

SCHOOL AND FAMILY ACCORD

“Family Engagement is a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning in all its forms.”

At Cactus Park Elementary School we understand the importance of providing a supportive and effective learning environment to help students meet the state’s challenging academic standards. We also know that success means working together with families and communities. One way we show our commitment is by extending and signing this accord so that school staff, parents/legal guardians, and students can work together to improve student outcomes.

As a school we understand the importance of the role we, students, and families play into each student’s education and growth.

As a school we will consistently...

- Provide each student with high-quality instruction, supervision, and positive interaction
- Make staff available to parents/legal guardians if they have any concerns
- Maximize students educational and social experiences
- Provide parents/legal guardians reports on their child’s progress
- Seek out the best interests of each student

As a student I understand that my education is important.

As a Student I will consistently...

- Arrive at school each day on time and prepared to learn
- Complete and submit homework on time
- Read each day before or after school
- Show effort, respect, cooperation, and fairness to all
- Use all school equipment and property appropriately and safely

As a parent/legal guardian I understand that as my child’s first teacher, my participation in my child’s education will help their achievement.

As a family/legal guardian, I will consistently

- Be responsible for my child’s attendance to school
- Contribute at least 5 hours each school year attending or volunteering at school-related activities, parent-teacher conferences, parent meetings, and other school-sponsored events
- Read to my child and encourage my child to read
- Review and check my child’s homework

As family/guardian, and as a student, we agree to this accord and the policies outlined in the rest of the student handbook.

School Official Signature: _____ Date: _____

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

CODE OF HONOR

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

What is cheating?

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

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

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.

Student Signature _____ Date: _____

Parent/Legal Guardian Signature _____ Date: _____

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



2024-2025
Student & Family Handbook

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WELCOME

Mission and Vision

The mission of Cactus Park Elementary is to empower K-5 students in the ways in which they see themselves and the world around them through the use of a school model that embodies social-emotional identity development, a robust civic engagement system, and a rigorous culturally relevant academic curriculum.

Core Beliefs

- We believe all children are capable of academic and lifelong success
- We believe in providing a restorative and productive space for children and teachers to discuss issues surrounding the social identities of themselves and of those around them
- We believe in strengthening the direct link between the empowerment of one's identity and one's own academic achievement
- We believe in fostering healthy relationships between staff members and students
- We believe a school building is a community center and should serve as an anchor for all members of the surrounding neighborhood
- We believe our students learn best in a school environment that is driven by data
- We believe culturally-relevant pedagogy supports students' social-emotional progress
- We believe all students gain a sense of community ownership when civically engaged
- We believe generational cycles of poverty are disrupted when families and community stakeholders are engaged in healthy, bridge-building dialogue

Authorization

As a public open-enrollment charter school, Cactus Park Elementary is adamant about increasing access for all students to obtain an excellent culturally-relevant education. To ensure that this happens, Cactus Park Elementary has chosen the SPCSA as its authorizer for its strong reputation. It is the duty of the authorizer to hold Cactus Park Elementary to the highest standards of excellence in all facets of its academic model and operations.

DAY TO DAY

School Colors and Mascot

Colors: Black, White, Green

Mascot: Saguaro

School Calendar

Cactus Park Elementary has created its year-long academic calendar to closely mirror Clark County School District, in an effort to accommodate families with students across multiple schools. The academic calendar features 172 total days of instruction and numerous family and community events.

Building Hours:

Weekdays (M-F) 8:15AM – 3:15PM

Weekends and Holidays: *Closed*

Bell Schedule

The School opens at 8:15am each school day for arriving students. Instruction begins promptly at **8:30AM** each day. Breakfast is served daily from **8:15-8:45AM**. Students will receive roughly six hours of direct instruction in their Core (ELA, Math, Science, Social Studies) and Specials (Environmental Arts, Dance, Spanish, Art) classes throughout the day. In addition, activities such as Morning/Afternoon Meetings or Recess provide short breaks in the day and opportunities for students to connect with teachers and classmates. **Dismissal begins each day at 2:45PM**; pick-up by a parent/guardian should occur no later than 3:15PM. After school care ends no later than 6:00PM each day.

Please see the Extracurriculars section for information on before/after-school programming.

Sample Schedule:

8:15am - 8:30am Student Arrival
8:30am - 8:45am Breakfast and Morning Work
8:45am - 9:00am Morning Meetings
9:00am - 11:00am English Language Arts
11:00am - 11:20am Morning Recess
11:20am - 12:20pm Environmental Arts
12:20pm - 1:00pm Lunch and Recess
1:00pm - 2:15pm Math
2:15pm - 2:45pm pilotPods
2:45pm - 3:00pm Dismissal

Early Release Days

In an effort to ensure Cactus Park Elementary teachers and staff have adequate time for professional development and collaboration, **school releases at 1:45PM every Wednesday**. If you are unable to pick up on time, you must contact the school immediately to arrange for after – school care. After-school care for students who cannot be picked up until the regular 3:00PM dismissal can be arranged through the Front Office for a small fee.

Attendance

Exemplary attendance is crucial to the academic success of students, especially in their primary years. Cactus Park Elementary will recognize and celebrate those students that embody discipline through perfect attendance (no tardies or absences) at the end of each quarter/school year.

Attendance Types:

- **Excused Absences with doctor's note:** These are not counted as absences by the state of Nevada. We strongly recommend bringing a doctor's note if your child goes to the doctor. If you need information about clinics in the area, contact the Front Office
- **Excused Absences without doctor's note:** These are other legitimate reasons for missing instruction and must be communicated to the school by the parent/guardian. Accepted reasons are doctors visits (with notes), funeral, education event participation, or illness/injury
- **Unexcused Absence:** Any other reason for missing instruction not listed above
- **Excused Tardy:** Student arrives after 8:30am with any reason within the excused absence category
- **Unexcused Tardy:** Student arriving after 8:30am without a reason from the excused category or without any reason at all

Please ensure that you communicate vacations, doctor visits, or any other planned or unplanned absences with the Front office or your teacher.

Types of Attendance Absences:

1. **Chronic Absences (18+ days or 10%):** Missing just one day every two weeks can add up to 18 days in a year. Excused and unexcused absences represent lost time in the classroom and lost opportunities to learn.
2. **Warning (10-17 days):** Students who are absent an average of 15 days a year miss a year's worth of school before their senior year. When students miss a day of school it actually puts them two days behind their classmates.
3. **Good Attendance (9 or fewer days):** Students with good attendance generally achieve higher grades and enjoy school more. Students make the most of their educational opportunities if they attend school every day and on time.

Cactus Park Elementary will take the following measures to ensure we are working with you and your family to get your student(s) to school when there are absences:

- 1 unexcused absence = Email & text message notification from our front office asking for communication of the nature of your child's absence

- 5 unexcused OR excused absences = Email and mail notification of the 5 absence threshold reminder of attendance policy
- 10 absences = attendance required for an in-person family attendance workshop to discuss root issues and attendance improvement strategies
- 15 absences = required in-person family 1-1 meeting with dean of students to discuss root issues and to establish attendance improvement strategies and agreements
- 20+ absences = Home visit from a member of the school team and a call to DFS regarding educational neglect and concern.

Regardless of the reason for or type of absence, Cactus Park Elementary students are still responsible for completing any work (in-class or homework) missed during their absence. Teachers will make time available during non-instructional minutes and before/after school to provide any additional instruction necessary for understanding missed content. Please contact your student’s teacher for missed content and assignments in the event of an absence; if you know your student will be absent ahead of time, teachers can prepare work in advance.

Arrival and Dismissal Procedures

Arrival Times and Late Arrivals

1. 8:00 am

We open the gates for the car line, which goes around the perimeter of the school building. Parents are encouraged to begin queueing in the carline to ensure there is no back up on Las Vegas Boulevard. We also encourage parents who drive to use the carline. Please do not park and walk up unless you are assisting your student(s) in carrying a project or other special needs. This reduces the risk with pedestrians and cars in our parking lot and facilitates a fast car line process.

There will be no one in the front office at this time, and any missed calls will begin to be returned after 9am.

2. 8:15 am

Doors of the school open to students. Students will enter the school through the side gate on the left side of the school building by the playground. Students are able to get breakfast and head to their classroom.

3. 8:25 am

The bus arrives and the front office opens for any parents who need staff assistance in person.

4. 8:30 am

We close the carline gate. Any students not on the property by this time will be considered tardy, and will need to be accompanied inside the building by a guardian who can sign in for the the Late Arrival

Dismissal Times and Late Pickups

Cactus Park Elementary has two release times, depending on the day of the week:

- 2:45pm (Monday, Tuesday, Thursday, Friday): Regular Release

All students assigned to regular release are dismissed at 2:45pm All students must be picked up by no later than 3:15pm. **Authorities may be contacted for any student that is not picked up by 4:00PM.**

- **Note:** Any student picked-up after 3:15PM will be considered **Late Pickup**. In the event of multiple late pick-ups, a conference will be scheduled with school administrators. A fee and/or referral to after-school care will occur.

- 1:45pm Wednesday: Early Release

All students are released at 1:45pm on Wednesdays. Wednesday afternoons are dedicated professional development opportunities for teachers and staff to continually develop their skill sets. In order to maintain the integrity of our specialized programming and pursuit to provide quality education, ensure that students are picked up no later than 2:10pm on Wednesdays. When students are not picked up on time, it becomes difficult to improve the practice of our teachers due to significant supervisory responsibilities.

Early Pick up

If you need to pick up your student(s) early, you will need to sign them out at the Front Office. Please know that the end of the school day is a busy time, so please plan for 20 minutes for early pick up and be patient as we call up your student to go home.

We end front office early pick up at 2:20pm (1:20pm on Wednesdays) to ensure our staff is able to run dismissal efficiently. If you arrive at or after 2:20pm please note that it will be faster for you to get into the car line or walk up line because the Front Office will be closed to ensure a safe dismissal. If it is an emergency, please contact the Front Office in advance..

Your cooperation in picking up your family in a timely manner is crucial to the success of your students and the development of their teachers. Thank you!

Transportation Methods and Communication

Cactus Park Elementary uses the PikMyKid system to organize the different dismissal methods: Bus, After School Program, Car Line, and Walk ups (for families who walk to the school). In the app, parents and guardians can notify the school of the preferred pick up method for their student(s). This includes the bus – if your child is on our bus list they will be called up to the front so that they can get on the bus by 2:45pm.

If you want to pick your student up using a different method than normal, you are able to update your pickup until 1:00pm that day. You also have the option of changing whether your student will go to after-school care. That way the teacher knows to keep that student in class instead of sending them to the after school program.

School Day Practices

Recess

Cactus Park Elementary believes that it is critical for students of all ages to have brain breaks within the day to take a break from instruction, move around, play, and refresh. For this reason, every student at

our school will have 20-30 minutes of recess every day. Recess will take place outside (weather permitting), or in the multi-purpose room or in the classroom in the event of inclement weather. During recess, students will be held to the same expectations outlined in the Student Code of Conduct, as they are when they are in the classroom. Additional policies include:

- Staying within the boundaries of the playground/field area;
- Treating students, play equipment, and playground with respect;
- Waiting for their teacher to enter and/or exit the building. Students will not be allowed back in the building/classroom once recess has started (i.e. bathroom) except in case of emergency. Teachers will provide restroom breaks and water breaks before and/or after recess.

Failure to follow these expectations may result in removal from that recess and potentially future recess periods.

School Dress Code

Cactus Park Elementary requires a dress code for all students in keeping with our positive culture goals more broadly which include the following:

1. Foster a deep sense of belonging in students as well as ownership of their school community.
2. Create an environment that minimizes stress, sensory overload, and trauma for our students and promote equity while affirming identity.
3. Build habits of leadership in our students that enable them to feel a sense of self-worth and purpose.

Dress Code/Uniform Guidelines

Cactus Park Elementary’s leadership team reserves the right to exercise discretion to make uniform changes or case-by-case uniform decisions throughout the school year to maintain an environment that supports school unity, professionalism, equity, and inclusion. We ask parents to ensure students are in dress code before coming to the school. If you have questions, you can reach out to the front office.

Daily Appearance Expectations	
TOPS:	<ul style="list-style-type: none"> ● Must be solid colored ● Cactus Park Elementary logo acceptable, no other logos or graphics ● No halter tops, tank tops, or cut off sleeves ● No bare midriffs
BOTTOMS:	<ul style="list-style-type: none"> ● Must be solid colored ● No sagging pants and/or exposed underwear ● Must be as long as or longer than arms length

OUTERWEAR:	<ul style="list-style-type: none"> ● Must be solid colored if worn indoors ● Cactus Park Elementary logo acceptable ● No bare midriffs ● No cutoff sleeves
BELTS	<ul style="list-style-type: none"> ● Must be worn when appropriate ● No sparkles or metallic colors ● No large buckles
SHOES:	<ul style="list-style-type: none"> ● Must be closed toed ● No heels ● No wheeled shoes of any kind

Spirit Days, Open Dress Days, and Other Events:

Cactus Park Elementary will communicate spirit weeks or spirit days, where exceptions to the dress code policy will be made. For these days, the leadership team will provide specific guidelines about what dress is expected on Class Dojo or other messaging software

Accessories and Appearance Guidelines

Cactus Park Elementary will use the following guidelines to determine acceptable types of accessories, shoes, jewelry, hair ties, headbands, etc.

1. Safety and Security: Categorized by clothing deemed to be unsafe or unfit for day-to-day school activities (e.g open toed shoes), encouraging of violence, or gang-related behavior.
2. Vulgarity and Inclusiveness: Categorized by clothing that is vulgar, supportive of drugs, alcohol, bigotry, sexism, racism, or otherwise offensive materials or messages
3. Academic and Behavioral Distraction: Categorized by clothing that distracts from the attention of other students (e.g. jingling bracelets or earrings, blinking shoes, etc).

The guidelines below describe the school’s specific approved and otherwise not approved accessories and appearance. Because Cactus Park Elementary cannot predict every situation, the Cactus Park Elementary staff encourages families and students to ask the school leadership when a situation is unclear.

Accessory	Approved	Not Approved
Earrings	<ul style="list-style-type: none"> ● Most earrings 	<ul style="list-style-type: none"> ● Flashing earrings ● Noise making earrings ● Hoop or dangling earrings larger than ½ inch
Watches & Bracelets	<ul style="list-style-type: none"> ● Most watches and bracelets 	<ul style="list-style-type: none"> ● Bracelets that make noise ● Bracelets with spikes ● Bracelets with profane or vulgar writing ● Bracelet candy ● Smart Watches/FitBit (if they are deemed to be a distraction or used to violate other school policies)
Rings	<ul style="list-style-type: none"> ● Most rings 	<ul style="list-style-type: none"> ● Rings greater than the diameter of a nickel ● Ring Pops

		<ul style="list-style-type: none"> ● Rings with sharp edges or otherwise deemed dangerous
Headbands	<ul style="list-style-type: none"> ● 3 inches wide or less 	<ul style="list-style-type: none"> ● Bandanas ● Headbands that extend more than 1 inch off the head
Necklaces	<ul style="list-style-type: none"> ● Most necklaces ● Necklaces that lie more than 1 inch past the collar must be tucked into shirt 	<ul style="list-style-type: none"> ● Candy necklaces ● Chokers ● Flashing necklaces ● Necklaces with profane or vulgar references on them
Hats	<ul style="list-style-type: none"> ● Hats provided by Cactus Park ● Cultural/Religious purposes ● Winter caps outdoors 	<ul style="list-style-type: none"> ● Baseball caps ● Hats not for religious purposes ● Winter caps indoors ● Hoods on heads indoors

Cactus Park Elementary is not responsible for any lost or stolen accessories or clothing items that students bring to school.

Out of Dress Code Consequences

When a student is out of dress code the school will work with the student and a family member to correct it. Please expect the following steps and actions the school will take:

1. First time or Infrequent (1 -2 times)

The school will contact the guardians listed in IC to arrange for clothing dropped off. If the school cannot get in contact with the family, the school will lend loaner clothing if available.

If the clothing has vulgar or inappropriate designs, logos, or phrases, we will loan clothes immediately if available or have the student turn their shirt inside out until we receive clothing from the guardian. The student will be referred to the dean for Inappropriate Dress

2. 3+ Times out of dress code OR Inappropriate Dress

The Dean will schedule a discussion with the guardian(s) to emphasize the importance of our dress code and strategize on how to ensure the student follows the dress code policy

3. Refusal to stay in dress code

If a student frequently changes to the out of dress code clothing despite requests from staff to change, appropriate consequences will be given by administration and we will communicate the issue to guardians to discuss strategies to ensure student will stay in dress code

Exceptions to Dress Code for Religious Observances

Cactus Park Elementary will recognize religious observances for students and work together with parents and students to adjust uniforms as needed. Parents must contact the Front Office to request accommodations. Parents are asked to make requests prior to the start of the school year.

ENROLLMENT

Enrollment Procedures, Paperwork, & Storage

Registration

After accepting an offered spot at Cactus Park Elementary through the lottery, all families must complete the Registration to secure their seat(s). Students cannot begin classes at Cactus Park Elementary until all of the following documents are submitted to the front office staff. Documentation Requirements:

1. Completed Infinite Campus Registration
2. The student's birth certificate (Kindergarteners must be 5-years-old by August 1, 2024)
3. Immunization records or a notarized religious exemption certificate
4. Parent and/or guardian ID(s)
5. Two **recent** (within 6 months) proofs of residence (utility bill, rent lease, pay stub, or other official mail)
6. Previous academic, attendance, discipline, and special education records, if applicable.

Records Request

If the student has records from a different school, our office staff will request records for the student. If your student is coming from another district in Nevada, including Clark County, we will reach out to you if we need any additional information

If your student is conduct a records request for the student's prior cumulative records.

Storage and FERPA

All physical files will be safely stored in fireproof file cabinets; all electronic files will be scanned and securely stored in Cactus Park Elementary's student information system, Infinite Campus, as well as Google Drive.

FERPA stands for the Federal Education Record Privacy Act. This means that Cactus Park and its staff can only share student information with guardians or those designated as appropriate by guardians. This includes student names, age, consequences, or other information.

In the case that an incident occurs, FERPA must still be followed. Any investigations into the incident will be shared with families, however personally identifying information will be omitted in accordance with the law

Voluntary Withdrawal or Transfer

If, for any reason, a student must withdraw from school, the parent(s) and/or guardian(s) must inform the front office at least two days before the last day of attendance. School records will be forwarded when the new school requests them. If there are special circumstances such as the student is going to be homeschooled or the student is moving out of the country, you must let us know further in advance so that we can digitally transfer any necessary files to the guardian(s).

We will automatically withdraw a student at:

- 10 consecutive school day absences if the school staff or teacher has not heard from the parent or guardian even after attempting to contact
- 20 consecutive school day absences even if we have heard from the family. If there are 20 consecutive absences without a records request from a future school, we are mandated to

report to authorities for educational neglect.

Change of Address/Phone Number

In the event a student's home address, parent/guardian contact or daycare information changes, it is the responsibility of the parent/guardian to immediately notify Cactus Park Elementary's front office staff. Having the correct contact information is essential in an emergency situation.

SCHOOL CULTURE

Positive School Culture

Cactus Park Elementary's culture has a tremendous impact on the achievement of the students. Cactus Park Elementary's strong and positive school culture is aligned to our values and academic goals and will put Cactus Park Elementary students on the path to becoming true leaders of change in their communities.

Cactus Park Elementary has a shared vision of excellence that drives the understanding of what great teaching, student relationships, school culture, and family engagement looks like on a daily basis. It is necessary to have a warm and structured environment to drive academic success. Cactus Park Elementary expects all staff and students to create and cultivate a strong community based on the core values of: perseverance, relationship building, integrity, discipline, and engagement (PRIDE).

Cactus Park Elementary's Pillars of Belief

Cactus Park Elementary understands that students internalize moral values and behaviors, as well as strong social skills, when they see them modeled by adults they respect. Adults are not always aware how they are influencing students' moral and social development. Teachers and staff will model positive moral and social skills in a range of ways. To be positive role models, staff will commit to the ongoing development of their own moral and social capacities.

PERSEVERANCE: Cactus Park Elementary Saguaros are **courageous learners** who **embrace obstacles** and **unlock challenges** by designing creative approaches and solutions.

RELATIONSHIP BUILDING: Cactus Park Elementary Saguaros **build bridges** across cultures to **gain understanding** about others and develop a close-knit community.

INTEGRITY: Cactus Park Elementary Saguaros **exhibit strong moral character** and **strive to do what is right and just**.

DISCIPLINE: Cactus Park Elementary Saguaros **practice** self-regulation, focus, and diligence as avenues towards success.

ENGAGEMENT: Cactus Park Elementary Saguaros are **active participants** in their learning process and **agents of change** within their communities.

Mutual Responsibilities

At Cactus Park Elementary we recognize that all members of the school community must work together in order to create an environment conducive to academic excellence. Every child learns best when his or her family is actively involved in the child's education. Parents, students, and the school's administration, teachers and staff all have responsibilities to promote student learning and growth.

As educational partners, we must agree to create a respectful school environment, with everyone treating others as valued members of the community. Please read the school's cultural expectations as they are outlined below as well as in the Student Handbook. School personnel, students, and all parents/guardians need to sign this contract, indicating a willingness to uphold our responsibilities as active participants within the Cactus Park Elementary community.

STUDENT: I agree to:

- Arrive at school on time, according to dress code, and attend classes prepared to work;
- Commit myself to achievement all day, every day;
- Make the school a safe and orderly environment by being respectful and courteous;
- Complete assignments thoroughly and on time;
- Seek help when I need it; and
- Follow the school's rules and accept responsibility for my actions

PARENT/GUARDIAN: I/ WE agree to:

- Ensure my child arrives to school on time, according to dress code, and attends classes prepared to work. This includes being on time for pickup during dismissal;
- Communicate regularly with my child's teachers and advisors;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote my child's courteous behavior;
- Support my child by maintaining high academic and behavioral expectations;
- Attend all parent-teacher conferences;
- Check my child's homework every night to ensure it is completed thoroughly and on time; and ● Follow the school's rules and accept responsibility as a partner in my child's learning.

ADMINISTRATORS AND TEACHERS: We agree to:

- Provide an academically rigorous and exceptionally positive environment;
- Make the school a safe and orderly environment by being respectful and by supporting the school in its efforts to promote the students' courteous behavior;
- Communicate regularly with families;
- Assess students regularly and fairly; and
- Follow the school's rules and accept responsibility as partners in the students' learning.

Anti-Bullying and Harassment Policies

Cactus Park Elementary expects students to treat each other in accordance with the goals of the school's positive culture and will respond to acts of harassment, intimidation, or bullying immediately. As is the purpose of the school's code of conduct and P.R.I.D.E. System, Cactus Park Elementary holds sacred the learning, safety, and inclusiveness of our school community. Acts of bullying interfere with the Cactus Park Elementary model for a positive student culture and compromise a community of inclusiveness and joy. The bullying policy below is intended to outline how the school will prevent and respond to bullying and work alongside students and families to remedy situations as needed.

Bullying and Harassment Defined

Cactus Park Elementary uses the International Bullying Prevention Association definition of bullying

which is as follows:

- “1. “Bullying” means any severe, pervasive, or persistent act or conduct, whether physical, electronic, or verbal that:
 - a. May be based on a youth’s actual or perceived race, color, ethnicity, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, intellectual ability, familial status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an intra-family offense, place of residence or business, or any other distinguishing characteristic, or on a youth’s association with a person, or group with any person, with one or more of the actual or perceived foregoing characteristics; and
 - b. Shall be reasonably predicted to:
 - Place the youth in reasonable fear of physical harm to his or her person or property;
 - Cause a substantial detrimental effect on the youth’s physical or mental health;
 - Substantially interfere with the youth’s academic performance or attendance; or
 - Substantially interfere with the youth’s ability to participate in or benefit from the services, activities, or privileges provided by an agency, educational institution, or grantee. “

Where Bullying Can Occur:

- On the campus grounds and grounds immediately adjacent to the school property including travel to and from bus stops or school;
- At Cactus Park Elementary-sponsored or related events away from campus grounds;
- In any vehicle used by Cactus Park Elementary; OR
- Through the use of any electronic devices owned or used by Cactus Park Elementary

While Cactus Park Elementary is not liable for incidents of bullying that occur outside school grounds (i.e. community locations, student homes), we acknowledge that these events do impact the academic success of students. As such, Cactus Park Elementary will take reasonable steps to resolve conflict in the event of bullying involving 2+ of our students that occurs outside Cactus Park Elementary School grounds.

How Bullying Can Occur:

- At a location or function unrelated to Cactus Park Elementary.
- Through the use of any electronic devices, including those not owned or leased by Cactus Park Elementary.
- Bullying creates a hostile environment at Cactus Park Elementary for the victim or witnesses, which infringe on their rights or materially and substantially disrupt the academic and cultural environment of the school.
- Retaliation against an individual who reports bullying, providing information about an act of bullying, or witnessing an act of bullying are prohibited.

Reporting Incidents of Bullying or Retaliation

Cactus Park Elementary expects all staff members and volunteers to report incidents of bullying or retaliation they witness or are made aware of to an Administrator to prompt an investigation. Staff members are expected to immediately report all such incidents to the Social Emotional Health Coordinator or the Principal. Students, parents, guardians, and community members are also encouraged to report incidents of bullying to the Social Emotional Health Coordinator or the School Principal. Reports of bullying by students, parents, and community members may

also be made anonymously, at which point the school administration will investigate to determine what outcomes, if any, are able to be determined from the anonymous report.

Investigating Incidents of Bullying

Prior to the investigation of an incident, the School Principal, or designee, will take steps to ensure the safety of the alleged victim referenced in a reported bullying incident. These steps will be designed to restore a sense of safety to the victim and to protect them from further incidents if necessary. Examples of such steps taken include designating a staff member to serve as that alleged victim's "safe" person, altering the alleged bully/bullies' seating or schedule to reduce access to the alleged victim, or creating a safety plan in consultation with the alleged victim. Once an investigation is concluded, further steps will be taken as needed to assure the continued safety of the victim from additional incidents of bullying or retaliation.

The School Principal, or designee, will, when appropriate, notify the parents or guardians of victims, offenders, and if appropriate, witnesses to an incident of bullying behavior about the nature of the incident and the procedures and steps in place for responding to it. The School Principal, or designee, will determine if parents or guardians should be informed prior to or after the investigation of an incident.

Reporting to Law Enforcement Agencies

If Cactus Park Elementary determines that the reported incident may involve criminal activity or the basis for criminal charges, information about the incident may be conveyed to the appropriate law enforcement authorities. As part of making this determination the School Principal, or designee, may wish to consult with either a law enforcement officer or legal counsel.

Cactus Park Elementary will notify these groups of incidents of bullying only to the extent allowed by law. Notification will be undertaken solely to ensure that services are provided to victims and bullies and to protect victims from further or sustained victimization. Cactus Park Elementary will make every effort to protect the confidentiality of those who report bullying incidents. The School Principal, or designee, is responsible for investigating reports of bullying and can be reached by email or phone provided in the Student and Family Handbook. An investigation of an incident will be initiated no more than one day after the School Principal, or designee, receives a report of bullying and will conclude no later than 30 days after the receipt of such a report. As part of the investigation, the School Principal, or designee, will interview any involved or relevant parties including alleged victims, offenders, witnesses, staff, parents or guardians.

Cactus Park Elementary will provide confidentiality as far as possible to relevant parties as part of the investigation, and inform all relevant parties that retaliation for reporting acts of bullying is prohibited. Records of the investigation process should be maintained and may be included in a digital database to generate a more accurate picture of bullying behaviors at Cactus Park Elementary. Where necessary, provisions will be made to include the advice of legal counsel. In investigating an incident of bullying, the School Principal, or designee, will seek to ensure that the reported incident is one of victimization, a sign of bullying, rather than of conflict. Thus, when investigating a reported incident, the School Principal, or designee, will attempt to determine, through interviewing the victim, what mechanisms the victim had and has access to for halting the incident that occurred, and preventing future such instances. If the victim reports a few or no mechanisms for ending the incident or constructively dealing with future instances, that information will serve as compelling, though not conclusive evidence that the reported incident was an incident of bullying.

The School Principal, or designee, is charged with making determinations as to whether a reported incident constitutes a case of bullying. These determinations will be made in consideration of the totality of the facts and the circumstances surrounding the incident. If the School Principal or designee determines that an incident of bullying has occurred, the principal or designees will take steps outlined in the Cactus Park Elementary Discipline Policy to prevent the recurrence of an incident and restore the safety of a victim.

Consequences of Bullying and Retaliation

Cactus Park Elementary recognizes that for sanctions to be an effective component of a bullying prevention plan, they must be applied consistently, fairly, and equitably. Consequences must be designed to (1) appropriately correct the bullying behavior; (2) prevent another occurrence of bullying or retaliation; and (3) protect the victim.

Cactus Park Elementary shall ensure that staff follows these guidelines as closely as possible, while allowing for flexibility to adapt sanctions to individual contexts. Furthermore, to ensure equity in applying sanctions, measures will be applied on a graduated basis determined by the nature of the offense, the disciplinary history of the student involved, and the age and developmental status of the student involved.

Responses to incidents of bullying are outlined in the Student and Family Handbook. Potential consequences of bullying include, but are not limited to:

- Restorative conferences
- Assigned detentions or change in tier status
- Change in privileges
- Limitations to participation in athletic or other organized Cactus Park Elementary' events
- Limitations, bans, or suspensions from Cactus Park Elementary' facilities
- Suspension or expulsion

Sanctions will be applied within one day of the determination that an incident of bullying has occurred unless an appeal of the incident by the bully has been received by the school administration in a timely manner. To ensure that single incidents of bullying do not become recurring problems, Cactus Park Elementary will always refer victims and offenders involved in an incident to services in addition to imposing sanctions on offenders. Cactus Park Elementary does not endorse the use of punitive strategies associated with "zero-tolerance" policies when applying sanctions to an incident of bullying.

Retaliatory behavior in response to a bullying investigation or finding is prohibited for all employees, volunteers, and students at Cactus Park Elementary. Consequences for retaliation may include, but are not limited to:

- Assigned detentions or change in tier status
- Change in Privileges
- Limitations to participation in athletic or other organized Cactus Park Elementary' events
- Limitations, bans, or suspensions from Cactus Park Elementary' facilities
- Suspension or expulsion

Appeals Process

The person accused of bullying, a target of bullying, and/or anyone who is not satisfied with the outcome of the initial investigation, may appeal to the designated higher-level authority.

- Such party who is not satisfied with the outcome of the initial investigation may appeal to the designated higher-level authority.
- Appeals must be made within 30 days of the conclusion of the initial investigation.
- The secondary investigation shall be completed within 30 days of receipt of appeal, unless: - Circumstances require additional time to complete a thorough investigation
 - The higher-level authority sets forth those circumstances in writing
 - The additional time is not to exceed 15 days
- Those filing an appeal shall be informed of the right to seek further redress under the following federal civil rights and education laws
 - Title IV and Title VI of the Civil Rights Act of 1964
 - Title IX of the Education Amendments of 1972
 - Section 504 of the Rehabilitation Act of 1973
 - Titles II and III of the Americans with Disabilities Act
 - Individuals with Disabilities Education Act (IDEA)

Publication & Contact Information

This policy will be made available to Cactus Park Elementary’ students and parents/ guardians and made available on the school’s website. The school will continually update necessary stakeholders as the policy is updated and evaluated annually. Any concerns regarding how the school upholds the Anti-Bullying and Harassment policy, commentary, questions, or suggestions should be addressed to the School Principal.

Restorative Justice Practices

Creating a highly effective Restorative Justice program will require highly trained staff and buy-in from teachers, parents and students. At minimum, the Dean of Culture (or Social Emotional Health Coordinator) will be trained to implement restorative practices. In addition, the entire student body will be introduced to Restorative Justice systems through in-class lessons, regular peace circles and peer engagement throughout the year. The Social Emotional Health Coordinator will be responsible for implementing the Restorative Justice program throughout the school year with the use of peace circles, peer jury and peer mentor (among others) for students, teachers and parents.

Student Code of Conduct (Explanation of Leveled Offenses/Responses)

Cactus Park Elementary uses corrective responses to address student misbehavior and assign appropriate consequences. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses is to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem-solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources with as little student removal from the classroom as possible. All interventions will balance the needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student’s age, developmental level, and grade;
- Student’s prior behavior patterns and responses to interventions;
- Student’s willingness to acknowledge his/her behavior;
- Student’s willingness to make restitution;
- Impact of the incident on the overall school community;

- Student's intent and the severity of harm caused; and
- Parent/family's level of involvement.

Levels of Corrective and Restorative Responses

- **Level 1: Classroom and Building Based Corrective Responses**

Level 1 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

- **Level 2: Classroom Teacher Corrective Responses**

Level 2 corrective responses are appropriate for inappropriate behavior that should be managed by the teacher, with possible assistance from an administrator or a member of the culture team, if needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school but may include time in a reflection space where the student can calm down, reflect on the incident and/or discuss strategies or actions to do differently in the future, or another appropriate break from the situation or catalyst to encourage and strengthen both the student's ability to self-reflect and the student's ability to self-regulate more quickly.

- **Level 3: Intensive Personalized Corrective Responses**

Level 3 corrective responses are appropriate for inappropriate behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in-school suspension on the first violation, if it is a safety related behavior to ensure the safety of that student as well as others. The Principal or other administrator may require a parent conference to discuss behavior before the student can return so that the parent, teacher, and administrator can create a plan to correct inappropriate behaviors.

- **Level 4: Corrective Responses for Serious Violations**

Level 4 corrective responses are appropriate for inappropriate behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include extended suspension, expulsion and/or referral to law enforcement.

Suspension and Expulsion

If and when a student commits a serious violation (Level 4) or several, repeated intermediate violations (Level 2-3), they may be recommended for suspension. While Cactus Park Elementary will first attempt to address behavior violations through restorative interventions first, if these prove unsuccessful, the student is unwilling to participate, or they present a danger to themselves or others, removal may be used. If recommend for either in-school or out-of-school suspension, the parent/guardian of the student will receive both a phone call and written communication including:

- The type of suspension (i.e. in-school, out-of-school)
- The length of the suspension/return date
- Reason for removal

- Any other interventions requested to address behavior (i.e. parent meeting, civic engagement)

In the event of repeated out-of-school suspensions and/or serious violations (Level 4) that warrant potential expulsion, parents/guardians will be informed within 2 days of the incident of Cactus Park Elementary's intent. If the school chooses to pursue expulsion, an expulsion meeting will be scheduled, at which the Cactus Park Elementary will present evidence to support the request for expulsion and the student in question and/or parent/guardian can respond. The student may be suspended while waiting for an expulsion meeting and while awaiting the outcome of said meeting. The results of an expulsion meeting will include:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options.

Due Process

In the event of possible suspensions and/or expulsions, Cactus Park Elementary will follow the guidelines established by the Clark County School District Student Code of Conduct. The process to be utilized is as follows:

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. This means that he or she must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the Principal or the Social Emotional Health Coordinator to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process.

Appeals

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

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

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

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

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

- a) Must be provided education services to prevent the pupil from losing academic credit during

the period of suspension or expulsion; and
 b) May be considered for temporary alternative placement, if, in the judgment of the principal after consideration of the seriousness of the acts which were the basis for the discipline of the pupil:

- The temporary alternative placement will serve as the least restrictive environment possible, pursuant to NRS 392.4673; and
- The pupil does not pose a serious threat to the safety of the school.

ACADEMICS

Academic Model

Cactus Park Elementary’s academic model is grounded in providing rigorous content while also facilitating students’ continuous development of “self.” Our selected academic programming and curriculum emphasize instruction in which our students drive the thinking through engaging activities and the development of strong discussion skills. Furthermore, alignment to Common Core standards establishes the highest level of rigor and ensures that our students are best prepared for state and nationwide assessments.

Identity and Culturally Relevant Instruction

Cactus Park Elementary’s educational philosophy centers around the importance of understanding and developing one’s social identity (i.e. race, gender, class, etc.). As such, our academic program includes the frequent inclusion of culturally relevant material in core subjects, as well as a dedicated in-house identity curriculum.

Individualized Learning

Cactus Park Elementary believes firmly in meeting students where they are, in order to achieve the greatest academic gains. In our pilotPod model, students meet several times a week for guided reading and math instruction with students at or near their level. Utilizing 1:1 technology, students are able to frequently access ELA and Math programs online, specifically tailored to their needs.

Student-Led

Classrooms at Cactus Park Elementary are structured to maximize student engagement and participation through frequent discussion and hands-on and experiential learning. Foundational discussion skills are practiced daily in primary grades, preparing students to move into Socratic seminars during later years.

Courses

Cactus Park Elementary students will receive instruction in a wide-variety of subjects to ensure holistic learning and adequate preparation for future schooling.

Core Subjects (everyday)	Specials (1-2 times per week)
English Language Arts/Reading	Environmental Arts
Mathematics	Dance and Movement
Science	Music
Social Studies	Art

*Some Specials may not be available every year due to staffing limitations or special specials or

lessons may occur instead of the above listed.

State Testing and Assessments

Cactus Park Elementary students take several state-mandated and school-wide standardized assessments throughout the year. These assessments DO NOT impact student grades on Progress Reports or Report Cards and are used only to measure student/school growth and attainment throughout the year. It is incredibly important that students are rested, on-time and prepared to do their best during all standardized testing days.

- NWEA (Fall, Winter, Spring) - Grades K-3 only
- iReady Diagnostic (Fall, Winter, Spring)
- SBAC testing (End of Year)
- WIDA ACCESS (on-going) – *English Learner (EL) students only*

Cactus Park Elementary students will take shorter quizzes and tests within all core and specials classes. These internally created assessments, along with in-class assignments and homework will be used to calculate grades.

Homework

Cactus Park Elementary believes that homework is an important part of academic success. Students will be expected to complete regular homework assignments that reinforce the content and skills covered during instruction. All students will receive a homework packet for ELA and Math at the start of the week that includes homework assignments that are to be completed throughout that week. Homework packets will be collected by teachers at the end of week. Students may also receive individual homework assignments from core (Science, Social Studies) and specials subjects.

Furthermore, students are encouraged to spend a minimum of **10-30 minutes** each night reading text of their choice, to reinforce ELA skills and develop a love and appreciation of reading.

Measuring student proficiency (Grading policy) and Standards

While it is important to accurately measure student success and mastery, Cactus Park Elementary also believes in reducing the stigma and stress surrounding many grading practices. As such, in primary grades (K-2), student grades will only reflect where they are in becoming grade-level proficient. Once students begin their intermediate grades (3-5) and begin to discuss academics with more context, it becomes more important to understand traditional letter grades and their impact on GPA. We will still use the grading scale for the class, however some teachers may use grades on a scale of 0 – 100 for quizzes or other classroom assignments.

Grading Scale
4 (80-100%) = Exceeds Proficiency
3 (70-80%) = Meets Proficiency
2 (60-70%) = Approaching Proficiency

1 (0-60%) = Limited Proficiency

Progress Reports/Report Cards

Cactus Park Elementary students will receive grade reports six times per year through quarterly Progress Reports (mid-quarter, and end of Q1/Q3) and Report Cards (end of semester). These reports will provide a formal grade for every subject based on assessment, in-class and homework scores. The subjects will have the learning standards and objectives to give more context on the students proficiency

Progress Reports will be available digitally, and recent Progress Reports and/or Report Cards will be passed out during scheduled Parent-Teacher conferences or sent home the last day of Q1 and Q3. Report Cards detailing students' final grades will be sent home at the end of each semester (end of Q2/Q4).

Parent-Teacher Conferences

Cactus Park Elementary will hold Parent-Teacher conferences in October and February. We believe that scheduling these meetings provides an important opportunity for parents/guardians to be made aware of their student's progress and work with teachers to create a plan for addressing academic challenges before grades are finalized at the end of the quarter. Parents/guardians that are not able to attend Parent-Teacher conferences can schedule an individual meeting with their student's teacher before or after school, or pick-up their Progress Report from the Front Office.

Graduation, Promotion, and Retention Policies

Graduation and Promotion

Cactus Park Elementary takes the responsibility for preparing students for the next grade-level very seriously. For example we hold a Graduation Ceremony for kindergarden and a Promotion ceremony for exiting 5th graders going into. We also celebrate students who are going from one grade to the next outside of K and 5 grades. We will employ a wide-range of interventions throughout the school year to guide students from performing below grade-level to performing at grade level by the end of the year.

Retention

Retention, or having a student repeat a grade, may be used as a last resort when promotion is not in the best interest of the student's academic and emotional growth. We will consider internal and standardized test data, attendance records, and behavioral data to identify students who would benefit by strengthening their proficiency in the appropriate grade-level skills.

Here is how we will assist and identify students who may need retention.

1st Quarter

In the beginning of the year, the teacher will assess where students are using a diagnostic test, assignments, or other methods of knowledge-checking. The school will share this information to ensure families, students, the teacher can work together on strengthening skills

2nd Quarter

Students will be flagged for possible retention by the end of the 2nd Quarter (mid-year) based on these criteria:

1. Average of less than 65% proficiency in both Reading and Math on Q1/Q2 Report Cards; OR
2. Scores below the 20th percentile on Fall/Winter NWEA in Reading or Math; OR
3. More than 10 absences per quarter.

If your student is identified as meeting one of the above criteria, our Assistant Principal or Academic Lead will send a formal notice that your student is identified for possible retention mid-year and will need significant support from you and the school to ensure they get back on track. In addition, we will schedule a meeting between parents/guardians and teachers to discuss possible retention, develop a plan to get the student back on track for promotion, or if the student may benefit from additional student services (tutoring, evaluation for accommodations, etc.)

3rd Quarter

Teachers will continue to communicate student progress and strongly suggest supports that may be beneficial to the student. This is especially crucial in grades 3 – 5 since the material becomes more complex.

At this time, a determination will be made if the student is showing improvement in their abilities or is continuing to struggle in key areas.

4th Quarter

An end-of-year meeting will be held for each student to determine if retention is necessary. This meeting will include an administrator, the guardian, and any staff suited to speak on the student's academic prowess and/or socio-behavioral needs (teacher, Special Education teacher, Standardized Test Coordinator, Dean, etc.)

Academic Integrity

At Cactus Park Elementary, students will begin practicing ethical academic practices starting at a young age. Failure to meet these standards may impact student assignment/assessment grades at the discretion of classroom teachers and school administration. Definitions of unethical academic behavior can be found below:

- **Cheating:** Attempting to gain an unfair advantage or additional credit dishonestly. Examples include having another individual complete an assignment for you, using notes/electronic devices during assessments, submitting work from a previous class, or discussing/providing the answers for an assessment.
- **Plagiarism:** Attempting to pass of another's work or ideas as your own. Examples include copying answers from another student, copying ideas or wording exactly from academic text without including citations.
- **Unauthorized Collaboration:** Working with additional students/individuals on an independent (or specific group number) assessment or assignment. Examples include collaborating with another student to complete an independent assignment.

- **Facilitating Cheating:** Allowing another student to take credit for your work. Examples include allowing another student to copy work or completing an assignment for someone else.

Books

In order to facilitate at-home learning, Cactus Park Elementary will routinely send home academic materials. Just as they would in the school, we expect students to treat these materials with respect and bring them back to the school each day. Loss or damage to these books may incur a fee per book, in order to replace the book in our inventory.

STUDENT SUPPORT SERVICES

Supports Offered

Understanding that all students will not excel equally with the same system of supports and services offered in the classroom is central to Cactus Park Elementary's mission of ensuring transformational academic outcomes for all students. As such, Cactus Park Elementary provides a wide-range of support services within the school, making referrals to outside sources when necessary, to support students with additional needs.

- **Individualized Learning:** Every student at Cactus Park Elementary will receive targeted instruction within the classroom in small groups of students with similar levels and abilities. Furthermore, a teacher assistant (TA) and/or Interventionist will focus solely on identifying and pulling small groups of students throughout the school day for individualized learning opportunities.
- **Response to Intervention (RTI):** For students who are struggling in the classroom, academic intervention is provided at increased levels of intensity, with cadence to a schedule, and progress monitoring to accelerate student learning by their Classroom Teachers and Teacher Assistants.
- **Special Education:** In accordance with state and federal law, Cactus Park Elementary will provide all services required by a student's Individualized Education Plan (IEP) or 504 plan. We will maintain well-trained Special Services staff, responsible for identifying, monitoring and evaluating students with special needs.
- **English Language:** After identification through the WIDA-ACCESS assessment, Cactus Park Elementary's English Language Learner team will develop and deliver supports to reinforce language acquisition in both speaking and writing for ELL students.
- **Social Work:** Cactus Park Elementary will work with community partners to support student success and provide counseling and other social work services for all students/families.
- **Behavioral Supports:** Students requiring additional support (Special Education or otherwise) in correcting and self-regulating their daily behavior will receive services in the form of Behavioral Intervention Plans (BIPs), counseling, mentoring, and targeted instruction.

Special Education

Cactus Park Elementary's Department of Specialized Services will operate in accordance with the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973, as

well as Nevada Administrative Code 395 and Nevada Revised Statutes 388.462-388.488. All students with qualifying disabilities under IDEA shall have access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE). Cactus Park Elementary believes in the importance of inclusion in the general education setting for students with special needs and will employ a blend of inclusion, and replacement class services as necessary. Families will be involved in decisions regarding student IEPs and will also have access to appropriate procedures to resolve any disputes related to the school's provision of services.

Students with existing IEPs will receive in-house services as necessary through Cactus Park Elementary's Special Education teacher and Social Worker. All other services (i.e. psychological, speech/language, occupational therapy) will be delivered through outside service providers, who will come into the school on a weekly basis. Students identified as potentially eligible for Special Education services will be evaluated in accordance with state and federal laws; parents may request an evaluation at any time, or the school may request and conduct an evaluation **with parental consent**. If a student is determined to have a specific disability, an IEP and/or 504 plan will be created through the collaboration of the family and Cactus Park Elementary's Department of Specialized Services. Additional rights afforded to the parents of students with disabilities includes (but is not limited to):

- Written notice before/ability to request evaluation or re-evaluation;
- Ability to revoke existing consent;
- Participate as a member of the Case Conference Committee and request a meeting;
- Request an independent evaluation if there is a disagreement about the results of initial evaluation;
- Ability to file a complaint or request a due process hearing in the event of disagreement regarding accommodation/modifications, least restrictive environment or provision of services.

Throughout the school year, Special Education teachers will maintain frequent communication with the parents of students receiving services to ensure that their needs are being met as they are progressing in their goals. An annual meeting between parents, teachers and other relevant school personnel will occur annually for every student with an existing IEP. Reevaluations to determine if services are still necessary under the students' current disability category will occur at minimum once every 3 years; a reevaluation can be requested sooner upon request to determine if a student is eligible for services under a different disability category.

For a thorough description of all policies and procedures related to Special Education services, please reference www.sneaknv.org, www.nvcourts.org, or reach out to Cactus Park Elementary's School Principal or the Special Education Director.

Suspension/Expulsion

Additional protections exist for Cactus Park Elementary students with special needs in the event of a change of placement (extended suspension/expulsion). A change in placement, as the result of discipline violation, is regarded as more than 10 consecutive days of suspension or more than 10 total days of suspension throughout the school year. A behavior warranting a suspension or expulsion (see Student Code of Conduct) by a student receiving Special Education services will be classified as to whether or not it manifested as a result of their disability. If it is determined that the behavior was a manifestation of the disability OR that the school was negligent in providing appropriate services to prevent the behavior, the school will develop an immediate plan to address the behavior/deficiencies. If it is determined that the behavior was not a manifestation of the students' disability, they will be subject to the same consequences as the general population of students.

For additional information, please consult the “Notice of Procedural Safeguards,” provided to the parents/guardians of all students receiving Special Education services at the beginning of the school year or contact the Special Education Coordinator.

Enrollment

As a public institution, Cactus Park Elementary School cannot discriminate against students with disabilities in regard to enrollment and registration at the school. All public charter schools are required to provide a free and appropriate education to all students with an IEP or 504 plan. Cactus Park Elementary does ask that if your student has already been identified with a disability and has an established IEP or 504 plan, that you please inform us immediately after enrolling your student. This will allow us to take the steps necessary in retrieving legal documentation and establishing a plan within the school to ensure there is no interruption in services provided to your student.

Accessibility

In accordance with the Disability Act of 2005, Cactus Park Elementary will ensure that all parts of the school building necessary for students are accessible to students with disabilities. In addition, Cactus Park Elementary abides by federal law by providing transportation to students with disabilities.

McKinney Vento

The McKinney-Vento Homeless Assistance Act is a federal law created to ensure that homeless students have access to the same free and appropriate education as their non-homeless peers (it helps ensure a stable educational setting at a time when housing is unstable). Under the McKinney-Vento Act, Cactus Park Elementary can provide additional supports and services to students experiencing homelessness or displacement. Eligible students can be enrolled with or without academic and non-academic student information/records. Students are identified through the usage of registration packets, annual surveys, and conversations with staff members.

Eligibility Identification

According to the McKinney-Vento Act, a student is eligible for services and immediate enrollment if they lack a regular, fixed, and adequate nighttime residence, or is living in any of the following situations:

- Living in a shelter, motel, or hotel
- Living in an unsheltered residence— such as a car or park
- Sharing housing (doubled-up or couch-surfing) due to economic hardship
- Living in campgrounds due to lack of alternative accommodations
- Unaccompanied children or youth (i.e. not in the physical custody of their parents or guardians)

At Cactus Park Elementary, we believe in supporting our community as much as we are able, no matter the circumstance. If you believe your family falls within this initial eligibility, reach out to the school McKinney-Vento Liaison at liaison@pilotednevada.org for information on resources.

School Responsibilities for Eligible Students

Cactus Park Elementary supports students experiencing homelessness in various ways, including but not limited to:

- Identifying students who are McKinney-Vento eligible
- Rights of students are discussed with the families and information is given

- Immediate enrollment by gathering educational records from the last school attended ●
- Allow McKinney-Vento student to remain at our school for the remainder of the school year, regardless of where they move, and continue to provide transportation, unless it is determined to not be in the best interest of the student
- Free breakfast and lunch without having to go through an application process
- Removal of fees and fines so student can participate in school programs such as athletics, field trips, and after school activities; use McKinney-Vento budget to pay them
- Use McKinney-Vento budget to purchase uniforms for McKinney-Vento students at no cost
- Transportation to the student's School of Origin, when feasible. (School of Origin means the school last attended when permanently housed, or the school in which the child or youth was last enrolled).
- Provide academic support, ensure student has access to any academic assistance programs offered by the school, and ensure barriers are removed so student can participate in those programs
- Referrals to community resources

Timeline

There is no timeline on homelessness or the receipt of McKinney-Vento services. Once a student has been identified as homeless, they will have McKinney-Vento status for the rest of the school year at a minimum. MV Liaison will meet with the family in the spring to start the process of determining eligibility for the following school year.

English Language Learners

Compliance with Federal and State Regulation

In accordance with federal guidance, Cactus Park Elementary must ensure that students with limited English proficiency meaningfully participate in educational programs and services. Cactus Park Elementary's language development approach ensures that English language learners (ELLs) are afforded opportunities to engage in content and language learning that is grade-level appropriate, academically rigorous, and aligned to the Nevada Academic Content Standards and the Nevada English Language Development Standards. Cactus Park Elementary shall implement a consistent and coherent systemic plan focused on English language acquisition, while accelerating academic language development in all content areas thus eliminating gaps in student achievement and high school graduation rates to assist ELL students in gaining content and English proficiency.

Identification

All potential ELL students shall be assessed; identified; and afforded appropriate, instructional supports and services. Adopting the [ELL Policy from Nevada Department of Education](#), Cactus Park will be identifying ELL students using the following steps.

Step 1: School staff will administer the Home Language Survey (HLS) to all newly enrolling students. School staff will check transferred student records to see if a student has already been identified. If the student has been identified, we will move to the 'Instructional Supports' phase. If school staff are unable to retrieve records or the student has not been previously screened, we will proceed to the next steps.

Step 2 : School staff determines whether the student might be an ELL using parent/caregiver interview and student performance on WIDA screener

Step 3: School will notify parents and/or legal guardians of screening test results and provisional placement decision

Step 5: Students will only be coded as an ELL student AFTER the student takes the language proficiency screening test and the parent/guardian does not opt out of EL.

Instructional Supports

Cactus Park Elementary offers the appropriate instructional supports and services for all ELL students. Our school ensures all educators are qualified to provide strategic, instructional supports and services for all ELL students, including newcomers, short-term ELLs, and long-term ELLs. Instructional supports and services will enable students to simultaneously develop conceptual understanding of core concepts, engage in key analytical practices, and develop the language necessary for academic achievement. Instructional supports and services will leverage and build on ELLs linguistic and cultural assets. Cactus Park Elementary will implement professional learning for all teachers and administrators aligned to the adopted language development approach.

Foster Care

When a child enters foster care, or changes living placements while in foster care, the state or county child welfare agency must make a determination about whether it is in the child's best interest to remain in the same school. If the child welfare agency determines that it is in the best interest of the child to change schools, then it must provide written notice of the decision to all interested parties as soon as practicable. The juvenile or family court judge has ultimate oversight of the child's case plan; therefore, the court can make a determination related to school of origin best interest decisions regardless of the previous guardians preferences.

Identification

When the foster home enrolls a child in Cactus Park Elementary, the foster home shall inform the Front Office Manager that the child is in foster care so that staff may prepare an academic plan for the child. The foster home shall provide a copy of the notice of foster care placement from the welfare agency.

Right to Remain in the Same School

Students in foster care are able to attend a public school outside the zone of attendance where the child is living. Specifically, they have the right to attend their "school of origin," which means the school they were enrolled in when they were first placed into foster care, or the school they are enrolled in when their foster care living placement changes.

Right to Transportation to Support School Stability

For the entire time a child is in foster care, and until the end of the school year when a child leaves foster care, the child is entitled to transportation to ensure school stability. The child welfare agency and education agency are jointly responsible for the costs of school transportation unless these agencies agree otherwise.

Right to Immediate Enrollment in a New School

If the child welfare agency, in consultation with the school of origin, makes a determination that it is in the best interest of the child to attend a new school, the child welfare agency must

collaborate with the new school to ensure that the child is immediately enrolled in the new school, even if the child lacks any typically required documentation such as a birth certificate, school records or immunization information.

FAMILY and COMMUNITY ENGAGEMENT

Cactus Park Elementary is committed to having families contribute to the academic success of our students. As such, we use a variety of methods of communication. Communication may include in-person, phone, or print communication.

Automated Phone System

Parents may receive a pre-recorded message from Cactus Park Elementary in order to:

- Issue school-wide reminders and updates;
- Alert families to weather-related school closings;
- Notify families that their students have been having struggling in class;
- Remind families of important documents requiring signatures; or
- Inform families of meetings for parents or scholar.

Behavior Reports

Parents/guardians will be contacted by the teacher or by the dean (If more serious) for behavior incidents and/or patterns in the classroom and on the school grounds. Parents/Guardians are encouraged to review reports, speak with school staff to ensure mutual understanding, and discuss the incident with their students.

Newsletter and Calendar

At the end of each month, Cactus Park Elementary will send out a monthly newsletter that contains information on the next month's important events such as parent-teacher conferences, vision/hearing screenings, assemblies, field trips, and book fairs. This newsletter will also contain community-based information such as dates and times for volunteering opportunities, health clinics, and resume workshops.

Teachers and school staff will also send out newsletters or other notices to parents and families on a weekly or biweekly basis. This allows for any pop-up events to be communicated quickly and effectively.

Staff-Requested Meetings

From time to time, staff may request parent meetings to discuss academic, behavioral, or other outcomes with the parent/guardians of a student. Parents will be given reasonable time to schedule these meetings with the appropriate personnel.

Parent-Requested Meetings

Parents may from time to time want to meet with a teacher regarding the performance or well-being of their student. To do so, parents/guardians can contact the student's teacher directly, who will respond, at minimum, within 2 days of the request with a meeting time. We strongly recommend that parents first contact teachers about any concerns regarding their student. The teacher knows the student, classroom, and context best and is best positioned to address any recommended changes or strategies.

If the issue is not resolved, parents can submit Parent Feedback to the Front Office so that they can route the request to the right administrative official. This allows the administrator to investigate the situation for context and clarity, and allows for a productive and solution-oriented discussion.

Parent/Guardian Visits

To schedule a visit to a classroom, an appointment must be made with the student's teacher at least 24 hours in advance. Teachers will then notify the Front Office of their scheduled appointments. The Front Office honors scheduled appointments only; all last-minute requests or visits will be denied. During the visit, parents/guardians may interact with all students, however, Cactus Park Elementary asks that parents only reprimand or instruct their own child. Photos and videos may not be taken or recorded during the visit.

New Parent/Guardian Orientations

All new parents/guardians are expected to attend the scheduled New Parent Orientation held prior to their student starting at Cactus Park Elementary. This orientation is intended to provide new parents/guardians with an overview of the school's policies. If you cannot attend, we ask that a representative, such as a family member, attend in your place. During this meeting, families will receive a presentation and/or materials about school procedures and policies, and become actively involved in further developing the school's mission.

Family Nights

Cactus Park Elementary's friends and family members will be invited to the school at various times during the year for evening events. During some events, parents will have the opportunity to meet each of their child's teachers and get a brief overview of course guidelines, assignments and expectations as well as to have fun.

Opportunities for Family Involvement

Cactus Park Elementary is a partnership made up of the school leadership, teachers, students, and families. Although the job of making decisions about school policy belongs to the school leaders and the Executive Board, family involvement is not only welcome but also absolutely necessary for the success of the school. The Parent Teacher Association (PTA) is the family involvement organization at Cactus Park Elementary. The mission of the PTA is to promote family involvement, to advocate politically for our community, and to support the school, our students, and their families. The PTA organizes volunteer opportunities and creates ways to support our students in their achievements. There are regular meetings of the PTA; all families are welcome and encouraged to get involved.

Expectations for Families

Teachers may request mandatory family conferences with families of students who need additional academic and behavioral support. All families are invited to schedule appointments or visit the school to connect with their students' teachers. As teachers and leaders are extremely busy during the school day, family members wishing to meet with Cactus Park Elementary staff should schedule an appointment prior to their arrival to minimize waiting time and maximize the ability to find a solution quickly; Cactus Park Elementary cannot guarantee a meeting without a previous appointment. However, there are other reasonable actions that would benefit students before a meeting is necessary.

Cactus Park Elementary families must:

- Reinforce Cactus Park Elementary academic and behavior standards at home

- Check homework nightly for completion and ensuring 10-30 minutes of reading each night
- Help with homework
- Call teachers with concerns
- Read and sign all notices sent home by the school
- Read and respond to family communications when necessary
- Respond promptly to disciplinary and academic calls
- Attend school-wide events
- Pick up report cards and attend quarterly conferences

HEALTH SERVICES AND WELLNESS POLICIES

Cactus Park Elementary supports the health and well-being of the students by promoting nutrition and physical activity at all grade levels.

In accordance with federal law, it is the policy of the school to provide students access to healthy foods and beverages; provide opportunities for developmentally appropriate physical activity; and require that all meals served by the school corporation meet or exceed the federal nutritional guidelines issued by the U.S. Department of Agriculture. A Coordinated School Health Advisory Council will be formed and maintained to oversee these activities.

The School Wellness Policy shall be made available to students and families by means of school registration, the student handbook and the school district's website.

National School Lunch and School Breakfast Program

Breakfast and lunch are provided to all students at Cactus Park Elementary. Cactus Park Elementary participates in the National School Lunch and School Breakfast, and participates in a program called the Community Eligibility Provision (CEP). That means all enrolled students at Cactus Park Elementary are eligible to receive a healthy breakfast, lunch, and snack at school at **no charge** to your household. No further action is required of you. Your child(ren) will be able to participate in these meal programs without having to pay a fee or submit an application for free or reduced lunch. To ensure students are able to receive lunch or breakfast on time, we have strong start and end times for these periods..

Breakfast is served at 8:15AM and ends at 8:45. Our Café Manager has to plan how many breakfasts to prepare, and we cannot guarantee that any breakfast is available or safe to eat after 9am. If your student(s) arrives at or after 8:45am we cannot guarantee that there will be breakfast. We do not want this to happen, so we encourage punctuality.

Lunch is served at various times depending on grade level, but is typically between 10:20am and 12:00pm. Teachers and/or school staff will communicate the lunch schedule to ensure visibility for students who have medical dietary needs. Sometimes we will shift lunch schedules to account for special events. In most cases, the lunches will be kept as close to the original time as possible. Menu calendars will be provided to families by our Cafeteria and Food team.

Food Policy

Meals From Home

Students may bring meals from home. Food brought from home must be kept in the student's book bag or in approved storage areas. A student may only eat his/her food from home during times that other students are eating and only in approved locations (i.e. the cafeteria). Foods that are exceptionally messy or provide a distraction among students may be prohibited from school.

Food containing peanuts is prohibited. Gum is prohibited.

Food in the Classroom

Food and beverages are strictly prohibited during class and recess. Bottled water may be allowed at the discretion of the teacher. Parents/guardians may bring **store-bought** cupcakes for birthdays, holidays, or other observance-related events during the last 30 minutes of the school day. If a parent/guardian decides to bring cupcakes or other pre-portioned food, please bring enough for every student in the class and coordinate with the appropriate teacher before purchasing. *Certain items may be prohibited because of student allergies.*

Lunch Visits and Lunch Drop-off

Parents may only bring lunches to students if pre-arranged and/or communicated with administration, and must come within 5 minutes of the students during the student's scheduled lunchtime. However, deliveries made outside of school-designated lunch time will not be provided to students until a passing period at which point they will be given 10 total minutes to complete their meal. If a student regularly forgets or needs lunch deliveries, this policy may be changed.

Student Accounts

Cactus Park Elementary does not charge parents and families fees for meals, books, and other services. However, Cactus Park Elementary will keep records of and charge families for damaged technology devices and property.

Parents are to pay Cactus Park Elementary fully within the payment period as communicated. Failure to pay damage fees may result in loss of privileges for the student. Please refer to the "Student Computer Rental Policy and Agreement Form" for damage fee details.

Health Policies

Each Cactus Park Elementary family can sign a release form available through the front office to give administrators permission to provide basic first aid to students who become ill during the day and medication. The following procedures pertain to the health services:

Medication Administration Policy

Following Nevada School Laws, the school nurse or other designated school personnel is allowed to assist students who are required to take medication during the school day. The purpose of this service is to help each student maintain or improve his/her potential for education and learning. The intent of this policy is to provide safe, effective administration of medications for those students who require them.

Only those medications that must be given during school hours will be administered. Medications **MUST** be given in person to the front office with the pharmacy label intact OR a signed doctor's note. Otherwise they cannot be

given to the student.

Prescription medication must be in its original container(s) and accompanied by a medication form completed and signed by the the parent or guardian and a school official. A copy of the original prescription or pharmacy label may be substituted by a signed and dated statement from the healthcare provider. This letter must indicate the dosage, route, frequency, and student name for the medication. It must also indicate if or when the prescription expires, storage requirements, or other information. .

Non-prescription medications must be accompanied by a medication form that is completed and signed by the parent or guardian. This includes medications such as Tylenol, allergy medicine, creams, or other OTC (over-the-counter) medications.

Cactus Park Policies

- Medication forms may be obtained from the nurse's office. A new form must be completed each school year and each medication must be on its own form. ALL medications must be FDA-approved and kept in the original container and must be unopened.
- Prescription medications must be in a pharmacy bottle labeled correctly with the dosage and times to give, matching the physician's order. The student's name must be on the bottle.
- Any change in medication, dosage, or time to be given, must be in written form with the parent and healthcare provider's signature.
- All medications to be used during the school day must be given to the school nurse or her designee at the start of the school day.
- Medications are kept under lock and key and are dispensed by the school nurse or her designee.
- It is the responsibility of the parent/guardian to make sure the medication is delivered safely to the school nurse or her designee.
- Unused medications may be picked up before and after school.
- To ensure the safety of our students no medication will be sent home with our student. The parent or guardian should pick up medication within one week of the last dose or within one week of school after the end of the school year. Medication left at this time will be destroyed in the presence of a witness.

Immunizations

When a student enrolls at Cactus Park Elementary at any time or at any subsequent level, the parent/guardian must show that the student has been immunized or that a current medical or religious objection is on file. Parents must provide the school with complete immunization records prior to the beginning of the school year. In the event a child enrolls in school without proper immunization documentation, the school may grant a waiver for a period not exceeding twenty (20) days.

Student Allergies

It is parents and guardians' responsibility to notify school administration of student allergies. In some cases, Cactus Park Elementary may be required to limit what food students can bring to school if other students' allergies are extremely severe. Cactus Park Elementary will notify parents if such a policy is to be enacted.

Vision Screening

Cactus Park Elementary will conduct annual vision screenings, using modified clinical techniques, for

students unless an eye-care professional requests, in writing, that the child not be tested. The modified clinical technique consists of testing for vision acuity, refractive error, ocular health, and binocular coordination. The school corporation shall use standard equipment unless the professional health personnel of the school recommend other equivalent or superior equipment.

Hearing Tests

Cactus Park Elementary will conduct annual hearing (audiometer or similar) tests to determine the hearing efficiency of students unless an ear-care professional requests, in writing, that the child not be tested.

When to keep your student at home

Schools have a lot of people, and a cold—minor or major—can easily spread in a classroom. The following are symptoms for which a child must be sent/kept home from school and the school recommends a trip to or consultation with the doctor. If the student is cleared to come to school after an amount, they must have a doctors note confirming the timeframe to ensure the absence is unexcused by the school and state:

1. Fever of 100°F degrees or higher.
Children must not return to school until they have a normal temperature for 24 hours without Tylenol or Motrin. If the student also experiences consistent nausea, vomiting, or diarrhea they must stay home for 24 hours after to limit contagion.
2. Antibiotics
Children on antibiotics for contagious diseases such as tonsillitis, bronchitis or pneumonia must not return to school until they have taken the medication for 24 hours. 2. Nausea and/or vomiting- Children must stay home for 24 hours after vomiting.
3. Sore Throat (pustules and/or blisters in throat)
Children must be fever free for 24 hours. Physician diagnosis will determine if child is contagious or not. If medication(s) are prescribed, child must take meds for 24 hours before returning to school. If child is diagnosed with strep throat or scarlet fever, medication must be taken for 48 hours before returning to school.
4. Rash
Physician diagnosis will determine if child is contagious or not. If child is contagious, he /she cannot return to school until prescribed treatment has been started.
5. Pink Eye or Discharge from Eyes
Children must stay home until a Physician makes a diagnosis, antibiotics have been taken for 24 hours, and drainage from eyes has stopped. These are highly contagious, but easily treatable.
6. Lice/Nits/Bed Bugs
Cactus Park does not believe in ostracizing students for lice and/or bed bugs because they can happen to anyone. Treatment for lice should start immediately and can include over-the-counter medication and shampoos. We ask that the child stays home until 24 hours after the first treatment is administered to limit spread. In the case of bed bugs, please ensure that all of your students' belongings are washed in hot water or otherwise cleaned before returning to school. If you require a change of clothes, please contact the Dean or Front Office.

If a student is suspected to have bugs on their person while at school, the school health personnel will screen multiple students (including the suspected student) in a inobstrusive

way to limit any student social issues in the classroom. Only the teacher and the health personnel will know, and will take measures to limit contact between students for the rest of the day. The health office will also notify the parent. In the case of bed bugs, a change of clothes will also be provided

7. Open or Draining Sores- Physician needs to confirm if the child is contagious or not. Appropriate treatment should be started before child returns to school. Keep open wounds covered at all times while in school.
9. Ringworm – Diagnosis by a physician must be made and anti-fungal treatment needs to be started. While in school the site must be covered.

Drug and Alcohol Policy

Prohibited Use of All Tobacco and Nicotine Products, alcohol, or other substances

Using, possessing, distributing, purchasing or selling any tobacco, alcohol, or related products is prohibited on campus. This includes smokeless products (chewing tobacco, etc.) the use of smokeless or e-cigarettes, menthol chews, menthol cigarettes, nicotine products, alcoholic beverages, THC, and/or inhalants.

TECHNOLOGY AND ACCEPTABLE USE POLICY

Computer network resources, provided by Cactus Park Elementary School (School), enable communication with electronic communities around the world. These computer network resources include Internet, e-mail, and all other Internet service providers when used in an educational setting.

The use of these electronic resources shall be consistent with the purpose, mission, and goals of the Cactus Park Elementary School and used for professional or educational purposes. The purpose in providing these services is to facilitate access to information and resources, promote educational excellence, and enhance communication between schools 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 classroom, but may also contain material that is objectionable. Cactus Park Elementary School filters web sites believed to be inappropriate for students. However, no filtering system is perfect. Cactus Park Elementary School cannot and does not represent that inappropriate or objectionable material can be completely filtered. Parent(s) and guardian(s) must consider this in deciding whether to permit their children access to Cactus Park Elementary School's computer network resources.

This Acceptable Use Policy (AUP) is provided so that staff, students, and members of the community using the School's computer network resources are aware of their responsibilities. The use of these network resources is a privilege, not a right.

TERMS AND CONDITIONS

A. Access to School Network Resources

1. Staff, students, and members of the community may be given access to the School's computer network resources. This access, including account and password, must not be shared, assigned or transferred to another individual.
2. The School will periodically require new registration and account information from school, staff, and community members. Adult users must notify the system administrators of any

changes in account information (address, phone, name, etc.) within fifteen (15) business days.

3. Access to the School's computer network resources may be suspended or terminated if terms and conditions of this AUP are violated. Prior to a termination of access to the School'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 an appointed hearing officer within seven (7) days of notification if the user feels that such action is unjust. After the review, access may be terminated if the hearing officer denies the appeal.
4. Upon enrollment, each student will receive access to the School's network resources unless a parent/guardian explicitly indicates the student should not have access during the online registration process. The parent(s) or legal guardian(s) can opt-out of network access at any time, upon written request.

B. System Security

1. Computer users may not run applications or files that create a security risk to the School's computer network resources. If users identify a security problem, they must notify appropriate administrators immediately.
2. Any user reasonably deemed to be a security risk, or discovered to have a proven history of problems with other computer networks, may be denied access to the School's computer network resources.
3. Users should immediately notify the system administrators 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 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.
2. The system administrators reserve the right to set a limit on disk storage for network users.
3. Unless previously approved, users are responsible for any phone charges including, but not limited to, long distance charges, per minute (unit) surcharges and/or equipment or line costs, incurred by user while accessing computer network resources.

D. Illegal Activities

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

E. Intellectual Property (Copyright)

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

F. Software

1. Only public domain files, and files that the author has given written consent for online distribution, may be uploaded to the School's software libraries.
2. Software having the purpose of damaging the School's network resources or other systems is prohibited.
3. Users may be required to use a School approved Internet browser or other software to access the computer network resources.

G. 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 an intent to harass. If told by a person to stop sending messages, the sender must stop.

H. Liability

1. Cactus Park Elementary School does not warrant the functions or services performed by the School's 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 the School's network resources is not guaranteed as to suitability, legality, or performance by Cactus Park Elementary School.
4. Staff, students, and community members agree to indemnify and hold harmless Cactus Park Elementary School for any liability arising out of any violation of this AUP.

I. 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 the Cactus Park Elementary School, 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 cancelled account will not retain electronic mail.
 6. The system administrators reserve the right to terminate access to the School's computer network resources if this AUP is violated while using real-time chat features, including video conferencing.

J. Incidental Personal Use of Technology Resources

1. Technology resources may be used by district personnel for personal purposes provided that the use does not interfere with the Cactus Park Elementary School's ability to carry out School business, does not interfere with the employee's duties, does not subject the Cactus Park Elementary School to increased costs or risks, and does not violate the terms of the Acceptable Use Policy.

The use of computer network technology resources shall be consistent with all Cactus Park Elementary School policies and regulations.

Students will receive access to the School's network resources unless a parent/guardian explicitly indicates the student should not have access to the School network resources. All staff will receive access to the School's network resources upon employment.

Cell Phone and Other Electronic Devices Policies

Cactus Park Elementary has adopted the following policies in an effort to minimize the degree to which personal technology devices present distraction, legal liability, and harm to students at the school.

Cell Phones

Students are permitted to carry a cell phone in their backpacks or supply-carrying bag.

Phones must be powered OFF while on campus or when off-campus during school-day events. The silent or vibrate setting is not considered OFF. If any phone is on, visible, or making noise during school hours, or in the school building, it may be taken from a student and result in a consequence. The first time a student's phone is confiscated, a parent/guardian will be notified; upon permission from the parent/guardian, the phone can be returned to the student with a consequence. If a student is persistently caught misusing an electronic device, the school administration may take further action including:

- Holding the phone for parent/guardian pickup
- Requesting a meeting with a parent/guardian and student regarding the misuse of the phone
- Alternative policies limiting the student's access to cell phones during the day
- Elevated disciplinary consequences such as after school detention, in-school suspension, or out of school suspension

Misuse of Personal Technology

Cell phones can, when misused, present a danger to students themselves or other community members. Cactus Park Elementary takes seriously the safety of its students from this misuse. If students make or receive calls, send or receive a text message, take, send, or receive text messages during the school day they will be assigned detentions or suspensions at the discretion of school leadership. Students who refuse to give a staff member their phone for any reason may be suspended.

If a student sends lewd text messages, photos, or videos that are discovered during the school day, they may be suspended and, in some cases, reported to the local authorities. The sending of lewd photos

from a minor to minor is an illegal act and may be prosecuted as such. Cell phones may be searched at the discretion of the school leader and permission of the student's parents/guardians, when applicable. Students taking unapproved pictures of other students (knowingly or unknowingly) are breaching privacy laws and may be suspended or reported to local authorities.

Students can ask permission to go to the office to use the school phones if they need to call a family member for a school related issue. Cactus Park Elementary reserves the right to make changes to this policy and remove any and all cell phone privileges from students or groups within the school that are caught frequently abusing these cell phone/personal device policies.

While we will do everything possible to locate lost or stolen phones, **Cactus Park Elementary will in no way be held responsible for a student's misuse of cell phones, or damaged, lost, or stolen phones.**

Electronic Devices

Similar to the cell phone policy, students at Cactus Park Elementary are permitted to carry electronics to school if they are powered-off and kept in the students' backpacks and are out of sight. If electronics are not in a backpack, bag or purse, or they are in plain view, they will be taken and kept in the office and returned to students or parents/guardians at the request of the parent/guardian. Cactus Park Elementary in no way assumes any responsibility for damaged, lost, or stolen devices. The school will not replace any damaged, lost, or stolen devices.

Toys, Games, and Gadgets

Students are not permitted to bring toys, games, or gadgets to school unless previously authorized by a staff member. All of these items will be confiscated and only returned to the parent/guardian. The school in no way assumes any responsibility for damaged, lost or stolen items. The school will not replace any damaged, lost, or stolen items.

Banned Items and Searches

To protect the safety of all students, the administration reserves the right to search any student's backpack, purse, locker, shoes, cell phone history, photos on cell phones, cell phones generally, flash drives, computers, tablets, CD's, and/or any item of theirs that has pockets or any area that could conceal an item or information that is banned from school. Please see the Search and Seizure portion of the handbook for more information.

Social Media

First and foremost, students are encouraged to always exercise the utmost caution when participating in any form of social media or online communications, both within the Cactus Park Elementary community and beyond. Students who participate in online interactions must remember that their posts and media reflect on the entire Cactus Park Elementary community and, as such, are subject to the same behavioral standards set forth in other parts of this Family & Student Handbook. In addition to the regulations found in this handbook, students are expected to abide by the following:

- To protect the privacy of Cactus Park Elementary students and staff, students may not, under any circumstances, create digital video recordings of Cactus Park Elementary community members either on campus or at off-campus Cactus Park Elementary events/field trips for online publication or distribution without consent.
- Students may not use social media sites to publish disparaging or harassing remarks or media about Cactus Park Elementary community members (students/staff/parents), athletic or academic contest rivals, etc.
- Students who choose to post editorial content to websites or other forms of online media must ensure that their submission does not slander, libel or defame the school, students, parents or staff or violate school policies. Failure to abide by this policy, as with other policies at Cactus

Park Elementary, may result in disciplinary action as described in this Family & Student Handbook, or as determined by school leadership.

EXTRACURRICULARS

Cactus Park Elementary is committed to providing students with a wide-range of learning experiences, outside of regular instructional hours. It is our belief that these activities, held before and after school, are critical in students' social-emotional development, while reinforcing content taught through the school day. **The availability of extracurricular activities will be adjusted each year to reflect student interest and coordinator availability.** These activities can be broken into three main categories: Academic, Athletics, Community.

Note: The extracurricular activities listed below reflect operations when the school is fully enrolled (K-5). Due to limitations in funding and staffing as the school grows, certain opportunities may not be available until this time. In the meantime, we will work to provide as many diverse options as possible for our students.

Academic Extracurriculars

Academic programs build on the content and knowledge covered Cactus Park Elementary's core curriculum, providing more in-depth and specialized instruction for interested students. Examples of academic programs offered at Cactus Park Elementary are:

- Science Club
- Computer/Tech Club
- Reading/Book Club
- Art Club

Community Extracurriculars

Translating academic success to transformational change in the larger community is central to Cactus Park Elementary's mission and vision. Our community programs are designed to engage and teach students how to become change-makers in their school and neighborhood community.

- Girl Scouts/Boy Scouts
- Gardening/Farm Club

Athletic Extracurriculars

Participation in athletics allows students an opportunity to develop skills related to teamwork, communication, perseverance, work ethic, and healthy competition. Examples of sports to be offered at Cactus Park Elementary include:

- Cheer
- Basketball
- Kickball
- Dance

Concussion Management Protocol

Cactus Park Elementary regards the health and safety of students as the highest importance. The recognition and treatment of athletes who have suffered a concussion has become a national priority. An increasing number of studies have revealed that concussions, not properly treated, can result in permanent mental difficulties. Cactus Park Elementary will adhere to the concussion guidelines

outlined in Nevada Revised Statutes Section 392:

“...if a pupil sustains or is suspected of sustaining an injury to the head while participating in competitive sports, the pupil: (a) Must be immediately removed from the competitive sport; and (b) May return to the competitive sport if the parent or legal guardian of the pupil provides a signed statement of a provider of health care indicating that the pupil is medically cleared for participation in the competitive sport and the date on which the pupil may return to the competitive sport.”

Cactus Park Elementary will follow Clark County School District’s guidelines for concussions, in compliance with the Nevada Revised Statutes Section 392:

“Before a pupil participates in competitive sports within a school district, and on an annual basis thereafter, the pupil and his or her parent or legal guardian: (a) Must be provided with a copy of the policy adopted pursuant to subsection 1; and (b) Must sign a statement on a form prescribed by the board of trustees acknowledging that the pupil and his or her parent or guardian have read and understand the terms and conditions of the policy.”

Even if a student athlete has a completed physical on file, they will NOT be eligible to practice or condition until their signed Concussion Acknowledgement forms are also on file with the school.

Return to Play Following a Concussion

Recovery from a concussion requires limitation of physical activity, which includes practice, drills, games, and physical education classes. In significantly symptomatic athletes, mental activity should also be limited to allow the brain to heal. These activities may include limiting assignments, allowing greater time to complete quizzes and tests or assignments and less homework. Also limited should be activities such as watching TV, texting, playing video games and surfing the Internet. The athlete may also have to stay home from school.

Before the concussed athlete can return to action, the most current standard of care for the sports concussion includes the following:

- The athlete must be symptom-free at rest with a normal neurological exam
- A neurocognitive test must have returned to baseline, and
- The athlete must be symptom-free with increased (physical and mental) activity and pass an activity progression protocol.

Eligibility

In order to participate in additional school experiences, students must maintain sufficient grades, attendance and behavior, or be on track to these standards.

- Average 70% or better in all Core Classes
- No more than 2 unexcused (6 tardies) or 5 total absences per quarter
- No suspensions or detentions

SAFETY PLAN

Search and Seizure

School officials may need to search the belongings of a student to investigate a claim or reasonable suspicion that students are endangered or participating in illegal activities. School designees

(individuals permitted by the school leadership) may perform searches of student materials, when necessary. If objects found on students that are determined to be dangerous, unsafe, or incriminating, the school reserves the right to confiscate the object(s) or material(s). The school may, if need be, search a student's uniform, student's book bag, books, locker or other storage locations, phones, computers, hard drives, flash drives, CDs, desks, and other school property without obtaining prior permission from the parent/guardian. When applicable, the school will involve parents/guardians and/or law enforcement in the search process particularly if the object of suspicion is not immediately considered dangerous.

Students' primary goal of school is learning. Students may not bring personal possessions that are both unsafe and/or distracting. These items may include, but are not limited to: skateboards, scooters, toys, magazines, comics, or other materials. If a student chooses to bring any of these materials that are harmful or distracting, the school leadership may decide to confiscate the materials to be returned to parents/guardians later. The school is not responsible for any damages or loss of the items that may result from confiscation.

Emergency Drills

Fire Drills, Evacuations, Lockdowns: In accordance with NV State Law, fire drills/earthquake drills/lockdown drills/evacuation drills are conducted at regular intervals during the school year. It is essential that when the first signal is given for a fire drill (alarm, whistles, and/or teacher directions), everyone obeys promptly and follows outlined practices as quickly as possible. If a lockdown drill or alarm sounds, students must follow teacher instructions. Students are not permitted to talk during fire drills, evacuations, or lockdowns and are to remain outside the building with their teacher (fire drill/evacuation) or remain in the classroom (lockdown), until a signal is given to return inside. Evacuation plans are posted in each classroom. Students will be informed of fire/lockdown drills and evacuation procedures and are to follow these procedures should a drill or real fire occur. To ensure the safety of all students, it is vital to have an orderly, quiet, and quick exit from the building. Appropriate accommodations will be exercised in accordance with the Americans With Disabilities Act (ADA) to ensure the safety of Cactus Park Elementary's students with disabilities during an evacuation.

School Closures

In the event of weather-related school cancellation or 2-hour delay, we will notify local news stations.

We will also update all social media pages, send mass texts to all families, and communicate with all teachers and staff. If you are not receiving our regular text messages, please let us know ASAP by calling 725-222-8878.

See below for Cactus Park Elementary's social media:

Facebook

–https://m.facebook.com/Cactus-Park-Elementary-102280185575395/?ref=page_interna

|

Instagram – @CactusParkElementary

Care of the Building

Students have a responsibility for maintaining a clean and well-kept building. All waste paper and refuse should be placed in the waste containers located throughout the building. There is to be no food or drink in the building outside the cafeteria during the instructional day. Gum is not allowed in the building. Students should take pride in the excellent, attractive facilities and do nothing that might damage or destroy property.

GENERAL RISK MANAGEMENT

Mandated Reporter

Nevada law provides that any individual who has reason to believe a child is a victim of abuse or neglect has the duty to report the suspected abuse. Therefore, each staff member of Cactus Park Elementary is a "mandated reporter." Any teacher who suspects that a child is a victim of abuse or neglect is required to notify child protective services.

Cactus Park Elementary will follow the required mandated reporter protocols set forth by the State of Nevada: "The Nevada Revised Statute, Chapter 432B, Protection of Children from Abuse and Neglect, requires any person who has reasonable cause to believe child abuse may be occurring or has occurred to make a report to a Child Protective Services (CPS) or law enforcement agency."

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents the right to have access to their children's education records, the right to seek to have the records amended, and the right to have some control over the disclosure of personally identifiable information from the education records. The full text of FERPA can be found at 20 U.S.C. 1232g and the FERPA regulations are found at 34 CFR Part 99. FERPA Notice of Rights was presented to families during the enrollment process as part of the Online Registration process and can be found on the [U.S. Department of Education's website](#).

Anti-Discrimination Policy

It is a policy of Cactus Park Elementary not to discriminate on the basis of race, color, religion, sex, national origin, age or disability in its educational programs or employment policies as required by NRS 613.330, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Educational Amendments), Section 504 of the Rehabilitation Act of 1973. Inquiries regarding Cactus Park Elementary's compliance with Title IX, Section 504 or the Americans with Disabilities Act should be directed to the School Principal, and the Business & Operations Manager, or to the Office for Civil Rights, US Department of Education, Washington, D.C.

A person who believes he or she has been subject to or witnessed an incident of discrimination and harassment shall promptly make a report in writing using the *Title IX Form: Discrimination and Harassment Report*. This form can be found at [www.Cactus Park Elementary.org/people](http://www.CactusParkElementary.org/people) or at the Office of the Director of Business & Operations.

Title IX Officers:

Karli Casto - kcasto@pilotednevada.org

Grievance Policy

Cactus Park Elementary is committed to maintaining a strong partnership and on-going dialogue between its teachers, staff, students, and families. If there is a concern about a school policy, academic grade, discipline decision, or anything else, Cactus Park Elementary welcomes your input and encourages you to contact the appropriate staff member at the school. Cactus Park Elementary is committed to addressing the concerns of families and seeking a resolution that, first and foremost, benefits the academic development of your student toward success outside of the school's walls.

Informal Complaint Process: For academic issues the first call should be to the Assistant Principal

(AP). The AP will collaborate with the teacher to address any parent/guardian concerns. If there is not a resolution to the problem, the parent/ guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Discipline problems should first be discussed with the Social Emotional Health Coordinator or Assistant Principal. They will collaborate with the teacher to address any parent guardian concerns. If there is no resolution to the problem, the parent/guardian should then contact the principal. All issues will be mediated at this level and the appropriate decisions will be made.

Formal Complaint Process: If the informal complaint process fails to produce a satisfactory resolution, a parent or guardian may initiate a formal complaint by submitting a letter in writing or request a meeting with the principal outlining, in detail, the events, policies, or decisions at issue. Within a week of a formal complaint being filed, the principal will promptly conduct a thorough investigation into the matter and issue a response in writing detailing his or her findings and recommendations. If the parent or guardian is still not satisfied, he or she may appeal the school leader's determination to the Board of Directors.

Board of Directors: If the matter still remains unresolved, the parent or guardian may write to the Executive Board of Directors to request a review. A designated Board committee will schedule a meeting, at which time the parent will have an opportunity to address his or her concerns. The committee will issue a report on its findings to the Board prior to the next regular meeting, and the Board may take action as appropriate based on the committee's recommendations. A parent wishing to attend a Board meeting will be permitted to speak but will be asked to limit his or her comments to 3 minutes; Board meeting times will be posted on the Cactus Park Elementary website (Cactus Park Elementary.org) and notice will be posted at the location of the meeting 3 days in advance. If additional time is necessary for public participation and comments, an extra 30 minutes will be allotted at the end of the Board meeting. A parent or guardian may address the Board at any meeting without going through the informal and formal complaint processes outlined above, but the Board encourages these constructive conversations with the relevant parties prior to direct outreach to the Board. The Board has the power and duty to take action as appropriate.

Authorizer: If, after presentation of the complaint to the Board of Directors, the parent or guardian believes that the Board has not adequately addressed the complaint, the parent or guardian may present the complaint to the school's authorizer, which may investigate and respond. The authorizer has the power and duty to take remedial action as appropriate.

Contact Information for Authorizer:

State Public Charter School Authority
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119
702-486-8895

Corporal Punishment and Reasonable Force

Corporal punishment is defined as the infliction of physical force as punishment for an infraction. Corporal punishment is not permitted at Cactus Park Elementary. However, in an extreme discipline situation, Cactus Park Elementary teachers and school administrators may use reasonable force. Reasonable force may be necessary in the situations such as:

- to quell a disturbance,
- to obtain possession of weapons or other dangerous objects,
- for the purpose of self-defense, and/or
- for the protection of persons or property.

Teaching staff members and other employees of Cactus Park Elementary with authority over students have the right to take reasonable actions using CPI Protocols to control the disruptive actions of students when such conduct interferes with the educational program of the school or threatens the health and safety of others.

Sexual Harassment Policy

Cactus Park Elementary prohibits any form of sexual harassment of students or employees whether verbal, physical, or environmental. It is a violation of this policy for any employee to harass a student or for a student to harass another student in a sexual manner as defined below.

Definition of Sexual Harassment: For purposes of this policy, sexual harassment is defined as including but not limited to unwelcome sexual advances, requests for sexual or physical conduct of a sexual nature directed toward a student under any of the following conditions:

- a. Submission to, or toleration of, sexual harassment is used as an explicit or implicit term or condition of any services, benefits, or programs offered by Cactus Park Elementary.
- b. Submission to, or rejection of, such conduct is used as a basis for an academic evaluation affecting a student.
- c. The conduct has the purpose or effect of unreasonably interfering with a student's academic performance, or of creating an intimidating, hostile, or offensive environment.
- d. Submission to, or rejection of, the conduct is used as the basis for any decision affecting the individual regarding benefits and services, sponsored by Cactus Park Elementary.

Student-to-Student Sexual Harassment: The policy prohibits student-to-student sexual harassment whenever it is related to school activity or attendance and occurs at any time including, but not limited to, any of the following:

- a. While on school grounds
- b. While going to or coming from school
- c. During the lunch period whether on or off school grounds.
- d. During, or while going to or coming from, a school sponsored activity

Any student who engages in the sexual harassment of another student is subject to disciplinary action including verbal warnings and reprimands, counseling, suspension, and expulsion.

Infractions with Automatic Consequences

The following behaviors may immediately result in suspension or expulsion:

- **Violence:** No student shall engage in violence and/or threat of violence against any student, staff member, and/or other persons. Prohibited violent or threatening conduct includes threatening, planning, or conspiring with others to engage in a violent activity. No student shall threaten (whether specific or general in nature) damage or injury to persons or property, regardless of whether there is a present ability to commit the act.
- **Drugs:** No student shall knowingly possess, use, be under the influence, or engage in the unlawful selling or transmission of a controlled substance, illegal drug, alcohol, prescription drugs, or anything purported to be or that is represented as a look-a-like, or engaging in a criminal law violation that constitutes a danger to other students or staff, or constitutes an interference with school purposes or an educational function.
- **Theft:** No student shall steal the private property of another student or staff nor the public property of the school corporation.
- **Firearms or other destructive devices:** No student shall possess, handle or transmit any firearm, destructive device, or any other deadly weapons on school property. The following devices are considered to be deadly weapons defined in Subsection 6, of NRS 193.165.