jr. Day
No School
WIDA testing
President's Day
No School
ACT Exam, All 11th graders
End of Quarter 3
First Day of Spring Break
Last Day of Spring Break
Classes Resume
End of Course Exams
AP Exams
Graduation
End Quarter 4
and Semester 2
Last Day of School
School Schedule

**Traditional Class Schedule:** Students are required to attend onsite face-to-face instruction one day per week for four hours. Weekly attendance is based on this onsite component. Failure to attend this one day per week, four-hour session, will result in being marked absent for the week. Our weekly session schedule is as follows:

**11th and 12th Grade Students:**

8:00 am - 12:00 pm Monday through Friday  
12:00 pm - 4:00 pm Monday through Friday*

**9th and 10th Grade Students:**

7:30 am - 11:30 am Monday through Friday  
11:30 am - 3:30 pm Monday through Friday*

*There is no traditional school on Wednesday afternoons to accommodate our Wednesday Enrichment Program

**Enrichment Program:** Odyssey will be offering a number of enrichment courses on Wednesday and Friday afternoons. These courses will include opportunities for credit recovery, advanced placement course discussions, face-to-face physical education, and several other opportunities. A full schedule of the program options is available from our front office or the high school counselors.

**Student Learning Center (SLC):** Odyssey offers a drop-in lab opportunity for students who desire additional academic support or who are looking for college/career information. Students who are coming to the SLC for additional face-to-face instruction are required to remain in class for a two-hour block of time and adhere to all classroom rules. It is recommended that students not stay longer than four hours unless they have made specific arrangements with Odyssey staff.

Students must check-in at the front office prior to attending the SLC and receive a pass. Please note: additional instruction will not count as your weekly attendance.

The SLC is open five days per week from 7:30 am-4:00 pm.
# Odyssey Charter High School Faculty & Staff

**ADMINISTRATORS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Tim Lorenz</td>
<td>Superintendent of Schools</td>
</tr>
<tr>
<td>Ms. Shelli Guthrie</td>
<td>Executive Director for Operations</td>
</tr>
<tr>
<td>Mr. Mario Gatto</td>
<td>High School Principal</td>
</tr>
<tr>
<td>Mr. Derek Stafford</td>
<td>High School Assistant Principal</td>
</tr>
<tr>
<td>Mr. Mike Fitzgerald</td>
<td>High School Coordinator</td>
</tr>
<tr>
<td>Ms. Nancy Herrod</td>
<td>Director of Federal Programs</td>
</tr>
<tr>
<td>Mr. Brad Evans</td>
<td>EL and Assessment Coordinator</td>
</tr>
<tr>
<td>Mr. Glenn Moses</td>
<td>Director of Professional Development and Curriculum Innovation</td>
</tr>
</tbody>
</table>

**COUNSELORS**

- Students are assigned by last name

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Suzanne Miller</td>
<td>Guidance Counselor (A-E)</td>
</tr>
<tr>
<td>Mr. Kenneth Michnal</td>
<td>Guidance Counselor (F-Le)</td>
</tr>
<tr>
<td>Mr. Robert Smyth</td>
<td>Guidance Counselor (Lf-Ra)</td>
</tr>
<tr>
<td>Ms. Kelly Johnson</td>
<td>Guidance Counselor (Rb-Z)</td>
</tr>
</tbody>
</table>

**FACULTY**

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Cathy Abrams</td>
<td>Science</td>
</tr>
<tr>
<td>Ms. Silvia Bailey</td>
<td>School Psychologist</td>
</tr>
<tr>
<td>Ms. Tizzy Bash</td>
<td>EL Teacher</td>
</tr>
<tr>
<td>Mr. Greg Bohls</td>
<td>Health/Drivers Ed/PE</td>
</tr>
<tr>
<td>Ms. Devon Bolliger</td>
<td>Special Education</td>
</tr>
<tr>
<td>Ms. Laura Bowers</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mr. Rob Carter</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mr. Tim Dailey</td>
<td>Special Education</td>
</tr>
<tr>
<td>Mr. Dallas Dunlop</td>
<td>Technology</td>
</tr>
<tr>
<td>Ms. Pam Fett</td>
<td>Special Education</td>
</tr>
<tr>
<td>Ms. Jenifer Fitzgerald</td>
<td>Math</td>
</tr>
<tr>
<td>Ms. Rebecca Fitzgerald</td>
<td>TOSA Professional Development</td>
</tr>
<tr>
<td>Ms. Mindy Geihs</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Jayceine Gilmour</td>
<td>Math</td>
</tr>
<tr>
<td>Ms. Julia Gilmour</td>
<td>Spanish/English</td>
</tr>
<tr>
<td>Ms. Gina Giordano</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Alison Gray</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Meagan Haaksma</td>
<td>Special Education</td>
</tr>
<tr>
<td>Ms. Jess Heeren</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Laurie Howard-Malm</td>
<td>Intervention Specialist</td>
</tr>
<tr>
<td>Mr. Chris Huseman</td>
<td>Special Education</td>
</tr>
<tr>
<td>Ms. Carmen Johnson</td>
<td>English</td>
</tr>
<tr>
<td>Mr. Robert Kelly</td>
<td>English</td>
</tr>
<tr>
<td>Ms. Laurie Kelman</td>
<td>HS Special Education Facilitator</td>
</tr>
<tr>
<td>Mr. Matt Ladwig</td>
<td>Technology</td>
</tr>
<tr>
<td>Ms. Carol Lommen</td>
<td>English</td>
</tr>
<tr>
<td>Mr. James Mack</td>
<td>Psychology</td>
</tr>
<tr>
<td>Ms. Dawn Mays</td>
<td>Math</td>
</tr>
<tr>
<td>Mr. Dan O’Gara</td>
<td>Social Studies</td>
</tr>
<tr>
<td>Mr. Mike O’Rourke</td>
<td>PE/Health</td>
</tr>
<tr>
<td>Ms. Traci Palacios</td>
<td>English</td>
</tr>
<tr>
<td>Mr Joe Panico</td>
<td>Literacy</td>
</tr>
<tr>
<td>Ms. Barbara Pratt</td>
<td>Math</td>
</tr>
<tr>
<td>Mr. Michael Privett</td>
<td>Science</td>
</tr>
</tbody>
</table>

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7
Mr. Brad Query
Mr. Dan Reese
Mr. Casey Roden
Mr. Rick Rouse
Mr. Chris Ryan
Mr. Richard Schmiesing
Mr. Kevin Smoot
Mr. Dexter Soule
Mr. Scott Spigelmeyer
Ms. Tessa Thompson
Ms. Vijean Thompson
Mr. John Turner
Mr. William Vosburg
Ms. Brandi Wright

Mr. Rick Rouse
Mr. Chris Ryan
Mr. Richard Schmiesing
Mr. Kevin Smoot
Mr. Dexter Soule
Mr. Scott Spigelmeyer
Ms. Tessa Thompson
Ms. Vijean Thompson
Mr. John Turner
Mr. William Vosburg
Ms. Brandi Wright

**RELATED SERVICE PERSONNEL AND SUPPORT STAFF**

Mr. Shane Bloebaum
Mr. Dillan Burkhardt
Ms. Lauren Cole
Ms. Lynn Dickton
Ms. Kelly Gutierrez
Mr. Chris Kelly
Ms. Candice Kelsey
Ms. Stacey Kilby
Ms. Teresa King
Mr. Jaren Longhurst
Ms. Joann Melton
Ms. Laurie Olsen
Ms. Molly Patterson
Ms. Teresa Price
Ms. Jasmin Ramos
Ms. Dona Robertson
Ms. Erin Romero
Ms. Emily Rouse
Ms. Kendra Tate
Ms. Jentrey Wiener

Mr. Physical Education
Mr. Social Studies
Mr. Math
Mr. Special Education
Mr. Social Studies
Mr. Math
Mr. Physical Education
Mr. Math
Mr. Computer Science
Mr. Math
Mr. Spanish
Mr. Science

Mr. Classroom Aide
Mr. EL Aide
Mr. Classroom Aide
Mr. Attendance Monitor
Mr. Social Worker
Mr. Classroom Aide
Mr. Classroom Aide
Mr. Classroom Aide
Mr. Classroom Aide
Mr. Attendance Monitor
Mr. Administrative Assistant
Mr. Clerk
Mr. Registrar
Mr. Receptionist
Mr. EL Aide
Mr. School Nurse
Mr. Classroom Aide
Mr. EL Aide
Mr. FASA
Odyssey Charter School
Accessibility, Non-Discrimination, and Non-Harassment Notice

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

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

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

Title IX Coordinator for the 2020-21 School Year: Mr. Tim Lorenz, Superintendent
Academics
Graduation Requirements

All students at Odyssey Charter High School are required to enroll in a minimum of six credits per school year (six classes per semester).

To receive a diploma from a Nevada high school, students must meet all course and testing requirements. Below are the standard diploma credit requirements for high school students. Please contact your school counselor to discuss a student’s course of study.

Testing Requirements for All Diplomas
Students who wish to graduate with a diploma must take the College and Career Readiness Assessment (ACT w/ writing).

<table>
<thead>
<tr>
<th>Standard Diploma Credit Requirements</th>
<th>Standard Diploma Credit Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Class of 2021)</td>
<td>(Classes of 2022 and beyond)</td>
</tr>
<tr>
<td><strong>Area of Study</strong></td>
<td><strong>Area of Study</strong></td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English</td>
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<tr>
<td>Math</td>
<td>Math</td>
</tr>
<tr>
<td>Science</td>
<td>Science</td>
</tr>
<tr>
<td>World History/Geography*</td>
<td>World History/Geography*</td>
</tr>
<tr>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td>US Government</td>
<td>US Government</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Physical Education</td>
</tr>
<tr>
<td>Health/Wellness</td>
<td>Health/Wellness</td>
</tr>
<tr>
<td>21st Century Learning**</td>
<td>21st Century Learning**</td>
</tr>
<tr>
<td>Electives</td>
<td>Electives</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Credit(s)</strong></td>
<td><strong>Credit(s)</strong></td>
</tr>
<tr>
<td>4</td>
<td>4</td>
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<tr>
<td>3</td>
<td>3</td>
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<td>2</td>
<td>2</td>
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<td>1</td>
<td>1</td>
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<td>1</td>
<td>1</td>
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<td>2</td>
<td>2</td>
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<tr>
<td>½</td>
<td>½</td>
</tr>
<tr>
<td>7 ½</td>
<td>6</td>
</tr>
<tr>
<td><strong>22 ½</strong></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

*World History or Geography fulfills the Arts/Humanities or Career and Technical Education (CTE) state requirement

**Successful completion of a one-semester computer literacy course offered in grades 6, 7, or 8 will satisfy the 21st Century Learning graduation Requirement

21st CENTURY COURSE OF STUDY CORE CURRICULUM REQUIREMENTS

All Odyssey Charter High School students except the class of 2022 and beyond students will be scheduled to meet the 21st Century Course of Study. If you would like to exempt your child from the 21st Century Course of Study, a meeting with the school administration is required. Class of 2022 and beyond students will be scheduled to meet the College & Career Ready Course of Study.
21st Century Course Curriculum
4 Credits of English
4 Credits of Math (Including Algebra II or higher)
3 Credits of Science (Including Biology)
3 Credits of Social Studies and History

Please note that by not completing the 21st Century Course of Study a student will not be eligible for the Millennium Scholarship and will not meet the core requirements for UNLV and UNR admissions.

Advanced Diploma Requirements
To receive an Advanced Diploma, students must meet the course and testing requirements outlined below and achieve a minimum unweighted grade point average (GPA) of 3.25. Please contact your school counselor to discuss a student’s course of study.

Advanced Diploma Credit Requirements
(Classes of 2018 and beyond)

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
</tr>
<tr>
<td>World History / Geography</td>
<td>1</td>
</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
</tr>
<tr>
<td>U.S. Government</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>21st Century Learning</td>
<td>½</td>
</tr>
<tr>
<td>Social Studies, Arts, Humanities or Occupational Education Elective</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>

Advanced Honors Diploma Requirements
To receive an Advanced Honors Diploma, students must meet the credit requirements and the honors credit requirements as well as the testing requirements outlined below. In addition, students must achieve a minimum unweighted grade point average (GPA) of 3.25 and achieve a weighted GPA of 3.85. Please contact your school counselor to discuss a student’s course of study.

Advanced Honors Diploma Credit Requirements
(Classes of 2018 and beyond)

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit(s)</th>
<th>Honors or AP Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Mathematics</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Science</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>World History / Geography</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>
College and Career Ready Diploma Requirements
To receive the College and Career Ready Diploma from a Clark County School District high school, students must meet the course and testing requirements outlined in the chart below and achieve a minimum weighted grade point average (GPA) of 3.25. Students must either be proficient in a second world language or earn two (2) credits in the following course types:

- Advanced Placement Courses
- International Baccalaureate Courses
- Dual Credit / Dual Enrollment Courses
- Career and Technical Education courses
- Work-based Learning courses
- World Language Courses

Finally, students must earn either a College-Ready Endorsement or a Career-Ready Endorsement as indicated following the chart below.

Please contact your school counselor to discuss a student’s course of study.

<table>
<thead>
<tr>
<th>Area of Study</th>
<th>Credit(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
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</tr>
<tr>
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<tr>
<td>World History / Geography</td>
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<td>U.S. History</td>
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<td>U.S. Government</td>
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<td>Physical Education</td>
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<tr>
<td>Health</td>
<td>½</td>
</tr>
<tr>
<td>21st Century Learning</td>
<td>½</td>
</tr>
<tr>
<td>Social Studies, Arts, Humanities or Occupational Education Elective*</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>24</strong></td>
</tr>
</tbody>
</table>
College Ready Endorsement
Students wishing to receive a college-ready endorsement must receive the minimum score on the ACT with Writing for initial placement into college-level coursework in both English and Mathematics as prescribed by the Nevada State Board of Education.

Career Ready Endorsement
Students wishing to receive a career-ready endorsement must earn a minimum score on a State Approved career-readiness assessment AND one of the following:
- Satisfy the requirements for the issuance of a State Certificate of Skill Attainment
- Obtain an industry-recognized credential identified by the Governor's Office of Workforce Innovation for a New Nevada

Post-Secondary Education
Requirements for graduation may not be the same as college or Technical school entrance requirements. Students who expect to enroll for further education in post-secondary institutions should plan carefully to make sure they have included the necessary preparation in a high school program. Note: Foreign Language study is recommended at the high school level and required by some colleges for admission.

Report Cards and Unsatisfactory Progress Notices
Report Cards are mailed to parents/guardians at the end of each quarter. Parents will also be notified at mid-quarter of their student's academic progress.

Please note: In order to support these academic requirements, students that are receiving failing grades may be required to report to the school for extra days in the Student Learning Center.
Odyssey Charter High School Grading Policy

Odyssey Charter High School uses these grades for basic skill subjects, showing accomplishment relative to state standards:

A   Excellent Achievement  
B   Above Average Achievement  
C   Average Achievement  
D   Below Average Achievement  
F   Failure to Meet Acceptable Standard of Achievement

Repeating a Course Agreement

OCS provides students the opportunity to repeat courses with the acknowledgement that no additional credits will be granted for the repeated course and the higher grade earned will be recorded in the course history and on the transcript. The lower grade will be replaced with a repeated course notation.
Odyssey Testing Program

Students want to graduate and move on past high school. To receive a standard diploma a student must meet all the requirements established by the school and the state of Nevada. One of these requirements is participation in six exams; Four End of Course exams, the ACT with writing, and the Science Proficiency exam.

Odyssey Charter School 9th and 1010th-grade students also participate in 3 College Equipped Readiness Tool or CERT exams to prepare them for the ACT during their junior year.

Signing up for testing is easy. It is done through a link on Moodle. Information concerning required exams will be provided to students and parents as the exam dates approach.

**Required Exams:**

**CERT: (9th & 10th grade)** These exams are taken on the computer 3 times over the course of the year Fall, Winter, and Spring. They are meant to prepare the 9th and 10th-grade students for the ACT with writing which is given to all 11th-grade students. Information provided by the results from CERT will be used to prepare a student for the ACT with writing. (site-based testing)

**WIDA: (9th-12th grade)** This exam is taken on the computer. Students that have been identified as LEP (Limited English Proficient) will be required to complete a four-part exam beginning in January to March. (federal/state testing)

**ACT with writing exam: (11th grade)** This exam is taken on the computer. Students are required to participate in this exam in February-March 2021. Students that failed to attend must take the exam senior year during this same time. Plan on arriving at the testing location by 7:30 am (state testing)

**Science proficiency exam: (10th grade)** This exam is taken on the computer. Students are required to participate in this exam. There are 60 questions. (state testing)

**End of course exams (9th-12th grade)** These exams are taken on the computer. These exams have taken the place of the proficiency exams and makeup 10-20% of a student’s final grade in their math or English class. (state testing)

Questions? Please view the testing website at: [www.odysseyk12.org/testing](http://www.odysseyk12.org/testing)

Testing Coordinator is Brad Evans [bevans@odysseyk12.org](mailto:bevans@odysseyk12.org)
Counseling Department

The guidance function is delivered through the following services:

Placement: Students are required to take courses to meet graduation requirements and to qualify for jobs and post-secondary institutions. Placement involves assistance to each individual in selecting appropriate curriculum, schools, or training programs.

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

Counseling Service: Counseling is designed to help each individual set goals and establish a post-secondary plan. This will be achieved through an awareness of each individual’s strengths, weaknesses, knowledge, skills, feelings, and values. In addition, the counseling service provides consultations with parents, teachers, and administrators.

Follow Up: School follow-up is designed to provide information on how students’ goals may change. This may take the form of a 1-year or 5-year follow-up conducted by a questionnaire through the mail or by telephone. Graduates who come back to Odyssey Charter High School to share their experiences also provide helpful follow-up information.

Schedule Changes

Every effort will be made to place students in courses that are appropriate for their abilities and future educational or career interests. Maximum student and parent input will be encouraged during the time course selections are made. However, a transcript from the student’s previous school will be used as the guide for class selection. Incorrect or incomplete transcripts may result in your student being improperly placed. Schedule changes during the first ten school days of each semester are granted based on the established school procedures. Schedule changes may be made after the eighteenth day of a semester if the student is inappropriately placed at a specific academic level. The change may only be made within the same discipline. Changes will be made for the following reasons:

1. A required course for graduation is failed during the current year
2. A course is taken during summer school, or
3. Exceptional circumstances exist

In the case of exceptional circumstances, the student requesting the change and their parent/guardian will need to meet with the Counselor and/or Administrative staff to discuss the requested change.
Title I

Title I of the Every Student Succeeds Act (ESSA) provides financial assistance to K-12 schools 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 first became a Title I school in the 2013-2014 school year. Through these funds we were able to partially fund a Learning Strategist, fund K-12 literacy software for literacy instruction, offer Pass That Class for HS, and have some of our paperwork to go home translated.

For the 2020-2021 school year, Odyssey Charter Schools K-12 will not be receiving Title I funding, but we will continue to offer the programs that our students and families have come to depend on for their academic success.

Additional information can be accessed on our website at [odysseyk12.org](http://odysseyk12.org)

If you would like to discuss Title I further, please contact Nancy Herrod, Director of Federal Programs. [nherrod@odysseyk12.org](mailto: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)

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 possible services, please stop by the School Social Worker’s office before leaving orientation today.

High school contact information:

Kelly Gutierrez, LSW, School Social Worker, [kgutierrez@odysseyk12.org](mailto:kgutierrez@odysseyk12.org)
CODE OF HONOR
Nevada Department of Education

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 another 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, including changing grades 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 and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

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

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

Questions or concerns regarding the consequences associated with a violation of the Code of Honor may be directed towards your child’s school administration.
Acceptable Use Policy

Odyssey Charter School is a community of educators, students, and their families committed to individual achievement through innovative instruction and guidance, both direct and on-line.

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) computer network resources 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 e-mail and Internet services and all Internet service providers such as AOL, EarthLink, etc, 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 in allowing their children access to the Internet either at school or at home.

TERMS AND CONDITIONS
A. Access to District Network Resources
1. Staff, students, and members of the community may be given access to OCS’s computer network resources. This access, including account and password, must not be shared, assigned, or transferred to another individual.
2. Access to OCS’ computer network resources may be suspended or terminated if the terms and conditions of this AUP are violated. Prior to 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. Each student must have a signed Network Access Form before access is granted to OCS’s computer network resources. Upon entrance to OCS, a student must have a completed Network Access Form signed by the legal parent and/or guardian.

B. System Security
1. Computer users may not run applications or files that create a security risk to OCS’ 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’ 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’ technology services to sell or purchase goods and services without prior approval of the appropriate administrator.
3. Attempting to gain unauthorized access to OCS’ 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’ 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’ 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’ 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.
2. Abusive messages are prohibited.
3. Harassment is prohibited. Harassment is conduct which is sufficiently severe, persistent, or pervasive that it adversely affects, or has the purpose, or logical consequence, 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 is 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 Odyssey Charter School for any liability arising out of any violation of this 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 communication, users should recognize there is no expectation of privacy for electronic mail.
2. Users are expected to remove e-mail 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 canceled account will not retain electronic mail.
6. The system administrators reserve the right to terminate access to OCS’ computer network resources if this AUP is violated while using real-time chat features, including video conferencing.
Internet Safety

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

1. Excite your student with the positive side of cyberspace and the ease of information. They can learn anything and everything - the Internet is not just YouTube, social media, and homework.

2. Manage your browser settings, allowing you to choose what content is viewable to your child.

3. Discuss the dangers of predators on the Internet with your student, as well as the danger of putting personal information on the Internet.

4. Discuss a set of rules for use of the Internet, which may include asking permission before using the computer, a time limit of usage, off-limits times of day, sharing passwords, etc.

5. Discuss the threat of viruses and clicking on things if they are unsure or unfamiliar.

6. Talk to your student about Internet usage when at other houses or away from home.

7. Remember that the danger is not just on your PC, laptop, and tablet. The Internet is at their fingertips – on their phone or yours!

8. Check your student’s Internet history often. If you don’t know what something is, click on it.

9. Always be aware of your student’s involvement, access, and behavior on social media outlets as well as email. Discuss things to talk about in the future and now. Discuss the permanency of things on the Internet and how you can’t take it back, legal issues, pictures, etc.

10. Encourage conversation with your student if they have questions or concerns about something they saw on the Internet.
**Internet Safety Rules**

**Middle School**

1. **I will think before I post.**
   - I agree not to post information and images that could put me at risk, embarrass me, or damage my future, such as:
     - cell & home phone numbers
     - home address
     - sexual messages
     - inappropriate pictures and videos

2. **I will respect other people online.**
   - I will not:
     - post anything rude, offensive, or threatening
     - send or forward images and information that might embarrass, hurt, or harass someone
     - take anyone’s personal information and use it to damage his or her reputation

3. **I will be careful when meeting online friends in person.**
   - I agree to:
     - ask my parent or guardian’s permission
     - have a parent or guardian accompany me
     - meet in a public place

4. **I will protect myself online.**
   - If someone makes me feel uncomfortable or if someone is rude or offensive, I will:
     - not respond
     - save the evidence
     - tell my parent, guardian, or another trusted adult
     - report to the website, cell phone company, cybertipline.com, or the police

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**NetSmartz Workshop**

A Program of the National Center for Missing & Exploited Children.

Watch videos and play games at NSTeens.org

Copyright © 2020 National Center for Missing & Exploited Children. All rights reserved.
# Attendance

![Calendar and clock](image)

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*Note: The image shows a calendar page with dates and a clock, indicating the passage of time.*
Odyssey Attendance Policy

Attendance is critical in achieving academic success. Academic achievement is dependent on a student’s participation in their courses online at home and on campus. Attendance at school is mandatory. Students enrolled at Odyssey Charter School (OCS) are required to attend their assigned class on campus one day a week for 4 hours and log into each enrolled course and complete assignments outside of their scheduled day on-campus.

Each time your student attends their 4-hour class, they earn 5 days of attendance or is considered present for the week. Subsequently, each time your student is absent, they earn 5 days of absences or are considered absent for the week. In addition, students who do not log in outside of their scheduled on-campus day are also considered absent from school. Therefore, students and parents must understand the importance of consistent attendance and log-ins to courses.

Here are some guidelines, definitions, and frequently asked questions to help you understand OCS’ attendance policies/procedures and state attendance mandates:

- It is mandatory that your student attend their four (4) hour class on their assigned day once a week and log in to every enrolled course outside of that class day.
- OCS is a program of distance education, therefore 1 day equals 5 days.
- Students who are absent from Odyssey Charter School are expected to contact the school and schedule a make-up day and must attend before their next assigned day.
- Students are limited to 3 makeup days per semester.
- Students are considered chronically absent if they miss more than 2 assigned days, whether the absence is excused or not. Upon the 3rd absence of their assigned day the student is labeled chronically absent by the Nevada Department of Education and faces possible withdrawal from OCS.
- Upon the 4th consecutive absence from their assigned day the student will be withdrawn from OCS for non-attendance.
- You must notify the office in writing, not by phone, each time your student is absent.
- Written notification can be brought to the office in person, faxed (702-312-3260), emailed (absent@odysseyk12.org), or sent via US mail (2251 S. Jones Blvd, Las Vegas, 89146).
- After 2 absences a doctor’s note is required for any further excused absences.
- Each time your student is absent you will receive an automated phone call from the attendance office. Please make sure your phone numbers are kept up to date.
- Absences that are not excused properly are considered unexcused. This means the student is truant from school.
- Excessive absences will result in truancy. (See the steps for truancy below.)
- We understand that there are times when it is necessary for students to have a long-term absence, longer than 2 weeks in a row. Parents/Guardians must submit a written request to the school in advance of the absence and have a meeting with a school administrator. Long-term absences are limited and temporary and may not be used to make OCS a fully online program.
- OCS has the right to withdraw any student that has excessive or inconsistent attendance.
Odyssey Charter High School
Excused Absence Notification Form

Student’s First and Last Name

Date

Date of Absence(s)

Reason for absence (Please provide a brief explanation for the absence(s))

Parent/Guardian Name (Please Print)

Parent/Guardian Signature

Please email to absent@odysseyk12.org
TRUANCY POLICY

Truancy #1
✔ An automated phone call is made to the home. This is to alert the parent that their child was absent from school.
✔ A truancy letter is mailed to the home. Parents still have the right to send written notification to the office within 3 days. If written notification is sent to the office and received within 3 days, the parent can disregard the letter and the absence will be excused.

Truancy #2
✔ An automated phone call is made to the home. This is to alert the parent that their child was absent from school.
✔ A truancy letter is mailed to the home along with notification of RPC. A representative from OCS will call to schedule a mandatory meeting with the High School Coordinator. Parents still have the right to send written notification to the office within 3 days. If written notification is sent to the office and received within 3 days, the parent can disregard the letter and the absence will be excused.

Truancy #3 – Habitual Truant / Chronic Absentee
✔ An automated phone call is made to the home. This is to alert the parent that their child was absent from school.
✔ A truancy letter is mailed to the home along with notification of RPC. A representative from OCS will call to schedule a mandatory meeting with the High School Coordinator
✔ If the parent and student do not attend the RPC meeting the student may be withdrawn or temporarily locked out of Moodle.
✔ A specific plan will be developed for the student with the parent and members of the Attendance Team to prevent further absenteeism.

Truancy #4- Habitual Truant
✔ As defined in the Nevada Revised Statutes the student is deemed a habitual truant.
✔ An automated phone call is made to the home. This is to alert the parent that their child was absent from school.
✔ Habitual truants may be withdrawn or reported for educational neglect.
✔ A final notice of withdrawal letter is mailed to the home along with notification of RPC. A representative from OCS will call to schedule a mandatory meeting with the High School Coordinator:
✔ If the parent and student do not attend the RPC meeting the student will be withdrawn for lack of attendance.

TARDY / EARLY RELEASE POLICY

Students are expected to arrive on time and remain on campus in their designated classroom during the entire 4-hour block session. Students who arrive late must report to the High School front desk. A late pass will be issued to the student for entry to class. It is understood there may be circumstances that may occasionally prevent a student from being on time. However, chronic tardiness will not be accepted. Students who arrive more than 30 minutes late for their assigned day will be marked absent and must schedule a makeup day.
● FIRST TARDY-Student will be given a verbal warning, a late pass will be issued, and the student will be sent to class.
● SECOND TARDY-Student will be given a verbal warning, a late pass will be issued, the student will be admitted to class, and the parent will be notified.
● THIRD TARDY-Student will be required to wait in the lobby for a meeting with an administrator or an administrative designee for a meeting. After the meeting, the student will be issued a pass to class and the parent will be notified.
● FOURTH TARDY- The student will not be admitted to class and will have to schedule a make-up day and will be required to have a mandatory meeting with an administrator and their parent (RPC). This meeting will be scheduled by the administrative office. Failure to attend may result in the student’s withdrawal from Odyssey Charter High School.

Students who are signed out earlier than 30 minutes prior to the end of their assigned day will be marked absent and will have to complete a makeup day before their next scheduled day.

FREQUENTLY ASKED QUESTIONS

What if my child has a scheduled appointment during their class time and needs to miss school?
Parents/guardians are encouraged to schedule appointments on non-class time. If a student has a scheduled medical/dental or any other appointment that absolutely cannot be rescheduled, prior approval from administration will be required. An excused absence form can be downloaded from the OCS website or obtained in the high school office. If the student already has 2 absences approval will not be given, unless there are extensive health issues. Odyssey reserves the right to request a note from the medical doctor in regard to class days missed for doctor’s appointments.

What if my child drives, can they sign out of school early?
Students will not be dismissed from school early. If there is an extreme emergency the parent/guardian must contact the school office and permission to release the student must be granted by an administrator. Students who leave more than 30 minutes early will be considered absent and expected to schedule a make-up day.

What happens if my child becomes sick at school?
If a student becomes sick at school, they are to see the school nurse. If it is necessary for the student to leave school because of the illness a parent/guardian must come to the school office and check the student out. (Proper ID will be required). Students will not be released without approval from the school nurse.
**What if my child has 2 absences and needs to miss another day of school?**

Unless there are extensive health issues, or the child truly is too ill to attend school the third absence will be considered truancy and chronic absenteeism. If it is a medical emergency or there are health issues provide a note from a medical doctor to the office. At any time that the administrators at OCS feel that this allowance is being abused they reserve the right to count the absence as truancy or request a meeting and further documentation.

**Can my child make up a missed class day on another day?**

Students are allowed make-up days throughout the semester. Make-up days need to be arranged prior to the absence. Make-up days can only be arranged with the Attendance Monitor. Students must check-in at the attendance window when coming to school for their make-up day. The student must sit in their assigned class on their make-up day. **If a make-up day is arranged, it cannot be rescheduled.**

**MAKE-UP DAY POLICY**

**Odyssey High School Make-up Day Policy:**

- When there is an absence, Odyssey Charter School expects students to make-up their absence. Students must attend BEFORE their next scheduled attendance day.
- A make-up day **must** be arranged by email, by phone, or in-person **in advance** through the high school office.
- Each student may use no more than **3 (three)** makeup days per semester without administrative approval.
- Students that drop into campus for a make-up day without prior arrangements may be sent to the Student Learning Center to work. In such cases, the absence will not be cleared. It will remain unexcused.
- **Most important:** Stop at the Attendance Window to sign in and get your make-up day slip before attending class on your make up day!

Schedule a make-up day through our website [www.odysseyk12.org/hs-attendance](http://www.odysseyk12.org/hs-attendance) or by calling 702-257-0578 x 5537

**THE 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 when possible. 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.

**NEVADA REVISED STATUTES REGARDING ATTENDANCE**

**School Attendance (392.040)**
1. 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.
2. A child who is 17 years of age but not yet 18 who is enrolled in a school is subject to the truancy provisions of the NRS as listed below.

**Denial of Credit (392.122)**
The Nevada Revised Statute (392.122) provides that corrective steps and or sanctions be applied when a student does not attend school. Secondary students who exceed ten (10) unapproved absences (one absence equals five), (two absences equals ten) in any course during the semester shall receive a failing grade and will not earn semester credit for that course. If extenuating circumstances exist, an appeal of this regulation can be made by the parent to the principal.

**Student Absences and Truancy (392.130)**
1. Excused/approved Absence – If an emergency exists or if the pupil is physically or mentally unable to attend school, the parent or legal guardian or the person having control or charge of the pupil shall notify the High School office staff of the absence within 3 days.
2. Unexcused/unapproved Absences – An absence that has not been approved shall be deemed an unapproved absence. In the case of an unapproved absence, a notice of truancy will be delivered to the parent, legal guardian or, other person having control or charge of the child.

**Definition of Habitual Truant / Chronic Absentee (392.140) (1)**
Any child who has been declared truant three or more times within one school year must be declared a habitual truant / chronic absentee.

**Reporting of Habitual Truants / Chronic Absentees to DMV (392.140)**
If the student is declared a habitual truant pursuant to NRS 392.140 then the student must surrender their license to the school principal or designee. If the
student does not have a driver’s license then the future privileges of the student will be denied until the student is deemed eligible for an instruction permit or driver’s license.

**Failure to Comply by Parent or Guardian (392.210)**
Any 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.
Student Related Policies
Student Related Policies

(Please see Appendix 1 for specific infractions and their consequences)

Dress and Grooming: Good personal appearance is conducive to a positive learning atmosphere. It is each student’s responsibility to 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 the appropriateness of the dress-code 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 inches.

The following provides a general guideline for inappropriate student dress:

- Clothing that carries derogatory connotations, reference to illegal activity, and/or is obscene or suggestive is prohibited, as is clothing that advertises alcohol, drugs, or tobacco products.
- Clothing that is unnecessarily distracting to the learning environment. (Example: cut-up jeans, low cut shirts, no shoes, mesh shirts with no undergarments, “half shirts”, tank tops, hats on in the building, “overly short” shorts or undergarments worn as outer garments.)

Parking and Traffic Flow: For everyone’s safety, adhere to the procedures for drop off, pick up, and parking, and please maintain patience and caution at all times.

- 5 MPH speed zone in the parking lot
- U-Turns are strongly discouraged at all times
- Do not block the flow of traffic
- Pull all the way FORWARD when in pick up and drop off lanes
- Remain in the car when waiting in drop-off/pick-up lanes
- Do not leave a car unattended in a pick-up lane
- Do not pass cars when students are getting in or out of the vehicle
- Always watch for traffic and pedestrians and use caution backing out of parking spots

*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.
**Student Parking:** All students who are driving themselves to school and parking on campus must follow all appropriate state and local laws, school policies, as well as staff directions. Vehicles must be parked in designated student parking spots.

Student parking on campus is a privilege that can be revoked if a student does not comply with all applicable traffic laws, does not follow the directions of staff, or behaves in an unsafe manner. Any vehicle displaying obscene, derogatory, or otherwise offensive materials that may cause a campus disruption may be prohibited. *Please note: All cars parked on campus are subject to search at the discretion of school administration.*

**Ride-Sharing Services for Unaccompanied Minors:** Odyssey Charter School does not endorse the use of Ride Sharing Services like Uber or Lyft and will not facilitate the use of such services.

**Visitor Security:** All visitors must check in with the front office and receive a badge to be worn while on campus. Students are not allowed to bring visitors to the classrooms. Odyssey Charter Schools utilizes a security and badging system for all visitors who enter the school beyond our lobby. This system searches publicly available records by name.

**Use or Possessions of Tobacco:** Any student smoking or in possession of tobacco products (including e-cigarettes) on school property during school hours or at any school activity is strictly prohibited.

**Drugs, Alcohol, and Behavioral Incidents at School or School Activities:**
Students are prohibited from engaging in the use, possession, and/or distribution of a controlled substance and/or illicit substance or alcoholic beverage or any substance represented to be such, on school property or at a school-sponsored event. Students are also prohibited from being on school property or at a school-sponsored event in an intoxicated state or under the influence of any mind-altering substance. Violators will be suspended from school, parents and proper authorities will be notified. A parent/student/administrator conference will be held to determine any further course of action.

**Profanity:** Profanity is not an acceptable manner of expressing oneself at Odyssey Charter School.

**Insubordination:** Failure to respond appropriately to any reasonable request by a staff member will result in disciplinary action.

**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 assist when violations of state laws or municipal ordinances occur or when the security of persons or property appears to be in jeopardy.

**Fighting:** Physical or verbal fights are prohibited on school property or at school-sponsored events. A student shall not threaten, cause, or attempt to cause physical injury to any student or to a school employee. The school insists that students seek the assistance of teachers, counselors, and administrators to resolve conflicts. Students who engage in fighting will be suspended out of school and a parent/student/administrator conference will be held prior to the student’s return to school. Multiple instances of fighting will result in expulsion.

**Hazing or Intimidation:** Odyssey Charter School does not approve of hazing or intimidation on or off school property and will cooperate with parents if they wish to bring legal action against those who did the hazing or intimidation. Anyone caught hazing or intimidating another student on school property will be subject to suspension or expulsion.

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

The school follows certain policies concerning student activities, both off and on campus. These policies are:

- Dances and other activities will be supervised by Odyssey Charter School staff members.
- Once students enter the activity, they are not able to leave until the event concludes.
- If a student leaves the school activity they are not allowed to return.
- Written permission for non-enrolled students must be obtained from the administration of Odyssey Charter School for all school-sponsored activities. The Odyssey Charter School student must obtain the appropriate forms from the high school office, complete as appropriate, and secure administrator’s permission by obtaining their signature prior to bringing any non-enrolled student to a school-sponsored event.
Money and Valuables: Please do not bring large amounts of money to school. All valuable articles should be in possession of the owner at all times. The school cannot accept responsibility for stolen money or other articles.

Lost and Found: The lost and found department is located in the main office. If you have any lost articles or lose anything, check with the receptionist.

Messages from Home/Employer: Parents should feel free to call the school concerning any matter dealing with their young adult and the school.

Student Telephones: A student telephone is located inside the school office.

Cell phones: Cell phone use will be regulated and monitored on campus and in each classroom using our Green, Yellow, or Red cell phone use policy. When the classroom or area is Green, limited cell phone use is permitted for music, texting, and limited applications (No phone calls* or Social Media Apps are ever permitted). When a classroom is Yellow, cell phone use is limited to music and teacher approved educational apps only, (No Texting, Games, or Social Media). When a classroom is Red, cell phone use is restricted and must be turned off and kept out of sight.

*If a student must make an emergency phone call, they must get permission from the teacher to step outside the classroom to make that phone call. We ask that parents please call the school to contact their child while they are in class, please limit these calls to emergencies only.

If a student violates the cell phone policy, the student will be given a verbal warning on the first offense. Upon the second offense, the student will be asked to turn off the cell phone and it will be placed in a brown paper bag with the student’s name on it and placed on the student’s desk. If a third violation occurs or the student refuses to turn off the phone and put it in the bag, an administrator will contact the parent and the student will be sent home and a required parent conference (RPC) will be scheduled.

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

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

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

Withdrawals and Transfers: Students who withdraw from school or whose families are moving outside the school district must contact the High School office to receive the proper forms and information necessary to complete an accurate withdrawal process. All withdrawals must be completed in the office prior to the student transferring to another school or state. Students must also inform the office of where they will be attending upon leaving Odyssey. 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.

Pupil Information/Change of Address: If your street address or telephone number changes at any time during the school year, please notify the office immediately. It is very important to keep records up to date and also to be able to contact a parent/guardian in the case of an emergency. The student information change form can be downloaded from the OCS website or obtained in the high school office. Parents, please note student information will not be released over the telephone.

Immunization of Students: Up-to-date medical information is required. You must have records indicating that your child has had or has started the state-mandated series of immunizations (NRS 392.435). Students cannot attend school if this requirement is not met. All questions about required immunizations can be answered by the school nurse.

Immunization exemptions: Medical and religious exemptions are accepted. Medical exemptions require a letter from a licensed healthcare provider. For a religious exemption, the parent/guardian must write a letter stating the religious objection.

Conduct that Constitutes Grounds for Short or Long-Term Suspension, Expulsion, or Reassignment: School officials have the authority to discipline students by exclusion, suspension, or expulsion. In addition, in the case of a clear and present danger to the student or to other students, emergency procedures may be followed. For the purpose of this section, the terms shall have the following meanings:

   Emergency Exclusion: Immediate exclusion if the student presents a clear threat to self or others.
**Short Term Suspension:** Up to and including five school days.

**Long Term Suspension:** More than five school days, but less than 20 school days.

**Limited Expulsion:** Removal of the student from classes for a period of more than 20 days.

**Expulsion:** Removal of the student from school with the loss of credits.

The following conduct constitutes grounds for any of the above:

- Use of violence, force, coercion, threat, intimidation, or similar conduct that constitutes an interference with school purposes.
- Willful damage to private or school property, stealing of substantial value, or repeated damage or theft of small value.
- Causing or attempting to cause physical abuse or injury directed at a school employee.
- Causing or attempting to cause physical abuse or injury directed at a student where a clear imbalance of power has been established.
- Threatening or intimidating a student with the intent of obtaining money or other valuables from the student.
- Possession, use, transmittal, or concealment of ANY operable or inoperable weapon. Weapons are defined as firearms, knives, explosives, inflammable materials, or other items that may cause bodily injury or death. An AirSoft Gun, BB Gun, Paintball Gun, and Pellet Gun are all considered weapons.
- Use, possession, and/or distribution of a controlled and/or illicit substance, alcoholic beverage, or any substance represented to be such.
- Engaging in any other activity that constitutes a danger to other students or interferes with school purposes.
- Repeated violations of any established school rule.
Parental Responsibilities and Expectations
Parental Responsibilities and Expectations

Parents play a critical role in student success at Odyssey Charter High School. Given that Odyssey students complete a majority of their school work from home, a strong partnership between the student, the parents, and the school ensures positive progress. To this end, we provide this information to help parents understand what is expected of them when they enroll their student(s) at Odyssey Charter High School.

Academic Expectations of Parents:

- Parents will ensure that during the school week while off-campus, students log onto and engage in the instructional course work in the online instructional environment a minimum of twenty (20) hours per week or until online assignments are completed. This time engaged in online instruction is in addition to instructional course work completed during the once a week, required on-campus, face-to-face instruction.
- It is the sole responsibility of the parent to ensure the student logs into and engages in his or her instructional courses during the school week when off-campus.
- It is the responsibility of the parent to communicate daily with the student concerning their school work, review assignments, and provide appropriate assistance.
- Parents will ensure that students are brought into the school’s Student Learning Center (SLC) for instructional support when or if a student is having difficulty understanding a lesson or completing an assignment in the online instructional environment. This SLC support is supplemental to core online instruction and on-campus face-to-face instruction.
- If the student is not logging onto and engaging in the instructional course work in the online instructional environment while off-campus, or if the student is not coming into the SLC for additional assistance as needed, Odyssey Charter Schools will attempt the following intervention: Council with the student, attempt parent contact, and require the parent to come into the school for an academic required parent conference. If these interventions do not change the described inactions, Odyssey Charter School has the right to withdraw the student for excessive or inconsistent attendance.

Attendance Expectations of Parents:

- The parent will ensure that the student attends their weekly assigned on-campus instructional session. In rare cases where a student cannot attend their assigned session, parents are responsible for contacting the school and arranging a make-up session as described in the Attendance section of this handbook.
There are two types of attendance monitored by Odyssey Charter Schools - on-campus class attendance during the assigned on-campus day and daily attendance in the online instructional environment. Both of these components are equally important.

If the student is not regularly attending their assigned weekly on-campus session or is not regularly logging in to the online instructional environment while off-campus, Odyssey Charter Schools has the right to withdraw the student for excessive or inconsistent attendance both in the on-campus face-to-face class and the online instructional environment.

Parents are responsible for arranging transportation to and from Odyssey for the assigned weekly instruction session and for additional face-to-face support in the SLC. Middle and High School students may ride the city RTC bus system. There are bus stops near the school and bus passes will be supplied to students who demonstrate financial need.

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 Odyssey’s parental responsibilities and expectations while on campus or interacting with the Odyssey community.
- Parents are guests on our campus. All guests must enter the school through a school office and follow all identification and badging procedures for the safety of the school community.
- Failure to meet these expectations will result in an administrative conference and:
  - the school may feel it necessary to contact the appropriate authorities and if necessary, ban the offending parent from entering the school grounds, or
  - if creating educational barriers may result in the ultimate withdrawal of the student from Odyssey Charter Schools.

Additional Information for Parents – Food and Early Release:
- Because students are on campus for half days, there are no lunches or food services provided at Odyssey. Students are welcome to bring light NUT-FREE snacks to school provided they clean up after themselves and the snacks do not become a distraction to the learning environment.
- In the event a student must leave early from school, a parent or guardian must come to the attendance office to pick up their child. For the protection of each student, any adult who requests to take a child out of school will be asked to show identification and sign the child out. That adult’s name must be on the child’s school record or the child cannot be released.
Parking and Traffic Flow

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 the parking lot
- U-Turns are strongly discouraged at all times
- Do not block the flow of traffic
- Pull all the way FORWARD when in pick up and drop off lanes
- Remain in the car when waiting in drop-off/pick-up lanes
- Do not leave a car unattended in a pick-up lane
- Do not pass cars when students are getting in or out of the vehicle
- Always watch for traffic and pedestrians and use caution backing out of parking spots

*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 must check-in with the front office and receive a badge to be worn while on campus. Students are not allowed to bring visitors to the classrooms.

Leaving Messages/Student Inquiries

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

- 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.

How can you help? 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 or sign your student out of school. Make certain you are aware of all procedures and that you have read this handbook.

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

Health Office/Immunizations
NRS.392.435 (Immunization of pupils): Certificate prerequisite to enrollment, conditional enrollment, the effect of failure to immunize, report to Health Division, the 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.

Withdrawals and Transfers:
Students who withdraw from school or whose families are moving outside the school district must contact the office to receive the proper forms and information necessary to complete an accurate withdrawal process. All withdrawals must be completed in the office prior to the student transferring to another school or state. Students must also inform the office of where they will be attending upon leaving Odyssey. 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.
Nevada Department of Education
Educational Involvement Accord

PARENT
I understand that as my child’s first teacher my participation in my child’s education will help their achievement. Therefore, to the best of my ability, I will continue to be involved in their education by:
● Reading to my child or encouraging my child to read;
● Being responsible for my child’s on-time attendance;
● Reviewing and checking my child’s homework;
● Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc.; and
● Contributing at least 5 hours of time each school year in the area such as:
  ● Attending school-related activities;
  ● Attending organized parent meetings, such as PTA, PTO, or parent advisory committees;
  ● Attending parent-teacher conference(s);
  ● Volunteering at the school;
  ● Chaperoning school-sponsored activities;
  ● Communicating with my child’s teacher(s) regarding their progress, as needed.

STUDENT
I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by:
● Arriving at school each day on time and being prepared;
● Showing effort, respect cooperation, and fairness to all;
● Using all school equipment and property appropriately and safely;
● Completing and submitting homework in a timely manner; and
● Reading each day before or after school.

TEACHER AND SCHOOL STAFF
We understand the importance of providing a supportive, effective learning environment that enables children at our school to meet the State’s academic achievement standards through our role as educators and models. Therefore, the staff agrees to carry out the following responsibilities to the best of our ability by:
● Ensuring that each student is provided high-quality curriculum and instruction, supervision, and positive interaction;
● Maximizing the educational and social experience of each student;
● Carrying out the professional responsibility of educators to seek the best interest of each student; and
● Providing frequent reports to parents on their children’s progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concerns.
Odyssey Code of Conduct
Odyssey Charter Schools of Nevada has established the following discipline plan for the restorative and progressive discipline of pupils and onsite review of disciplinary decisions. Restorative justice means nonpunitive intervention and support provided by the school to a pupil to improve the behavior of the pupil and remedy any harm caused by the pupil (AB 168). Restorative disciplinary practices include holding a pupil accountable for his or her behavior; restoration or remedies related to the behavior of the pupil, relief for any victim of the pupil; and changing the behavior of the pupil (SB 89). The plan was approved by the Odyssey Board of Directors and developed with the input and participation of site administrators, teachers, other educational (counselors, strategists, social workers, special education, and specialists) and support personnel, and the parents and guardians of pupils who are enrolled in the school. The plan has been developed in accordance with written rules of behavior prescribed in NRS 392.463, NRS 392.4644, and NRS 392.466.

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

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

- Each student is a person deserving of the opportunity to correct their wrongdoings and to learn from their mistakes.
- Each staff member develops positive relationships with students, helping create a supportive environment where students thrive personally and academically.
- Students are held accountable for his or her behavior.
- A fair and thorough investigation will be conducted, including an attempt to discover underlying issues associated with the offense.
- A plan of action based on restorative justice will be designed for students with the goal to address underlying issues associated with the offense,
change and/or improve the behavior of the student and remedy or "make right" any harm caused by the student to others.

❖ The feelings of the person harmed by a student's behavior or actions must be considered in the plan of action.

❖ Continued support will be provided to both the person harmed and the offender.

❖ Search methods and investigatory techniques must comply with the appropriate OCS policies and regulations.

❖ The Restorative Plan of Action, including progressive disciplinary action, must be commensurate with the severity of the offense(s).

❖ A student's Restorative Plan of Action, academic and disciplinary chronology must be considered, except in the event of mandatory expulsion offenses as provided for in Nevada Revised Statutes.

❖ The school's administration is provided, by Odyssey's Board of Directions, with the authorization and discretion to make and implement disciplinary decisions and interventions, including but not limited to, suspension and recommendations for expulsion, except for mandatory expulsion offenses required by Nevada Revised Statutes, for all general education students over and not including the age of ten (10) years of age. The Board of Directors must review the circumstances and approve suspensions and expulsions of students with IEPs and students under the age of eleven (11).

❖ Such interventions may include, but are not limited to, the following: Restorative Plan of Action, behavior contract, group and individualized counseling, Required Parent Conferences (RPC), temporary assignment to an alternative placement, intervention with social workers, parent conferences, and attendance notification.

❖ RPC means that either a student-administrator conference (in the case of a student who is 18 or older) or a parent-student-administrator conference will take place. At the time of notice, the school administrator will specify if the required meeting must be held prior to the student's return to campus OR if the student may continue to attend school on campus until the meeting is held.

❖ The student should be present whenever possible.

❖ All parent conferences held as a result of student disciplinary issues will include students/parents being given notice of the charges against him or her, an explanation of the evidence, and an opportunity for the
administrator to hear information and a defense from the student/parent (a hearing). A parent conference must be held prior to a suspension.

❖ TAP means Temporary Alternative Placement, which can be either off-site in the online environment only or can be onsite with the direct supervision of a teacher, the school counselor, the school social worker or the school administrator. The TAP will not include the use of technology if the disciplinary issue has violated the 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 Restorative Plans of Action and disciplinary actions.

❖ Suspensions may be assigned at the discretion of the principal, up to a maximum of ten school days, for general education students over the age of eleven (11). Students with IEPs may be assigned suspensions up to a maximum of five (5) school days for each occurrence of misconduct, with the review and approval of the Board of Directors.

❖ Referrals of expulsion require formal due process. Due process includes a parent conference, which will include notice of the charges against the student, an explanation of the evidence, an opportunity for the administrator to hear information and a defense from the student/parent (a hearing), and an opportunity for appeal. An appeal can be made to the Superintendent of Odyssey Charter Schools, and then to the Board of Directors of Odyssey Charter Schools.

❖ If the administrator believes a crime may have been committed, law enforcement must be notified. Records of police involvement must be requested and maintained. Any criminal action taken by law enforcement is separate, and not always parallel, to administrative action taken by the school.

❖ For special education and 504 students, IEP behavior plans and other modifications must be followed in accordance with state and federal law. Additionally, a manifestation determination and functional behavioral assessment must be conducted if the student's behavior is, or will potentially, inhibit the student's access to FAPE.
Possession of a Firearm or Dangerous Weapon

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

Removal to Another School

❖ If Odyssey is unable to retain a student due to safety concerns OR if it is not in the best interest of the student, the student may be suspended, expelled, or returned to the Clark County School District for placement in a school.

Students Charged with a Crime

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

HABITUAL DISCIPLINARY PROBLEM CRITERIA

❖ A student will be considered a Habitual Disciplinary Problem if written evidence documents that within one school year the student has:
   1. Threatened or extorted, or attempted to threaten or extort, another student or school employee two or more times; or
   2. Has a record of five suspensions for any reason
   3. Has not entered into and participated in a behavior plan

❖ If a student is suspended, the school shall develop a plan of behavior (plan of action based on restorative justice) for the student in consultation with the student and the parents/guardians of the student. The plan must be designed to attempt to prevent the student from being deemed a habitual disciplinary problem.

❖ A school must make a reasonable effort to complete a plan of action based on restorative justice prior to the suspension or expulsion of a student deemed a habitual disciplinary problem.
❖ If a student is deemed to be a habitual disciplinary problem and is at least 11 years old, the student may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline, or expelled from school under extraordinary circumstances as determined by the principal of the school, if and only if the school has made a reasonable effort to complete a plan of action based on restorative justice.

Habitual Disciplinary Declaration

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

Procedures for Criteria # 1

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

1) A description of the act(s).

2) Dates on which the act(s) were committed.

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

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

1) A plan for graduating if the student is credit deficient and not likely to graduate according to schedule

2) Information on alternative schools

3) A voluntary agreement by the student and parent/guardian to attend counseling

4) A voluntary agreement by the student and the parent/guardian for the student to attend summer school or other credit retrieval programs offered by Odyssey Charter School.

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

**Procedures for Criteria #2**

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

1) Description of the act committed by the pupil.

2) Date the act was committed.

3) An explanation that if the student is suspended five times within one school year, the student will be deemed a Habitual Disciplinary Problem.

4) An explanation that pursuant to NRS 392.466, a student declared a Habitual Disciplinary Problem may be suspended from school for a period not to exceed one school semester as determined by the seriousness of the acts which were the basis for the discipline or expelled from school under extraordinary circumstances as determined by the principal of the school.

If the referral is contested, due process will occur. The last level of appeal for these students is the Superintendent of Odyssey Charter Schools.
Plan of Behavior/Restorative Plan of Action Prior to Declaration

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

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

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

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

Due Process Notification

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

AB 521 REFERRAL

AB 521 is an option teachers have for a student who has engaged in behavior that seriously interferes with the ability of the teacher to teach and the other students to learn. Before a student's behavior reaches this level of severity, the teacher must attempt to correct the student's behavior through intervention and progressive discipline. According to AB 521, progressive discipline must be followed in the classroom before requesting that a student be temporarily
removed. Teachers will complete the following interventions before submitting an AB 521 referral:

1. Conference with 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.
5. Referral to school administrator for disruptive behavior.

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

Assembly Bill 521 (Temporary removal of a student)

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

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

A conference with the student, parent, administrator, and teacher will be held within three days of the incident. Since it was the teacher that ordered the removal of the student, not the administrator, during the conference, the teacher must provide a rationale for the reasons for the removal, and the parent must be given an opportunity to respond. Upon completion of the conference, the administrator will recommend whether the student returns to the classroom or remains in alternative placement for additional time. If the administrator recommends that a student be returned to the classroom from which he/she was removed and the teacher who removed the student does not agree with the recommendation, the administrator shall continue with the temporary alternative placement and will immediately convene a meeting of the AB 521 Committee. The parent will be informed of the meeting.
The committee will convene to review temporary alternative placement. If the committee membership includes the teacher who removed the student, that teacher shall not participate in the deliberation on that case. The AB 521 Committee will review the circumstances of the student's removal and behavior. Based upon its review, the committee shall assess the best placement available for the student and shall, without limitation 1) Direct that the student be returned to the classroom from which he was removed; 2) Assign the student to another classroom; 3) Assign the student to continue in an alternative placement (TAP) 4) Recommend suspension or expulsion in accordance with NRS 392.467; or 5) Take any other appropriate disciplinary action that the committee deems necessary.

**AB521 Committee Members 2020-2021**

Lea Wright, Derek Kono, 
Nancy Johnston, Deneen Walters, 
Mike Fitzgerald, Suzanne Miller, 
Don King

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

**SPECIAL EDUCATION STUDENTS**

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

2. Suspension of a student with an IEP is limited to 1-5 days for each occurrence of misconduct.

3. As with general education students, a student with an IEP who is younger than 11 years old must not be permanently expelled except under extraordinary circumstances, in which case a school may request an exception to this prohibition from the district Board of Trustees.

4. If a student with an IEP has committed battery of an employee of a school, the employee may appeal the plan of action based on restorative justice if (1) the employee feels that any action taken pursuant to the plan are inappropriate; and (2) the Odyssey Board of Directors has reviewed the
circumstances and determined that the appeal is in compliance with Individuals with Disabilities Education Act (IDEA).

5. A student with an IEP who is at least 11 years old who is found to be in possession of a firearm or a dangerous weapon may be removed from the school immediately upon being given an explanation of the reasons for their removal and pending proceedings. A student with an IEP who is ten (10) years old or younger cannot be removed from school immediately; this age limitation does not apply to general education students.

**Odyssey Charter School Restorative Discipline Plan**

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

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

**TAP -** Temporary Alternative Placement

**RAS –** Removal to Another School: If Odyssey is unable to retain a student due to safety concerns OR if it is not in the best interest of the student, the student may be suspended, expelled, or returned to another school in the Clark County School District.

**RPC –** Required Parent Conference: a requirement that a conference is held with a student, their parent, and an administrator of the school. At the time of notice, the school administrator will specify if this required conference must take place prior to the student returning to face-to-face classes on the Odyssey Charter School campus OR if the student may continue to attend school on campus until the meeting is held.
SUS – Suspension: a designated period of time that a student must not attend face-to-face classes on the Odyssey Charter School campus.

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<thead>
<tr>
<th></th>
<th>FIRST OFFENSE</th>
<th>SECOND OFFENSE</th>
<th>THIRD OFFENSE</th>
<th>FOURTH OFFENSE</th>
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</thead>
<tbody>
<tr>
<td><strong>Alcohol</strong></td>
<td>RPC/ Possible Restorative Action Plan</td>
<td>RPC/ Restorative Action Plan/ Possible SUS</td>
<td>RPC/ RESTORATIVE ACTION PLAN/ Possible SUS</td>
<td>RPC/ SUS/ Possible TAP/ Possible Expulsion</td>
</tr>
<tr>
<td>Possession/Use</td>
<td>School Counselor</td>
<td>School Counselor and/or School Social Worker</td>
<td>School Counselor and/or School Social Worker</td>
<td>School Nurse</td>
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<tr>
<td>(May Involve Police)</td>
<td>School Nurse</td>
<td>School Nurse</td>
<td>School Nurse</td>
<td>Enrollment in Drug/Alcohol Program</td>
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<tr>
<td></td>
<td>(Controlled Substance Under the Age-21)</td>
<td>Enrollment in Drug/Alcohol Program</td>
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<tr>
<td><strong>Arson</strong></td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td>(Involve Police)</td>
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<tr>
<td><strong>Assault</strong></td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS</td>
<td>RPC/ SUS Pending Expulsion</td>
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<td>(May Involve Police)</td>
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<tr>
<td><strong>Automobile Misuse</strong></td>
<td>RPC/ Possible Restorative Action Plan</td>
<td>RPC/ Restorative Action Plan/ possible SUS</td>
<td>RPC/ SUS Revoke Automobile Privileges</td>
<td>RPC/ SUS Pending Expulsion</td>
</tr>
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<td></td>
<td>May Revoke Automobile Privileges</td>
<td>May Revoke Automobile Privileges</td>
<td>Revoke Automobile Privileges</td>
<td>Possible TAP</td>
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58
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<thead>
<tr>
<th>Event</th>
<th>Steps</th>
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<th>Steps</th>
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<tbody>
<tr>
<td>Enrollment in Driver's Education Class</td>
<td>Battery - Student (May Involve Police) RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS RPC/ SUS Pending Expulsion</td>
<td>*Battery - Employee (May Involve Police) RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS RPC/ SUS Pending Expulsion</td>
<td>Bullying/Cyber Bullying Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC/ Restorative Action Plan/ Possible SUS School Counselor or School Social Worker Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP School Counselor or School Social Worker Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC/ SUS/ TAP School Counselor or School Social Worker Follow ALL NRS 388 Guidelines on Reporting Bullying/Cyber Bullying RPC/ SUS/ TAP/ Possible Expulsion</td>
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<tr>
<td>Campus Disruption (May involve police) RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS RPC/ SUS Pending Expulsion</td>
<td>Classroom Disruption (Minor) Classroom Progressive Discipline Parent Contact RPC/Restorative Action Plan RPC/Review or Revise Restorative Action Plan School Counselor RPC School Counselor or School Social Worker Possible SUS</td>
<td>see last page</td>
<td>59</td>
</tr>
<tr>
<td>Classroom Disruption</td>
<td>RPC</td>
<td>RPC/Restorative Action Plan</td>
<td>RPC/Review or Revise Restorative Action Plan/ SUS/ Possible TAP</td>
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<tr>
<td>(Major)</td>
<td></td>
<td>Major- RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion</td>
<td>School Counselor/Teacher</td>
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<td>see last page</td>
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<thead>
<tr>
<th>Computer Misconduct</th>
<th>RPC</th>
<th>RPC/ SUS/ Possible Expulsion/ Possible RAS</th>
<th>RPC/ SUS/ Possible Expulsion/ Possible RAS</th>
<th>RPC/ SUS Pending Expulsion</th>
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<tbody>
<tr>
<td>Minor – RPC/ Restorative Action Plan</td>
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<tr>
<td>Major- RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion</td>
<td>RPC/ SUS</td>
<td>Possible Expulsion/ Possible RAS</td>
<td>RPC/ SUS</td>
<td>Possible Expulsion/ Possible RAS</td>
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<thead>
<tr>
<th>Controlled Substance Use or Possession</th>
<th>RPC/ Restorative Action Plan</th>
<th>RPC/ SUS/ Possible TAP/ Possible Expulsion</th>
<th>RPC/ SUS/ Possible TAP/ Possible Expulsion</th>
<th>RPC/ SUS Pending Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>(May involve police)</td>
<td>(Controlled Substance)</td>
<td>School Counselor</td>
<td>School Counselor and/or School Social Worker</td>
<td>School Nurse</td>
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<td>School Nurse</td>
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<td>Enrollment in Drug/Alcohol Program</td>
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<tr>
<th>Controlled Substance Sale and/or Distribution</th>
<th>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</th>
<th>RPC/ SUS Pending Expulsion</th>
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<tbody>
<tr>
<td>(Involve police)</td>
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<tr>
<td>Issue</td>
<td>Possible Actions</td>
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<tr>
<td>Controlled Substance Paraphernalia (May involve police)</td>
<td>RPC/ Possible SUS Parent/Student Administrative Conference (Controlled Substance)</td>
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<tr>
<td>Disorderly Conduct student profanity/ gestures towards students</td>
<td>RPC/ Possible Restorative Action Plan</td>
<td></td>
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<tr>
<td>Distribution of Pornography</td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion/ RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP</td>
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<tr>
<td>Dress Code</td>
<td>RPC Student/ Counselor Conference/ Counselor/ Parent/ Student Conference - Phone call</td>
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<tr>
<td>Explosive Devices (Involve police)</td>
<td>RPC/ SUS Pending Expulsion/ RPC/ Possible SUS Parent/ Student/ Administrative Conference</td>
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<tr>
<td><strong>Fighting</strong></td>
<td><strong>RPC/ Restorative Action Plan/ Possible SUS</strong></td>
<td><strong>RPC/ Review or Revise Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion or RAS</strong></td>
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**Physical and/or Physical and Verbal Altercation**

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<thead>
<tr>
<th><strong>Fighting Verbal Altercation</strong></th>
<th><strong>RPC/ Possible Restorative Action Plan</strong></th>
<th><strong>RPC/ Restorative Action Plan/ Possible SUS</strong></th>
<th><strong>RPC/ SUS/ Possible TAP</strong></th>
<th><strong>RPC/ SUS/ TAP</strong></th>
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<tbody>
<tr>
<td></td>
<td>Conference with the School Counselor</td>
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<td></td>
<td>Possible Administrative Conference</td>
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</table>

**Forgery (May Involve police)**

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<thead>
<tr>
<th><strong>Forgery</strong></th>
<th><strong>RPC</strong></th>
<th><strong>RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP</strong></th>
<th><strong>RPC /SUS/ Possible TAP/ Possible Expulsion</strong></th>
<th><strong>RPC/ SUS/ Possible TAP/ Possible Expulsion</strong></th>
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</thead>
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<thead>
<tr>
<th><strong>Gambling</strong></th>
<th><strong>RPC/ Possible Restorative Action Plan ($$ involved)</strong></th>
<th><strong>RPC/ Restorative Action Plan/ SUS</strong></th>
<th><strong>RPC/ SUS/ Possible TAP</strong></th>
<th><strong>RPC/ TAP or SUS Pending Expulsion</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>School Counselor</td>
<td>Gambling Program/ Counseling</td>
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</tbody>
</table>

**Gang (fighting)**

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<thead>
<tr>
<th><strong>Gang (fighting)</strong></th>
<th><strong>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</strong></th>
<th><strong>SUS Pending EXP</strong></th>
<th><strong>RPC/ TAP or SUS Pending Expulsion</strong></th>
<th><strong>RPC/ TAP or SUS Pending Expulsion</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gang Activity</strong> (Involve police)</td>
<td>RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP</td>
<td>SUS Pending EXP</td>
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<tr>
<td><strong>Habitual Disregard of School Rules</strong></td>
<td>RPC/ Possible Restorative Action Plan/ Parent/Student/Co counselor Conference</td>
<td>RPC/ Restorative Action Plan/ Possible SUS</td>
<td>RPC/ Possible SUS/ Possible TAP/ Possible TAP/ Possible RAS</td>
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</tr>
<tr>
<td><strong>Harassment - Threats towards students</strong></td>
<td>RPC/ Restorative Action Plan/ Harassment Contract/ Major-RPC/ Restorative Action Plan/ SUS</td>
<td>RPC/ SUS/ Possible TAP/ Possible Expulsion</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td><strong>Harassment - Sexual</strong></td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td><strong>Immoral Conduct</strong></td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ SUS/ TAP or Expulsion</td>
<td>RPC/ SUS pending Expulsion</td>
<td></td>
</tr>
<tr>
<td><strong>Incitement</strong> (May Involve police)</td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ SUS/ TAP or Expulsion</td>
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</tbody>
</table>
| Insubordination/Willful Disobedience | Student/ Teacher/ Administrative Conference  
Possible Parent Contact – RPC | RPC/ Restorative Action Plan/ Possible SUS | RPC/ SUS/ Possible TAP | RPC/ SUS/ Possible TAP/ Possible Expulsion |
|-------------------------------------|---------------------------------------------|--------------------------------------------|------------------------|------------------------------------------|
| Leaving Campus/Class without permission | Student/ Administrative Conference  
RPC - Notify parents by phone  
Class - Student/Teacher Conference  
Campus - Truancy Letter | RPC  
Campus - Truancy Letter | RPC/ Possible SUS  
Campus - Truancy Letter | RPC/ SUS / Possible TAP  
Campus - Truancy Letter |
| Loitering | Conference Student/ Staff  
Conference Student/ Teacher/ Counselor/ Intervention Specialist and Parent Contact | RPC  
Conference Student/ Teacher/ Counselor/ Parent/ Intervention Specialist | RPC  
Conference Student/ Teacher/ Counselor/ Parent/ Administration/ Intervention Specialist/ Possible TAP |
<table>
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<tr>
<th>Nuisance Items (Minor)</th>
<th>Student Conference with Teacher and/or Counselor</th>
<th>Student/Administrative Conference</th>
<th>RPC</th>
<th>RPC</th>
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</thead>
<tbody>
<tr>
<td>Including use of cellular phones/communication devices during instructional/school time</td>
<td>Request nuisance item, including cell phones, be turned off and out of sight</td>
<td>Administrator confiscates nuisance item, including cell phone/portable communication device</td>
<td>Parent/guardian to pick up nuisance item</td>
<td>Parent/guardian to pick up nuisance item</td>
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<tr>
<td>Portable Comm. Devices</td>
<td>Noncompliance-Student/Administrative Conference</td>
<td>RPC - Notify parents by phone</td>
<td>Parent/guardian to pick up nuisance item</td>
<td>Parent/guardian to pick up nuisance item</td>
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<tr>
<td></td>
<td>Administrator confiscates nuisance item, including cell phone/portable communication device</td>
<td></td>
<td>Parent/guardian to pick up nuisance item</td>
<td>Parent/guardian to pick up nuisance item</td>
</tr>
<tr>
<td></td>
<td>Confiscate until end of school year</td>
<td>RPC/ SUS/ Possible TAP</td>
<td>Confiscate Item until end of school year</td>
<td>Confiscate Item until end of school year</td>
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<thead>
<tr>
<th>Nuisance Items (Major)</th>
<th>RPC</th>
<th>RPC</th>
<th>RPC/ SUS/ Possible TAP</th>
<th>RPC/ SUS/ TAP</th>
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<tbody>
<tr>
<td>Administrator confiscates nuisance item</td>
<td>Administrator confiscates nuisance item</td>
<td>Confiscate Item until end of school year</td>
<td>Confiscate Item until end of school year</td>
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<tr>
<td>Possession of Stolen Property (under $500) (possible police involvement)</td>
<td>RPC/ Restorative Action Plan/ Possible SUS</td>
<td>RPC/ SUS/ Possible TAP/ Possible Expulsion</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td>Possession of a Weapon (non NRS) (may involve police)</td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP/ Possible Expulsion</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td>Possession of a Firearm or Dangerous Weapon (NRS) (Involve police)</td>
<td>RPC/ SUS Pending Expulsion</td>
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<tr>
<td>Profanity towards Employee</td>
<td>RPC/ Restorative Action Plan/ Possible SUS</td>
<td>RPC/ Possible SUS/ Possible TAP</td>
<td>RPC/ SUS/ Possible TAP</td>
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<tr>
<td>Robbery/Extortion (Involve Police)</td>
<td>RPC/ Restorative Action Plan/ SUS/ Possible TAP, Possible Expulsion or RAS</td>
<td>RPC/ SUS pending Expulsion</td>
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<tr>
<td>Scholastic Dishonesty</td>
<td>RPC Conference with Teacher/ Administrator</td>
<td>RPC Parent/ Student/ Teacher/ Counselor/ Administrative Conference</td>
<td>RPC/ Restorative Action Plan</td>
<td>RPC/ Review or Revise Restorative Action Plan</td>
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<tr>
<td>Sexual Assault (Involve police)</td>
<td>RPC/ SUS Pending Expulsion</td>
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<td>Spraying Propellants (Tear gas, pepper spray, fire extinguisher) (May Involve Police)</td>
<td>RPC/ Restorative Action Plan/ Possible TAP/ Possible SUS Pending Expulsion</td>
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<td>Tardies</td>
<td>Conference Student/ Staff</td>
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<td>Threats/Verbal Abuse - Student (May Involve Police)</td>
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<td><strong>Tobacco (Possession and/or Use)</strong></td>
<td>Possible Expulsion or RAS</td>
<td>Confiscate</td>
<td>RPC</td>
<td>Confiscate</td>
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<td>Student/ Counselor/ Parent/ Administrative Conference</td>
<td>Restorative Action Plan</td>
<td>Confiscate</td>
<td>Tobacco Cessation Program/ School Nurse</td>
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<td>Student/ Parent/ Administrative Conference</td>
<td>Confiscate</td>
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<tr>
<td>Confiscate</td>
<td>Tobacco Cessation Program/ School Nurse</td>
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<tr>
<th><strong>Vandalism/ Destruction or Defacing Property (May Involve Police)</strong></th>
<th>RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion or RAS</th>
<th>RPC/ SUS/ Possible TAP/ Possible Expulsion</th>
<th>RPC/ SUS Pending Expulsion</th>
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<td>RPC/ Restorative Action Plan/ Possible SUS/ Possible TAP/ Possible Expulsion or RAS</td>
<td>RPC/ SUS/ Possible TAP/ Possible Expulsion</td>
<td>RPC/ SUS Pending Expulsion</td>
</tr>
</tbody>
</table>
Minor Classroom Disruptions - Sample minor infractions may include but are not limited to:

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

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

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

*Battery – Employee*

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

The Odyssey Board of Directors must review the circumstances and approve suspensions and expulsions of students with IEPs and students under the age of eleven (11).
Bullying and Cyber-Bullying is Prohibited in Public Schools

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

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

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

**Safe and Respectful Learning Environment: Bullying and Cyberbullying**

I. Definitions
   A. Definition of Bullying
      1. Under NRS 388.122, "bullying" means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and: a. Have the effect of:
         a. Physically harming a person or damaging the property of a person; or
         (1) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person; or
         b. Interfere with the rights of a person by:
         (1) Creating an intimidating or hostile educational environment for the person; or
(2) Substantially interfering with the academic performance of a student or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or

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

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

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

2. The term includes, without limitation:

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

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

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

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

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

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

g. Stalking; and

h. Physically harmful contact with or injury to another person or is or her property.

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

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

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

1. For a first violation is considered a child in need of supervision, as that term is used in Title 5 the NRS.

2. For a second or subsequent violation, commits a delinquent act, for which a court may order the detention of the minor in the same manner as if the minor had committed an act that would have been a misdemeanor if committed by an adult.

II. Reporting of Bullying and Cyberbullying

A. Students

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

Please refer to the full text of the provision of NRS 388.121 to 388.1395 at the end of this handbook.
Odyssey High School recognizes 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 High School 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 School. It has been written by the school administration and approved by Odyssey’s Superintendent.

Right to Freedom from Discrimination Based on Race, Creed, National Origin, Sex, or Physical Handicap
It is the policy of the Odyssey Charter High School 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 handicap.

If you have a complaint in this regard, please notify Mr. Tim Lorenz, Superintendent of Schools, Odyssey Charter School.
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 Battle 702-257-0578.
NRS 392.040 Attendance required for children 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.

1. 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 parents 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.

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

5. The board of trustees of a school district may adopt a policy to exempt pupils who are physically or mentally unable to attend school from the limitations on absences set forth in subsection 1. If a board of trustees adopts a policy pursuant to this subsection:
   (a) A pupil who receives an exemption pursuant to this subsection is not exempt from the minimum number of days of attendance prescribed pursuant to subsection 1.
   (b) The days on which a pupil is physically or mentally unable to attend school must be credited towards the required days of attendance if the pupil has completed course-work requirements.
   (c) The procedure for review of absences set forth in subsection 3 does not apply to days on which the pupil is absent because the pupil is physically or mentally unable to attend school.

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 a 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 the pupil declared habitual truant; applicability.
1. Any child who has been declared a 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 a 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 4.
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.
(Added to NRS by 1999, 3452)

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 or group foster home is liable pursuant to subsection 1 for a child in his 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:
1. Makes a false statement concerning the age or attendance at school;
2. Presents a false birth certificate or record of attendance at school; or
3. 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 control or charge, is guilty of a misdemeanor.

NRS 392.220 Penalty for abetting truancy; unlawful employment of child absent from school; visitation of place of employment by school officer or attendance clerk to verify compliance.
1. Any person, including, without limitation, a parent or legal guardian of a child, who knowingly induces or attempts to induce any child to be absent from school unlawfully, including, without limitation, requiring the child to provide care for a
sibling while school is in session, or who knowingly employs or harbors, while school is in session, any child absent unlawfully from school, is guilty of a misdemeanor.

2. The attendance officer for the school district, an attendance clerk or any other school officer is empowered to visit any place or establishment where minor children are employed to ascertain whether the provisions of this title of NRS are complied with fully, and may demand from all employers of such children a list of children employed, with their names and ages.

Bullying and Cyber-Bullying Is Prohibited in Public Schools

NRS 388.122 “Bullying” defined.
1. “Bullying” means written, verbal or electronic expressions or physical acts or gestures, or any combination thereof, that are directed at a person or group of persons, or a single severe and willful act or expression that is directed at a person or group of persons, and:
   (a) Have the effect of:
      (1) Physically harming a person or damaging the property of a person; or
      (2) Placing a person in reasonable fear of physical harm to the person or damage to the property of the person;
   (b) Interfere with the rights of a person by:
      (1) Creating an intimidating or hostile educational environment for the person; or
      (2) Substantially interfering with the academic performance of a pupil or the ability of the person to participate in or benefit from services, activities or privileges provided by a school; or
   (c) Are acts or conduct described in paragraph (a) or (b) and are based upon the:
      (1) Actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person; or
      (2) Association of a person with another person having one or more of those actual or perceived characteristics.
2. The term includes, without limitation:
   (a) Repeated or pervasive taunting, name-calling, belittling, mocking or use of put-downs or demeaning humor regarding the actual or perceived race, color, national origin, ancestry, religion, gender identity or expression, sexual orientation, physical or mental disability of a person, sex or any other distinguishing characteristic or background of a person;
   (b) Behavior that is intended to harm another person by damaging or manipulating his or her relationships with others by conduct that includes, without limitation, spreading false rumors;
   (c) Repeated or pervasive nonverbal threats or intimidation such as the use of aggressive, menacing or disrespectful gestures;
   (d) Threats of harm to a person, to his or her possessions or to other persons, whether such threats are transmitted verbally, electronically or in writing;
   (e) Blackmail, extortion or demands for protection money or involuntary loans or donations;
   (f) Blocking access to any property or facility of a school;
   (g) Stalking; and
   (h) Physically harmful contact with or injury to another person or his or her property.
(Added to NRS by 2009, 687; A 2011, 2245; 2013, 1655, 2138; 2015, 411)

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

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

NRS 388.132 Legislative declaration concerning safe and respectful learning environment. The Legislature declares that:
1. Pupils are the most vital resource to the future of this State;
2. A learning environment that is safe and respectful is essential for the pupils enrolled in the public schools in this State and is necessary for those pupils to achieve academic success and meet this State’s high academic standards;
3. Every classroom, hallway, locker room, cafeteria, restroom, gymnasium, playground, athletic field, school bus, parking lot and other areas on the premises of a public school in this State must be maintained as a safe and respectful learning environment, and no form of bullying or cyberbullying will be tolerated within the system of public education in this State;
4. Any form of bullying or cyber-bullying seriously interferes with the ability of teachers to teach in the classroom and the ability of pupils to learn;
5. The use of the Internet by pupils in a manner that is ethical, safe and secure is essential to a safe and respectful learning environment and is essential for the successful use of technology;
6. It will ensure that:
(a) The public schools in this State provide a safe and respectful learning environment in which persons of differing beliefs, races, colors, national origins, ancestries, religions, gender identities or expressions, sexual orientations, physical or mental disabilities, sexes or any other distinguishing characteristics or backgrounds can realize their full academic and personal potential;

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

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

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

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

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

(Added to NRS by 2001, 1929; A 2005, 705; 2009, 687; 2013, 1655; 2015, 412, 881)

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

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

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

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

(Added to NRS by 2015, 410)

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

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

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

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

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

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

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

      (2) Training regarding effective intervention and remediation strategies regarding bullying and cyberbullying;

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

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

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

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

(Added to NRS by 2015, 410)

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

1. The Bullying Prevention Account is hereby created in the State General Fund, to be administered by the Director of the Office for a Safe and Respectful Learning Environment appointed pursuant to NRS 388.1323. The Director of the
NRS 389.520 Policies; Informational Pamphlet; Program of Training

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

2. The policy must include, without limitation:
   (a) Requirements and methods for reporting violations of NRS 388.135, including, without limitation, violations among teachers and violations between teachers and administrators, principals, coaches and other personnel of a school district; and
   (b) A policy for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of a school district. The policy must include, without limitation:
      (1) Training in the appropriate methods to facilitate positive human relations among pupils by eliminating the use of bullying and cyber-bullying so that pupils may realize their full academic and personal potential;
      (2) Training in methods to prevent, identify and report incidents of bullying and cyber-bullying;
      (3) Methods to promote a positive learning environment;
      (4) Methods to improve the school environment in a manner that will facilitate positive human relations among pupils; and
      (5) Methods to teach skills to pupils so that the pupils are able to replace inappropriate behavior with positive behavior.

(Amended to NRS by 2011, 2242; A 2013, 1655, 2755; 2015, 413)

NRS 388.1327 Regulations. The State Board shall adopt regulations:

1. Establishing the process whereby school districts may apply to the State Board for a grant of money from the Bullying Prevention Account pursuant to NRS 388.132, as applicable.

2. As are necessary to carry out the provisions of NRS 388.121 to 388.1395, inclusive.

(Amended to NRS by 2011, 2244; A 2013, 2755; 2015, 413)

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

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

2. The policy must include, without limitation:
   (a) The establishment of programs to create a school environment that is free from bullying and cyber-bullying;
   (b) The policy for use by school districts to train members of the board of trustees and all administrators, principals, teachers and all other personnel employed by the board of trustees of a school district.

(Amended to NRS by 2011, 2242; A 2013, 1655, 2755; 2015, 413)

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

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

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

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

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

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

(Amended to NRS by 2005, 705; A 2009, 688; 2011, 2245; 2013, 2138)
NRS 388.1341 Development of informational pamphlet by Department; annual review and update; posting on Internet website; development of tutorial.
1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall, to the extent money is available, develop an informational pamphlet to assist pupils and the parents or legal guardians of pupils enrolled in the public schools in this State in resolving incidents of bullying or cyber-bullying. If developed, the pamphlet must include, without limitation:
   (a) A summary of the policy prescribed by the Department pursuant to NRS 388.133 and the provisions of NRS 388.121 to 388.1395, inclusive;
   (b) A description of practices which have proven effective in preventing and resolving violations of NRS 388.135 in schools, which must include, without limitation, methods to identify and assist pupils who are at risk for bullying and cyber-bullying; and
   (c) An explanation that the parent or legal guardian of a pupil who is involved in a reported violation of NRS 388.135 may request an appeal of a disciplinary decision made against the pupil as a result of the violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district.
2. If the Department develops a pamphlet pursuant to subsection 1, the Department shall review the pamphlet on an annual basis and make such revisions to the pamphlet as the Department determines are necessary to ensure the pamphlet contains current information.
3. If the Department develops a pamphlet pursuant to subsection 1, the Department shall post a copy of the pamphlet on the Internet website maintained by the Department.
4. To the extent the money is available, the Department shall develop a tutorial which must be made available on the Internet website maintained by the Department that includes, without limitation, the information contained in the pamphlet developed pursuant to subsection 1, if such a pamphlet is developed by the Department.
(Added to NRS by 2011, 2241; A 2013, 1465, 2015, 414)

NRS 388.1342 Establishment of programs of training by Department; completion of program by members of State Board of Education and boards of trustees; completion of program by administrators in prevention of and appropriate responses to violence and suicide; annual review and update.
1. The Department, in consultation with persons who possess knowledge and expertise in bullying and cyber-bullying, shall:
   (a) Establish a program of training on methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the State Board.
   (b) Establish a program of training on methods to prevent, identify and report incidents of bullying and cyber-bullying for members of the boards of trustees of school districts.
   (c) Establish a program of training for school district and charter school personnel to assist those persons with carrying out their powers and duties pursuant to NRS 388.121 to 388.1395, inclusive.
   (d) Establish a program of training for administrators in the prevention of violence and suicide associated with bullying and cyber-bullying and appropriate methods to respond to incidents of violence or suicide.
2. Each member of the State Board shall, within 1 year after the member is elected or appointed to the State Board, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (a) of subsection 1 and undergo the training at least one additional time while the person is a member of the State Board.
3. Except as otherwise provided in NRS 388.134, each member of a board of trustees of a school district shall, within 1 year after the member is elected or appointed to the board of trustees, complete the program of training on bullying and cyber-bullying established pursuant to paragraph (b) of subsection 1 and undergo the training at least one additional time while the person is a member of the board of trustees.
4. Each administrator of a public school shall complete the program of training established pursuant to paragraph (d) of subsection 1:
   (a) Within 90 days after becoming an administrator;
   (b) Except as otherwise provided in paragraph (c), at least once every 3 years thereafter; and
   (c) At least once during any school year within which the program of training is revised or updated.
5. Each program of training established pursuant to subsection 1 must, to the extent money is available, be made available on the Internet website maintained by the Department or through another provider on the Internet.
6. The board of trustees of a school district may allow school district personnel to attend the program established pursuant to paragraph (c) or (d) of subsection 1 during regular school hours.
7. The Department shall review each program of training established pursuant to subsection 1 on an annual basis to ensure that the program contains current information.
(Added to NRS by 2011, 2242; A 2013, 1467, 2139; 2015, 414)

School Safety Team

NRS 388.1343 Establishment by principal of each school; duties of principal. The principal of each public school or his or her designee shall:
1. Establish a school safety team to develop, foster and maintain a school environment which is free from bullying and cyber-bullying;
2. Conduct investigations of violations of NRS 388.135 occurring at the school; and
3. Collaborate with the board of trustees of the school district and the school safety team to prevent, identify and 
address reported violations of NRS 388.135 at the school. 
(Added to NRS by 2011, 2243; A 2013, 1658)

NRS 388.1344 Membership; chair; duties. 
1. Each school safety team established pursuant to NRS 388.1343 must consist of the principal or his or her 
designee and the following persons appointed by the principal: 
   (a) A school counselor; 
   (b) At least one teacher who teaches at the school; 
   (c) At least one parent or legal guardian of a pupil enrolled in the school; and 
   (d) Any other persons appointed by the principal. 
2. The principal or his or her designee shall serve as the chair of the school safety team. 
3. The school safety team shall: 
   (a) Meet at least two times each year; 
   (b) Identify and address patterns of bullying or cyber-bullying; 
   (c) Review and strengthen school policies to prevent and address bullying or cyber-bullying; 
   (d) Provide information to school personnel, pupils enrolled in the school and parents and legal guardians of pupils 
enrolled in the school on methods to address bullying and cyber-bullying; and 
   (e) To the extent money is available, participate in any training conducted by the school district regarding bullying and 
cyber-bullying. 
(Added to NRS by 2011, 2243; A 2013, 1658)

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

NRS 388.135 Bullying and cyber-bullying prohibited. A member of the board of trustees of a school district, any 
employee of the board of trustees, including, without limitation, an administrator, principal, teacher or other staff member, 
amember of a club or organization which uses the facilities of any public school, regardless of whether the club or 
or organization has any connection to the school, or any pupil shall not engage in bullying or cyberbullying on the premises 
of any public school, at an activity sponsored by a public school or on any school bus. 
(Added to NRS by 2001, 1929; A 2009, 688; 2013, 1658)

NRS 388.1351 Staff member required to report violation to principal; required actions and investigation; 
notification to parent or guardian; written report of findings and conclusions of investigation; follow-up with 
victim; list of resources to be provided to parent or guardian; appeal of disciplinary action. 
1. A teacher, administrator, principal, coach or other staff member who witnesses a violation of NRS 388.135 or 
receives information that a violation of NRS 388.135 has occurred shall report the violation to the principal or his or her 
designee as soon as practicable, but not later than a time during the same day on which the teacher, administrator, 
principal, coach or other staff member witnessed the violation or received information regarding the occurrence of a 
violation. 
2. Upon receiving a report required by subsection 1, the principal or designee shall immediately take any necessary 
action to stop the bullying or cyber-bullying and ensure the safety and well-being of the reported victim or victims of the 
bullying or cyber-bullying and shall begin an investigation into the report. The investigation must include, without limitation: 
   (a) Except as otherwise provided in subsection 3, notification provided by telephone, electronic mail or other 
electronic means or provided in person, of the parents or guardians of all pupils directly involved in the reported bullying or 
cyber-bullying, as applicable, either as a reported aggressor or a reported victim of the bullying or cyber-bullying. The 
notification must be provided not later than: 
      (1) If the bullying or cyberbullying is reported before the end of school hours on a school day, 6 p.m. on the day 
on which the bullying or cyber-bullying is reported; or 
      (2) If the bullying or cyberbullying was reported on a day that is not a school day, or after school hours on a 
school day, 6 p.m. on the school day following the day on which the bullying or cyberbullying is reported. 
   (b) Interviews with all pupils whose parents or guardians must be notified pursuant to paragraph (a) and with all such 
parents and guardians. 
3. If the contact information for the parent or guardian of a pupil in the records of the school is not correct, a good 
faith effort to notify the parent or guardian shall be deemed sufficient to meet the requirement for notification pursuant to 
paragraph (a) of subsection 2. 
4. Except as otherwise provided in this subsection, an investigation required by this section must be completed not 
later than 2 school days after the principal or designee receives a report required by subsection 1. If the principal or 
designee is not able to complete the interviews required by paragraph (b) of subsection 2 within 2 school days after 
making a good faith effort because any of the persons to be interviewed is not available, 1 additional school day may be 
used to complete the investigation. 
5. A principal or designee who conducts an investigation required by this section shall complete a written report of 
the findings and conclusions of the investigation. If a violation is found to have occurred, the report must include 
recommendations concerning the imposition of disciplinary action or other measures to be imposed as a result of the 
violation, in accordance with the policy governing disciplinary action adopted by the board of trustees of the school district. 
Subject to the provisions of the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. § 1232g, and any
regulations adopted pursuant thereto, the report must be made available, not later than 24 hours after the completion of the written report, to all parents or guardians who must be notified pursuant to paragraph (a) of subsection 2 as part of the investigation.

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

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

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

(Added to NRS by 2011, 2244; A 2013, 2140; 2015, 415, 2069)

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

(Added to NRS by 2011, 2244)

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

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

(Added to NRS by 2011, 2244)

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

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

(Added to NRS by 2005, 705)

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

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

(Added to NRS by 2005, 705; A 2013, 2140)

Rules of Behavior; Week of Respect

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

(Added to NRS by 2001, 1929; A 2005, 706; 2009, 888; 2011, 2246; 2013, 1659; 2015, 417)
NRS 388.1395 Requirements for delivery of information during annual “Week of Respect.” The board of trustees of each school district and the governing body of each charter school shall determine the most effective manner for the delivery of information to the pupils of each public school during the “Week of Respect” proclaimed by the Governor each year pursuant to NRS 236.073. The information delivered during the “Week of Respect” must focus on:

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

(Added to NRS by 2013, 2137) — (Substituted in revision for NRS 388.145)