26-27

SIERRA NEVADA ACADEMY CHARTER SCHOOL

STUDENT AND FAMILY HANDBOOK

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SNACS Mission

SNACS leads education innovation through personalized learning via PLAY, choice, and exploration within our small school community.

SNACS Overview

Sierra Nevada Academy Charter School is the first K-8 charter school in Nevada, serving students since 1999. SNACS has longevity in the North Valley community of Reno. SNACS has provided students, families and the community for 25 years. SNACS is identified as a Title 1 school beginning the 2022- 2023 school year.

Admission and Enrollment

Admission Policy

Sierra Nevada Academy Charter School (SNACS) shall not base admission on intellectual ability, measures of achievement or aptitude, or athletic ability or discriminate based on ethnicity, race, religion, or disability.

Enrollment Procedures

New School Year Enrollment

Beginning in January and through the end of March, parents of children attending SNACS will be asked to re-enroll their children for the following school year. New families will be encouraged to complete enrollment forms and tour the school for the upcoming school year beginning January. All enrollment documents are date and time stamped as they are received in completion. Enrollment for the following year will then be determined as follows:

1. All re-enrolling students will be placed first.
2. Siblings of re-enrolling students will be placed next.
3. A **lottery** will be held on April 1st (or, if the 1st is a weekend, the Monday thereafter) to fill all remaining openings. The lottery will consist of the names of all students whose parents have inquired and completed enrollment paperwork throughout the open-enrollment period and have completed a tour. An enrollment packet must be completed, and all accompanying information/documents are required. Those names will be drawn randomly for each grade until the number of spaces available in the class is filled. Parents of the selected students shall be notified by telephone that their child has a space in a class. The parent will then be given three (3) school or business days, depending on whether school is in or out of session, to provide any of the remaining required paperwork to complete the enrollment process. The names of those students who are not selected will be placed on a waiting list, with the name of whose parent(s) made the first

inquiry at the top of the list by the date of completed paperwork.

Mid-Year Enrollment

Students can be enrolled mid-year if openings are available in the needed classroom or grade level. The student will be placed on a waiting list if a classroom is at maximum class size.
Enrollment in a wait-listed classroom is a first come, first served system unless a student's sibling has been enrolled in a different grade level; in this case, the sibling of a current student may take priority over a student who was placed on the waiting list before.

Required Enrollment Documentation

Upon enrollment of your child at SNACS and after an initial tour of the school has been conducted, the following documentation must be provided to the office before the child can attend:

1. Completed New Student Enrollment Form or Updated Student Data Form if Returning Student
2. Proof of Child's Identity and Birth
3. Proof of Parent's Identity
4. Proof of Residency
5. Child's Shot Record (issued by Washoe County Health Department)
6. Insurance Card
7. Signed Expeditionary Learning Field/Activity Trip Consent Form
8. Sign Parent Permission to Use the SNA Internet Access
9. Signed Academic Program Agreement
10. Custody Orders, if Applicable
11. Free/Reduced Lunch Application
12. School Services Form
13. Safe School Pledge
14. Family Volunteer/Participation Agreement
15. Student Success Inventory
16. Getting to Know Your Child
17. How Will Your Child Get Home? & Who May Pick Your Child Up from School
18. Health Inventory
19. Volunteer application, ID copy, and fingerprints if the parent elects to volunteer regularly in the school.

Special Needs Assessments

All students who are selected during the lottery or who can be enrolled according to the waiting list who require special education services, as noted on the enrollment form and the School Services Questionnaire, must meet with the administration team for consultation prior to enrollment of the student. While we do not preclude any student, SNACS must review all IEPs to ensure compliance with all required special education services. SNACS is one school that offers special education services within the WCSD. Trained faculty meet with parents to inform them of services currently offered. Anyone who chooses to enroll may do so. However, if the SNACS IEP/504 Team believes the placement at our site isn't appropriate or if it may be a financial hardship to the school, SNACS administrators will report to the Board of Governance for a request

to refer the student to the WCSD Board of Trustees for appropriate placement within the WCSD.

Withdrawal

If, during the school year, it becomes necessary to withdraw your student from SNACS, a Withdrawal Report must be completed by the legal parent or guardian. If the legal parent or guardian plans to withdraw the student, we ask that the school be notified at least three days prior.
If you fail to inform SNACS that you are withdrawing your child, SNACS may be required to report the child as a truant or a drop-out. Please be aware that if your child is absent for 10 consecutive days without notification to the school, your child will be automatically withdrawn, and the proper authorities will be notified (per NAC 387.200) (2)(e).

SNACS will forward your child's records to his/her new school upon receipt of a Request for Records from the new school. SNACS will provide you with your child's shot record, a copy of their birth certificate, and a copy of their withdrawal report upon their withdrawal from SNACS.

Educational Program

Innovative Public Education

Sierra Nevada Academy Charter School (SNACS) adopted to fulfill one charter school goal, to provide an **Innovative Public Education** per NRS 386.520(4)(b)**.**

Mission

SNACS mission is to lead education innovation through personalized learning via PLAY, choice, and exploration within our small school community.

Vision

The SNACS Vision shapes how we achieve the mission and implement the PLAY® school model with fidelity. The SNACS Core Values describe the core beliefs about children and families and are foundational to our daily work within the mission, vision, and PLAY® model. Research on the science of hope, learning, and child development is key to the core values and PLAY® model.

PLAY® Model Summary

SNACS mission is to provide for an innovative education by providing for personalized learning through choice, plan and exploration in a small school community. The PLAY® model was developed and designed by Dr. Regan, SNACS founder and CEO. The mission and model are the core of the educational program.

In a more traditional education model, we often see large blocks of time spent on whole-group instruction. Consider a typical third-grade classroom, where the teacher provides direct instruction in the front of the classroom. The students may range in ability from first to fifth grade, and the teacher teaches to the

majority of ability. The students with lower abilities don't understand the instructions, and students with higher abilities are bored.

The PLAY® model at SNACS has a different approach to instruction to maximize teacher instruction, student engagement, and achievement. All students have Personalized Learning Plans detailing their ability level across subjects and goals by quarter/trimester. Every classroom is designed like a discovery museum with multiple standards-based learning center experiences for students to learn in. Teachers design the

PLAY® Interactive Choice Board (P-ICB) to display all available learning centers for students to work in. On the back end, teachers determine how many students can work within each learning center. Learning center activities are differentiated and individualized for learning. Students use the P-ICB to select which learning center they want to work in. Once students are working in centers, teachers pull small ability-based groups for direct instruction.

The model is grounded in research on the Science of Hope, Learning, and Developmental Theory, brain development and neuroplasty, executive functioning, metacognition, agency, self-regulation, etc. The model aligns with the mission, vision, core beliefs, values, goals, and objectives. Please visit www.snacs.org to learn more about the model, vision, core beliefs, values, goals, and objectives.

Personalized Learning

Personalized Learning occurs when instruction is individualized and differentiated. At SNACS teachers design classrooms like a discovery museum with standards-based learning centers that are differentiated based on ability and individualized based on interests.

Every student has a Personal Learning Plan (PLP). PLPs are designed to track individual student progress using data. PLPs are developed and reviewed with students and their families to ensure a collaborative team is working toward the same goals. The PLPs are designed to ensure students are assigned in appropriate ability groups based on assessments. This allows educators to ensure all students make accelerated academic progress regardless of assessment results. PLPs are designed to track individual growth, progress towards goals, and as pathways to monitor students' trajectory toward college and career readiness. PLPs serve as a basis for parent-teacher-student conferences, which are conducted at least three times each year.

Ability Groups

Students are assessed through a variety of tools including iReady, MAP, SBAC, WIDA, and curriculum-based assessments. Assessment results are recorded on PLPs as discussed in a latter section. Within classrooms, teachers develop homogeneous groups-based ability. During choice time, teachers pull students to work in small instruction and intervention groups based on their ability. This personalized instructional time promotes powerful opportunities with large-scale impact of student growth and trajectory to increase achievement. Groups are tailored to meet the needs of all students, which includes remediation or enrichment. Groups are fluid in nature and can change as content area changes. The curricular programs chosen are designed with remediation, at-grade level, and enrichment coursework.
Heterogeneous groups may be warranted during collaborative projects or at centers.

Watch the SNACS Personalized Learning video:
https://www.youtube.com/playlist?list=PLFyvQ1uFYHN8W3Rbxd3pu8CMH0oka3jR4

Play

PLAY® is an acronym for Promoting Learning and Accountability with Young children / Youth (depending on age). PLAY® is at the core of our model allowing for students to learn through play and exploration while being accountable to engagement and achievement. Classrooms are designed similar to a discovery museum where students are able to meet instructional criteria through play and exploration. Play involves multidimensional qualities supporting social emotional, cognitive, and physical learning through playing and exploration. Play can be spontaneous, guided and directed. Play, at the center of the curriculum, is based on Developmentally Appropriate Practice. The PLAY® model calls for play-based learning across all grade levels and subject manner as a central force in student engagement, achievement, and building global citizenship. Play is a valuable force in overcoming barriers including cultural, ethnic, socio-economic, and gender stereotypes.

Play is viewed as a necessity. Intentionality is key to a carefully orchestrated environment that fosters specific objectives in child and adolescent cognitive and physical development, strategies for learning, social-emotional skills, and standards. Learning is not a linear acquisition of skills and must incorporate opportunities for learners to engage with peers in a carefully articulated environment. This involves a short and long-term investment in student learning and development.

Investing in opportunities for play increases metacognition and executive functioning essential to workforce development, college, and career readiness. All members of the school community must believe in and support play as a catalyst to promote student agency, engagement, and achievement. Instructional faculty are trained to be expert play designers for all learning environments: indoors, outdoors, common areas, and across technology formats. Students are engaged in learning through play- based experiences as a core strategy.

Teachers create curriculum maps and pacing guides. They design centers using standards, curriculum and supplemental resources. Centers may be considered a “must-do” or a “can-do”. Teachers assign “must- do” to centers that align with core curriculum pacing where activities are differentiated based on ability. Teachers also create centers that are individualized based on student interest. Center activities are designed to incorporate multiple intelligences, modalities, and depths of knowledge with intentional design.

Choice

SNACS model supports an educational climate where accountability is embedded within the daily life of the classroom when students make choices to work in and complete activities assigned in standards-based learning centers.

Students choose which center they want to work in and when they work in that center. Students learn to self-regulate their time and make decisions to complete the required must-dos within the given timeframe. During student choice time, teachers have time to pull small ability-based instruction and intervention groups.

PLAY® Interactive Choice Boards

SNACS is implementing in 2024-2025 the first-ever PLAY® Interactive Choice Board (ICB) Learning Management System (LMS), which supports a standards-drive center-based learning educational climate where accountability is embedded within the daily life of the classroom. Successful development and implementation of the instructional model and associated technology will serve as a catalyst to change the

current approaches in education.

Multi-Tiered System of Support (MTSS)

At SNACS, we implement the Multi-Tiered System of Support (MTSS) to provide a comprehensive framework for academic and behavioral interventions tailored to the needs of all students. This framework operates through three tiers of support. Tier 1 encompasses universal interventions and support provided to all students within the general education setting. These strategies include high-quality, differentiated instruction and positive behavioral support designed to meet the needs of students. Progress is regularly monitored to ensure that all students benefit from these foundational supports.

For students who require additional assistance beyond Tier 1, we offer Tier 2 interventions. These are targeted supports provided in small group settings to address specific academic or behavioral challenges. Interventions at this level are more focused and intensive, aiming to close gaps and prevent further escalation of issues. When students do not adequately respond to Tier 2 interventions, they may be moved to Tier 3, which involves individualized and intensive support. This highest level of intervention often includes personalized plans and frequent monitoring to track progress. If a student continues to struggle despite Tier 3 interventions, it may lead to an evaluation for special education services to ensure that all necessary supports are in place for their success. This structured approach allows SNACS to provide effective, data-driven support at every level, ensuring that each student has an opportunity to thrive.

Educational Standards

Nevada State Standards (NSS)

All schools in Nevada are required to implement the Nevada State Standards. The NSS are used to develop curriculum maps and lessons for instruction. Teachers plan the year by developing curriculum maps that provide a schedule when specific standards are instructed. Lesson plans are developed each week according to the curriculum map. Please visit the Nevada State Department of Education website for further information regarding the state standards.

Next Generation Science Standards (NGSS)

All schools in Nevada are required to implement the NGSS. All teachers implement and create lessons around the Next Generation Science Standards. information can be found at: www.nextgenscience.org.

Curriculum

PowerSchool Curriculum Mapping

SNACS utilizes the PowerSchool program Chalk to support teachers in creating curriculum maps, pacing guides, and lesson plans to ensure all content area standards are being addressed throughout the year, the curriculum is completed fully by the end of the academic year, and the core values of the mission and model are followed. Teachers give direct instruction in grade-level content for minimal time, which SNACS calls “mini-lessons.” Students have access to content and explicit instruction through small ability-based group instruction and intervention, while students not in the small group participate in choice. The choice

standards-based learning center activities allow students to practice foundational skills and demonstrate mastery of grade-level skills. Our adopted curriculum contains standards-based learning center activities to practice hands-on activities that support explicitly taught skills. Instructional leaders provide professional development for teachers to create additional engaging standards-based center activities that align with each unit or lesson. As teachers create learning centers, they are stored in a "bank" of available resources in the Interactive Choice Board app for all teachers to access.

Savvas ELA

For English Language Arts and writing, SNACS uses Savvas Three Cheers for Preschool for 3- and 4- year-old programs, myView Literacy for grades K-5th, and myPerspectives English Language Arts for grades 6th-8th. Savvas provides a comprehensive program all grade levels promoting, English Language Arts including literacy, reading, writing, vocabulary, and speaking.

Achievement First

SNACS uses the Achievement First math curriculum for grades 6-8. The Achievement First curriculum uses a math workshop model, including math stations and small group interventions. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration.

Bridges Math

SNACS uses Bridges Math curriculum for grades K-5. The Bridges Math curriculum uses a number talk and workshop model along with small group activities that aligns with SNACS' mission and model to provide personalized learning through choice, play, and exploration.

Project Lead the Way

SNACS uses the Project Lead the Way Launch (PLTW) science curriculum for grades K-5th. PLTW Launch was selected because it is a full research-backed STEM curriculum and SNACS robotics program. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration. The research on the effectiveness of PLTW Launch shows it helps improve academic achievement, develops critical thinking skills, and increases student motivation. All three areas provide the opportunity for increased academic achievement of our students in all subject areas and transferable skills to help students' overall success.

Open Scied

OpenScied for grades 6th-8th. OpenScied was selected for grades 6th-8th because it is a high-quality curriculum for science, as recognized by NexGenScience. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration. It is the only curriculum at the time of adoption that received an NGSS design badge for all its units in these grade levels. The NGSS design badge is given to instructional materials reviewed by NextGenScience or its Science Peer Review Panel and earned the highest mark on the Equip Rubric for Science.

Scholastic

For social studies in grades K-3, SNACS uses Scholastic. The Scholastic News program connects science and social studies to various topics in alignment with the NVACS Social Studies standards. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration. Scholastic also supports developing background knowledge and strong vocabulary, which aligns with our students' needs for vocabulary support. Based on our iReady data from the final diagnostic for the 2023- 24 school year, most of our students in grades K-3 were below grade level in vocabulary.

DBQs

For social studies in grades 4-8, SNACS uses DBQs, components of the Core Knowledge curriculum, Living History Days, and planned thematic units to ensure students connect to the Nevada Social Studies Standards. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration. DBQs were selected because of the cross-curricular supports embedded in that instructional tool. DBQs support our students' need for additional growth in vocabulary, reading comprehension, informational text analysis, and writing.

Supplemental Curriculum and Programs

Supplemental curriculum and resources are used to enhance student experiences on a trajectory of growth and proficiency. Living History and Expeditionary Learning Days are themed days to provide real world experiences for students to apply their knowledge and what they learn in class.

NWEA / MAP (Measures of Academic Performances)

SNACS uses the computer-based assessment program to score students in reading throughout the school year. The MAP assessment is given in grades K-5 in fall, winter, and spring.

iReady

SNACS utilizes the I-Ready assessment program. This assessment will be given three times per year. This assessment will cover the following academic areas: Mathematics, English language Arts. Students will be assigned individualized lessons based on their I-Ready assessment scores. I-Ready assessments will be given to students K-8th grade and will be used as one method to determine the academic planning of students.

Discovery Education

Discovery Education provides effective, easy-to-use solutions to accelerate student growth, scale teacher impact and motivate learning every day in literacy, science, math and social studies. It aligns with SNACS' mission and model to provide for personalized learning through choice, play, and exploration. Discovery provides instructional tools, personalized learning programs, and digital-first curriculum.
Teachers use Discovery for designing personalized learning instruction and standards-based learning centers. Students engage with Discovery digital lessons during choice time based specific content area objectives.

Core Knowledge

Teachers incorporate components of the Core Knowledge and History and Geography series that correlate with Nevada Social Studies Standards in grades 4-8. This curriculum teaches key history and geography topics at each grade level. These concepts are based on E.L. Hirsch's core knowledge concepts that focus on building a grade-by-grade core of common knowledge and skills.

Living History Days

SNACS also plans several Living History Days throughout the school year that further embrace Core Knowledge principles. These days, students can study classical literature, world history and geography, and the arts by becoming characters from different periods of history and reenacting historical events. Living History events include Nevada mining, farm and ranch days, where students practiced and learned about different agriculture concepts, including Basque history. Artifacts for these events are researched, gathered, and created by students and teachers in a collaborative environment. SNACS teachers incorporate Social Studies into thematic units in literature and math, including community helpers, historical figures, celebrations of Black History Month, exploring the roots of commonly celebrated holidays, and Greek and Latin mythology.

Expeditionary Learning

SNACS integrates the Expeditionary Learning Outward Bound Design Principles (ELOB) at SNACS to give our students personal experience and intellectual growth that enhances self-discovery. Expeditionary Learning days are designed to apply their knowledge, teach and support the academic content standards, including social studies, science, math, and language arts, through hands-on exploration.

Expeditionary Learning (EL) is the philosophy of *learning by doing*, reflecting, and applying knowledge through real-world experiences. The curriculum is carefully planned to have clear learning goals. EL is grounded in the idea that when children are engaged in meaningful and challenging work, they have an easier time gaining knowledge. Benefits of EL include:

- **Critical Thinking** – Connecting real-world experiences to academics
- **Collaboration** – Integrating group and individual learning
- **Active Citizen** – Engage with the local community
- **Leadership** – Help students develop leadership skills
- **Compassion, Connection, and a Sense of Belonging**

Discipline and Conflict Resolution-Related Curriculum

SNACS implements Social Emotional Learning curriculum related to discipline, conflict resolution, and prevention. Such topics may include: anger management, peer cooperation, values and virtues programs, feelings journals, social skills training, etc. Structured conflict resolution activities will allow students to work cooperatively, make fair decisions, solve problems, and manage anger or fear without threatening or injuring others. The implementation of Restorative Practices supports these topics.

IDEA Special Education

Students who qualify for special education services under the Individuals with Disabilities Education Act (IDEA) are provided with Free and Appropriate Public Education, including equitable access to the school instructional model Students with IEPs or 504 plans are determined according to special education law. Students identified were deemed eligible based on Multi-Tiered Systems of Support (MTSS) results as part of the eligibility process. The MTSS team includes educators, instructional leaders, special education educators, parents or guardians, students, and others, as deemed necessary by the team. The MTSS process includes a data-driven, tiered intervention system where educators work with students using varied approaches to dispel and identify potential disabilities under the IDEA.
The MTSS team includes educators, instructional leaders, special education educators, parents or guardians, students, and others, as deemed necessary by the team. The MTSS process includes a data- driven, tiered intervention system where educators work with students using varied approaches to dispel and identify potential disabilities under IDEA.

Special Education (SE) Eligibility

After the MTSS team concludes, they have exhausted resources to dispel a potential disability, a comprehensive evaluation is conducted. After the comprehensive evaluation, the eligibility team is convened, which may include the MTSS group, a school psychologist, and others as deemed necessary to determine eligibility for special education services. The team determines eligibility and then convenes an Individualized Education Plan (IEP) team to develop the IEP, which includes accommodations, goals, and benchmarks for the academic year. The team determines placement based on the Least Restrictive Environment and equitable access to the regular education classroom. Accommodations and modifications provide students equitable access to education based on their disability and individual needs.
Parents/guardians receive the *Special Education Rights of Parents and Children* packet during the IEP meeting and may request a copy.

The charter school provides push-in and pull-out services as necessary under the IDEA. The curriculum and instructional model provide for remediation, small groups, and individualized instruction based on ability within the regular education classroom. Because of the charter school's personalized philosophy, this model has proven to work for many students with disabilities. SNACS staff are committed to ensuring that students with disabilities receive high-quality instruction, access to general curriculum, and necessary supports or services in accordance with their individualized needs. The students with disabilities in our school spend most of their day in the general education classroom. SNACS provides support services such as counseling, speech, and Social Emotional Learning to complement students' experiences in the general educational setting. Academic resource support services are also provided primarily through a push-in model where the special and regular education teachers work as partners to provide the optimal educational experiences tailored to the needs of individual students. Because of this, we recognize the link between quality instruction and access to the general education curriculum.

To address the needs of students receiving special education services, we use supplemental materials that directly coincide with the general education curriculum adopted and provided by SNACS. This way, we can guarantee that the Special Education Teacher reinforces exactly what is taught in the classroom and gives the students with disabilities specialized instruction in the areas that they need it most. The curriculum has a specific intervention module that aligns with the grade-level topics in the schools' adopted curriculum.

Section 504 of the Rehabilitation Act of 1973

Section 504 is a civil rights law that protects the rights of students with disabilities to receive a free and

appropriate public education. (FAPE). A student is eligible under Section 504 if he or she has a mental or physical impairment that substantially limits one or more major life activities (e.g. learning, breathing, hearing, seeing, etc.) and is between the ages of 3-21.

Rights under Section 504

- An education free of discrimination, harassment, or retaliation based on disability.
- Ability to file a complaint if discrimination, harassment, or retaliation occurs.
- Ability to take part and receive benefits from public education programs without discrimination.
- Inspect and receive educational records.
- Receive written notice for identification, evaluation, re-evaluation, and placement.
- Have evaluations, educational, and placement decisions based upon various information sources and bypersons who have knowledge of the student and disability in question, the evaluation data and placement options.
- Request an administrative review and have the right to an impartial hearing.

Multi-Tiered Systems Support (MTSS) Tiers

Tier 1

At Tier 1, all students receive scientific, research-based instruction emphasizing standards and school- wide expectations implemented with fidelity. Universal screenings occur at the school year's beginning, middle, and end. Classroom/unit assessments occur on an ongoing basis to inform instruction for all students at Tier 1. Tier 1 support should result in favorable responses from 80 to 85 percent of the school population. If Tier 1 instruction results in favorable responses for less than 80 percent of the school's population, the team considers possible solutions to improve student outcomes (e.g., professional development, differentiation strategies, and supplemental instructional materials). The goal at Tier 1 is to achieve favorable responses to instruction for 80 percent of the school's population.

Tier 2

At Tier 2, students identified as at risk for falling into achievement through assessment and academic data are provided with scientific, research-backed interventions. Interventions are implemented with students with common skill deficits or risk characteristics. A series of intervention may be deemed necessary at Tier 2. The intensity of interventions informs the frequency of progress monitoring using Curriculum- Based Measurement (CBM) and occur at least monthly.

Tier 3

At Tier 3, students who have not responded satisfactorily to Tier 2 interventions require more time and more intensive interventions based on individualized assessment. The frequency of progress monitoring using CBM should match the intensity of the intervention and occur at least weekly. The primary factors distinguishing Tier 3 from Tier 2 are the intensity of services and the individualized assessment (i.e., targeted assessments to pinpoint specific skill deficits) that drive the intervention plan.

Within an MTSS system, special education eligibility decisions are made after the student has made minimal documented progress while participating in Tier 3 interventions implemented with fidelity. Educators maintain Child Find obligations (i.e., the responsibility to identify children with disabilities). If reason exists to suspect a disability (e.g., autism, mental retardation, traumatic brain injury, visual impairment, hearing impairment, etc.), teams have a legal obligation to gain consent to proceed with a

comprehensive evaluation.

Success Plans/Contracts

Administration and teachers work with parents to develop personalized contracts for students with academic or behavioral challenges. All parties participate in developing the contract, which specifies the intervention's behaviors, consequences, and duration. Feedback is usually provided on a set time frame (e.g. star chart or home note) so the children know immediately the consequences of their actions. This includes both positive and re-directive action steps.

Preschool

SNACS received the Pre-K grant to provide tuition-free, high-quality early childhood education services for qualifying families who want to enroll at SNACS. SNACS Pre-K grant promotes social emotional and academic development for our youngest students with supports for their families. Due to high demand for these programs, we require all our available spaces to be filled with regularly attending, active participants.

All families enrolled in the Pre-K program are required to attend the following:

- Family orientation
- Parent and Teacher Conferences 3 times per year
- Read with your child and report reading time

The Pre-K grant program requires family engagement activities in program workshops and family events. Families are expected to attend at least four events per year. Events include:

- Program Workshops
- NV Prek Standards
- Kindergarten Transition
- Conscious Discipline

Family Engagement Events

- Family literacy nights
- Count on books math night
- Science exploration night
- Author’s celebration and debut
- Kindergarten connections

Celebrations and Traditions

- Fall festival
- Spring Fling
- Expeditionary Learning Days
- Family field trips

Eligibility Criteria
Child must meet age requirement.

Child is current with immunizations.
Family meets income qualifying factor.
Family commits to family engagement requirements.

The Pre-K grant program serves preschool-age students for children ages 3 or 4 by August 1st. The Pre-K Grant Program is free for qualified families based on two identified state priorities. Priority 1 is for families with income-qualifying circumstances. Priority 2 is for families with income-qualifying circumstances, and/or has a preschool age child with identified special needs, and/or has a preschool age child with identified behavioral challenges.

The preschool grant program is offered Monday-Thursday from 8:00 am to 2:30 pm. and follows the school calendar for breaks, holidays, parent teacher conferences, celebrations, etc. Enrollment, lottery, and waiting lists for the Pre-K grant follow the same procedures as enrollment in the charter school found at the beginning of the handbook.

Field Trips

SNACS is proud to allow students to access a variety of field trips throughout the school year for educational purposes or student rewards. Permission slips are sent home in advance of any upcoming field trips. Students are expected to attend all scheduled field trips.

Parent-Teacher Conferences

The Nevada Department of Education approves early dismissal three times per year for parent and teacher conferences. During conferences teachers review assessment results, Personalized Learning Plans, strengths, goals, progress, and other information. Teachers and parents work together as partners in education to provide the best support for all students to succeed. Communication through Infinite Campus, email, and Parent/Teacher Conference days strengthens home and school relationships. Teachers and parents are expected to develop plans and goals and review achievements to give students a framework for success. Parents are expected to attend all scheduled conferences. Parents, however, should not wait until designated conference days if they have concerns. Parents may schedule a meeting with teachers when a concern arises to provide the best opportunity to communicate and resolve a concern.

Extra-curricular Programs and Activities

SNACS offers school-sponsored clubs and non-school sponsored community-based clubs during non-school hours. School-sponsored clubs are those that offered by SNACS employees. Non-school sponsored community-based clubs are offered by local agencies/organizations who use are facilities for clubs open to SNACS students.

Dances and social events sponsored by and supervised by SNACS. SNACS administrators ensures adequately staffing adult supervision in chaperones and volunteers. Students are expected to adhere to all school policies and to act in accordance with all school guidelines during these events.

All students at SNACS are expected to perform at their highest academic potential. Students are expected to achieve passing grades (O, S+, S & A, B, C) to participate in any social events. Lower grades on two consecutive progress reports may result in academic probation and a loss of these privileges at the discretion

of the teacher, administrators, and parents.

Academics and Grading System

Read by Grade 3

Nevada provides a statewide comprehensive system of early reading instruction and intervention aimed at accelerating the reading growth of students reading below grade level in kindergarten through third grade. Legislators enacted the Read by Grade 3 legislation to ensure all students are proficient in reading and portray growth.

Information Specific to 7th & 8th Grades

Required Coursework

Students must complete, with a passing grade, three (3) out of four (4) semesters of Math, three (3) out of four (4) semesters of English, two (2) out of four (4) semesters of science and two (2) out of four (4) semesters of Social Studies to be promoted to 9th grade. The grades received in the first two quarters of the school year will be averaged for a first-semester grade. The grades received in the last two quarters of a school year will be averaged for a second-semester grade. One credit in each required subject area is available during each semester, Parents and students in grades 7 and 8 will sign a form regarding required course credit.

Athletic Program

While SNACS has no extracurricular athletic program, parents of students who wish to compete in interscholastic sports and who are zoned for O'Brien Middle School, may contact the SNACS front office for a list of the various athletic departments, coaches, and contact numbers for programs offered at O'Brien Middle School. Parents will contact the coach of the sport their child wishes to participate in to inquire about times and dates for tryouts. It will be the parent's responsibility to arrange their child's transportation to get to the try-out. If the student completes the try-out and is accepted on the team, they will be able to participate. Students who participate in interscholastic sports must maintain a 3.0 GPA and must be passing all classes. It may become necessary, during "away" games, for students to leave early. Students must be current on all coursework at the time of such an occurrence.

Infinite Campus

SNACS participates in the Infinite Campus (IC) Student Information System (SIS) as part of WCSD as required by the Nevada Department of Education. Each parent will receive a login and password to log into their child's account.

The system provides parents access to student information and grades in real-time easing home-to-school communication. It is recommended that parents routinely view their child's progress using the IC portal. SNACS does offer free computer access if any households do not have internet access.

Grading System

Nevada law requires a grading system to show content mastery. SNACS uses different grading scales in K-2 and 3-8TH grades for all scored academic work. The grading scales are below:

K-2 Grading Scale

O	Outstanding
S+	Exceeds Standard
S	Meets Standards
S-	Approaching Standard
I	Needs Improvement

3-8 Grading Scale

A	90%-100%
B	80%-89%
C	70-79%
D	60%-69%
E	59% and below

Late Work

Late work will be accepted up to 5 school days after the expected due date with no penalty. Students should work directly with teachers in the event of an unforeseen circumstance that prevents them from completing an assignment within the given timeframe. Unless the teacher agrees in writing to an alternate due date, assignments turned in after the 5-day grace period deadline will not be eligible for full credit. Each late day therein warrants a decrease in the grade attained by a letter grade per day as a late penalty.

Students should plan with teachers for work missed due to absences (see attendance policy and missing work due to absence). Students may request extra credit assignments by determining a strategic academic plan with their teachers. Teachers have the right to alter percentages of decreased grades for late work as determined for the student's best interest or as an IEP may state.

Missing Work Due to Absence

Students absent on an assignment's due date will not receive any penalties for their scores or grades. Missed assignments because of an absence can be made up for full credit as long as they are turned in by the amount of time/days missed +1 school day. For example, if a student was absent Monday and Tuesday, the missed assignments should be turned in by Friday of the same week.

Plagiarism or Academic Dishonesty

SNACS is committed to student integrity and does not tolerate cheating, plagiarism, or academic dishonesty. Students caught cheating on an assignment will receive a score of 0% on the assignment. Writing assignments found to be plagiarized or containing improperly credited sources can be re-submitted for full credit. If plagiarism is found a detailed summary of where the plagiarized information is found can be provided to families on request. If families feel there is a misunderstanding, SNACS teachers and admin will work with the family to clarify the incident or expectations.

Homework

Homework is a part of all students' learning. Homework aims to reinforce, enrich, and/or extend concepts

taught in the classroom. Homework may or may not be regularly assigned by your child's teacher, depending on the needs of students in that classroom. SNACS' philosophy of choice will be used throughout its homework practices to increase student buy-in and academic success. Homework that is not completed will not penalize a student's academic grade to a point past a 5% reduction and cannot be the sole reason for a failing grade in any subject. However, homework grades can affect student citizenship grade. Guidelines on the specific homework procedures and structures will be communicated to each family by the teacher.

Student Responsibilities

In addition to completing homework, students are expected to:

- Maintain an accurate record of assignments using the daily tracker (formerly called agenda).
- Have necessary materials available.
- Schedule homework time that is compatible with other responsibilities.
- Accept responsibility to turn in assignments.
- Be responsible to ask for homework when absent from class.
- Communicate regularly with teachers on their academic performance status.
- Come to class prepared.

Parent Responsibilities

In helping children with homework, parents are encouraged to:

- Support the homework philosophy by reinforcing the value of homework.
- Show interest in the student's work. Encourage and offer advice, but insist the work be completed through the student's own effort.
- Help the student develop good study habits by providing a suitable, well-lit area free from distractions. Encourage the student to set a specific study time.
- Make available necessary materials and resources.

Check that homework assignments are brought home, completed, and signed, if necessary.

Records and Attendance

Attendance

This attendance policy is based on Nevada Revised Statute (NRS) 392.122, as revised in the 2003 legislative session. Under NRS 392.122(4), all parents or legal guardians and all pupils are required to comply with the provisions governing attendance and truancy of pupils as outlined in NRS 392.040 to 392.160, inclusive, and any other rules concerning attendance and truancy as adopted by the Board of Governance of SNACS.

Recognizing that being a student at SNACS is a choice made by parents and students and that attendance is vital to each student's ability to achieve academic growth at their fullest potential, the following attendance policy is set forth:

1. According to NRS 392.040(1), parent(s) or legal guardian(s) are required to send

children between the ages of 7-17 years old to school during all the time that school is in session. NRS 392.130(1) provides that a student is truant if s/he is absent from the school where s/he is enrolled if s/he is absent without school permission unless s/he is physically or mentally unable to attend. SNACS Board of Governance has established a policy requiring students to be in attendance at least 90% for promotion to the next grade or earning credit. That means that a student MUST be present at least 157.5 of the 175 school days.

2. If a student falls below 90% attendance at any time throughout the school year, families will be notified and specific measures could occur if the student's attendance doesn't increase above 90%. This could include meetings with administration, referral to SARB*, Saturday school, retention, summer school referral to make up days/credits, loss of privileges, etc. The goal is to ensure all students meet attendance requirements and we will work with families to ensure students attend as required according to the NRS.
3. All students must be in their seats when the bell rings. If students arrive late in the morning, a parent must check in with the office before the student reports to class. Students who are tardy to school will have consequences. Students who are continually late to school may be suspended and/or expelled from school. It is crucial that your child report to school on time. If you or your child has shown difficulty arriving at school on time, there may be a need for a consultation with the administration team to determine an action plan, so the child is at school on time.
4. When a student is absent, the legal parent/guardian must call the school in the morning (preferably before 9:00 a.m.) to notify the school of your absence.
5. Please be aware that if your child is absent for 10 consecutive days without notification to the school, your child will be automatically withdrawn, and the proper authorities will be notified (per NAC 387.200) (2)(e)

Chronic Absenteeism

Chronic absenteeism is a problem that has consequences for a student's academic and social emotional performance at school. Based on the NRS codes and chronic absenteeism regulations SNACS encourages families to report any absence using the below procedures and use the appropriate methods to have the absence excused. ANY absence not excused with a doctor's note will count against the student and can harm their overall attendance percentage.

Attendance Procedures

- Families must call or email the school each day their student(s) is absent to acknowledge their absence and ensure their safety.
- Families must provide a verbal or written excuse explaining the reason for the absence before, during, or within three days after an absence.
- Families may provide medical excuses by going to a doctor's office, health clinic, or telehealth provider, counselor, therapist, physical therapist, dentist, orthodontist, eye doctor, psychologist, neurologist, etc.
- All unexcused absences will count against the student's chronic absenteeism and the 90% rule.
- Students must complete make-up work from the absence; however, unexcused absences will still count towards chronic absenteeism and possible retention or failure.

- If the student is absent due to illness or mental health issues and is seen by a healthcare or mental health professional, families must provide a note from the healthcare or mental health professional to the school. This absence will be considered excused and will NOT count against the student's chronic absenteeism.
- If a student is going to be absent for 3 or more days, families must provide a note to school two days before their absence. This absence will count against the student's chronic absenteeism.
- Parents/guardians are encouraged to schedule medical/dental appointments after school whenever possible. Proof of the appointment must be provided when the student returns to school.
- Be referred to the SNACS Board of Governance for review and advisement, including whether the student should be referred to the district for placement.

**Families are encouraged to notify their school of any changes to their contact information, including phone numbers, email addresses, home addresses, and emergency contact information.

It should be noted that parents/ guardians must send a note or call the school regarding any absences. This must be done within **three** days after the student returns to school.

Students who suffer from a medically diagnosed chronic illness that excessively affects their attendance may:

1. be referred to Washoe County School District for educational services that SNACS cannot provide.
2. be strongly recommended to participate in alternative means of earning credit not offered at SNACS and be reported to the Student Attendance Review Board (SARB) for a hearing, wherein the parent(s) or legal guardian(s) may be cited with a misdemeanor for failure to follow the legal requirements, as set forth above.
3. be referred to the SNACS Board of Governance for review and advisement, including whether the student should be referred to the district for placement.

Retention and Appeal Policy

Students who attend less than 90% of the year or course can be retained or become credit deficient. Before a student is retained or fails to earn credit because of failure to comply with the attendance requirements, the Chief Executive Officer or her designee of SNACS shall provide written notice of the intended retention or denial of credit to the parent(s) or legal guardian(s) of the student. The notice will include a statement indicating that the student and his/her parent(s) or legal guardian(s) may request a review of the student's absences and a statement of the procedure for requesting such a review. Upon the request for a review by the student and his/her parent(s) or legal guardian(s), the Chief Executive Officer, or her designee, shall review the reason for each student's absence upon which the intended denial of credit or promotion is based. After the review, the Chief Executive Officer shall credit toward the required days of attendance each day of absence for which:

1. There is evidence, or a written affirmation, by the parent or legal guardian of the student that the student was physically or mentally unable to attend school on the day of the absence (a doctor's note will be required at the discretion of the Chief Executive Officer or her designee), and the student completed the course-work requirements and is passing.

2. The student and his or her parent(s) or legal guardian(s) may appeal a decision of the Chief Executive Officer or his/her designee to the SNACS Board of Governance.

SNACS school-wide discipline policy establishes expectations for students who are tardy, miss instruction, or have unverified absences, which are counted as truancies. The discipline policy outlines procedures for students who are deemed truant. This includes students being designated within the Multi-Tiered Systems of Support (MTSS) and identified students may be referred for counseling intervention supports within the MTSS team and may end up with a behavioral intervention plan to address truancies. Parent/guardians will be expected to participate in behavioral plans. All behavior plans provide for positive and negative consequences as a response to intervention. The goal is to promote attendance and decrease the frequency of unverified absences and truancies. Absences affect academics. Students may be assigned to after school detention, school supports, or alternative learning placements to ensure they meet academic expectations.

School Record Request (FERPA)

Legal parents/guardians have the right to review their child's cumulative school records. The procedure for reviewing such records is as follows:

1. A natural parent(s) or guardian(s) of the student has the right to review and inspect the education records of the student.
2. The education record includes files, documents, and other materials maintained at and by SNACS directly related to your child.
3. If the applicant desires to review and inspect the student's education records, s/he shall file an application in writing to the Chief Executive Officer of SNACS. Said application is available in the front office.
4. Within five (5) days of receiving the request for access to education records, the applicant will be notified of a time, date, and place at which such records will be made available. In no case shall access be withheld more than forty-five (45) days after the request has been made. Each time the term "days" is used in this policy, it refers to "school days" during the school year or to "workdays" during the summer vacation.
5. The right of access specified above shall include (1) the right to be provided a list of the types of education records which are maintained by SNACS and which are directly related to the student; (2) the right to inspect and review the contents of those records; (3)
   the right to obtain copies of those records, although the actual cost of reproduction shall be covered by the applicant; and (4) the right to a response from SNACS to reasonable requests for explanations and interpretations of those records.
6. If any material or documents in the student's education record includes information from more than one student, access shall be limited only to that part of the material which relates to the applicant's student. If the material cannot be provided to the applicant, the applicant has the right to be informed of the specific information contained in the material.
7. If access to a student's record is requested, such records may not be destroyed before the applicant can review and inspect them.
8. Copies of records may be requested using the Records Request form provided by the office. Parents/guardians may incur a fee for the copy of records.
9. At least annually, the school shall notify the parents enrolled in the school, or the

student if eighteen years of age or older, of the basic rights of access and privacy as well as all information required under regulations adopted according to the Family Educational Rights and Privacy Act of 1974 or any amendment thereto.

10. There may be additional procedures if the applicant challenges the content of the student's education records at SNACS. Contact SNACS for a copy of these procedures.

Record Requests by Phone

SNACS is not permitted to provide record requests by phone including enrollment, attendance, or other information. Parents or legal guardians must come to the office with proof of identity and make the record request. In the event a parent or legal guardian is unable to come to the office with proof of identity and make a records request, they may have legal counsel or notary attest to their identity and provide the request in writing.

Court/Custody Issues

SNACS honors all court orders on file in the main office. It is the responsibility of the parent/guardian to make sure that court orders regarding students are provided to the school. SNACS cannot honor requests regarding custody issues without a court order.

Confidentiality

SNACS is a small community environment, and confidentiality is crucial to the continued success of our school. Under the Family Education Rights to Privacy Act (FERPA), all SNACS staff members will maintain confidentiality for each family. Under no circumstances, without the written consent of the parents, may SNACS staff engage in conversation relating to a specific student or discipline-related incidents involving SNACS students with other staff members not directly related to the incident, student, or parents. This would be a direct violation of FERPA.

School Safety and Discipline

Emergency Operations Plan

SNACS conducts various safety drills, including fire, earthquake, windstorm, chemical spills, and intruders. Students and staff participate in such drills to ensure an orderly and safe environment in the event of a crisis or emergency situation. Should a long-term evacuation of SNACS be necessary, parents should be prepared to sign their children out at Dorothy McAlinden Park, located north of Lear Blvd, on Stead Blvd. The students will be grouped by homeroom class. A copy of the complete Emergency Operations Plan can be requested from the front office.

Closed Campus

SNACS is a closed campus. Students are not permitted to leave the premises unattended during regular school hours for any reason. Parents/legal guardians wishing to have students leave the premises during

school hours must sign them out of school in the main office.

Surveillance System

SNACS has audio and video surveillance camera system on SNACS premises throughout the internal buildings and external property of the school. The surveillance system is used by administration to ensure the safety of students, families, staff, and the community. Images and recordings are maintained for up to 30 days, unless specifically archived by administration personnel to document a specific safety or security issue. SNACS administration uses this system to improve school safety, security, and behavior. Only designated personnel can view the recordings, and their contents are never broadcast outside the school premises unless required by the court system or local authorities. Parents are not permitted access to view the recordings unless subpoenaed by the court system, as this is a FERPA regulation.

Discipline Policy

Parents, teachers and students actively participated in the development of the school-wide discipline policy and procedures, which have been reported by the Washoe County School District as “progressive.” One of the most important lessons for any student to learn is to respect authority, respect the rights of others and take care of his/her own and other’s property.
Students are not allowed to disrupt the education of other students. Although it is necessary to have school and classroom rules, our emphasis will not be on the do’s and don’ts, but on guiding the student to a problem-solving approach to apply in any given situation. In order to accomplish this, we must set discipline standards that are enforced fairly and consistently.

The classroom teacher is responsible for consulting with the administration team for intervention strategies to implement on an individual basis. It is the intention of SNACS to utilize positive reinforcement and other behavioral interventions to teach students appropriate social skills and academic behaviors. It is of the utmost importance that the teachers, administrators and parents work together as a team in discipline matters. Without order, safety and a sense of security and civility, schools cannot work and learning will not occur.
However, school discipline is not about rules, regulations, regimentation, policies or punishment. Healthy and productive student behavior is a by-product of the beliefs and values of the organization. The roots of positive discipline lie in the way adults and students think about themselves and others and the way they treat each other every day. It is the culture that drives the discipline. SNACS is fully committed to implementing the positive discipline policy.

School Rules

1. Keep self to self.
2. Follow instructions.
3. Show respect for others and property.
4. Be safe

School Guidelines

Hallway Guidelines:

    * Walk at all times.
* Always speak in an inside voice so other students will not be disturbed.
    * Stay on the right side.
    * Stay in line when you are with your class.
    * Always have permission to go to the bathroom or water fountain.

Lunch Guidelines:

    * Be kind.
    * Talk with an inside voice.
    * Stay in your seat.
    * Teacher attention for any assistance.
    * Clean up as a community.

Playground Guidelines:

    * Be kind.
    * Play only in designated areas.
    * Share and return equipment.
    * Follow instructions.
    * Only enter the building with adult permission.
    * Shoes must be worn.
    * Rocks, snow and sand remain on the ground.
    * Play fighting is not permitted.

General Guidelines:

    * Courtesy and Respect: Children and adults are expected to behave respectfully toward others in their words and actions.

    * Noise: Noise levels in the classrooms and halls should be maintained at a level of respect for others in the building. Planned activities, which require lively student interaction should be conducted with the same respect.

    * Teacher Attention: In most classroom situations, students are expected to raise their hands for teacher attention of any kind. Students will be recognized by the teacher in order to speak or leave their seats unless other classroom procedures or methods have been established for a given activity.

    * Calm Person: In the classroom situation, students will utilize the calm person technique to encourage timely and orderly transitions from subject to subject and activity to activity. This will maximize instructional time.

    * Procedures: Individual teachers must establish procedures in the classroom regarding the use of the bathroom, turning in papers, lining up to leave the classroom, etc.

Positive Behavioral Intervention Support (PBIS)

SNACS provides students with an educational program that centers on positive incentives, individual recognition, group awareness, classroom celebrations, and school-wide models of excellence. This program

holds all students enrolled to work towards attainable goals which are recognized in the aspect of: the individual learner, the group, the class, and all students school- wide. Each classroom has set guidelines for positive expectations and rewards/incentives.

All classrooms utilize a consistent PBIS program for all students. One practice is the use of the Starbucks program. Students receive Starbucks and can purchase items at the student store or other positive rewards. All staff members disperse Starbucks to all students throughout all grades.

Restorative Practices

At SNACS, we prioritize the cultivation of a positive and inclusive school environment using Restorative Practices. A key element of this approach is the daily implementation of restorative circles, where students and staff gather to share thoughts, reflect on experiences, and build a sense of community. These circles create a space for open dialogue, empathy, and mutual respect, fostering stronger relationships and a supportive atmosphere. By participating in restorative circles, students develop important social-emotional skills, such as active listening, conflict resolution, and cooperation, contributing to their overall well-being and academic success.

In addition to daily restorative circles, SNACS employs formal Restorative Conferencing for more serious incidents or conflicts that require a structured resolution process. Restorative Conferencing brings together those affected by an incident—both the individuals who have caused harm and those who have been harmed—to discuss the impact of their actions and collaboratively determine a way forward. This process emphasizes accountability, healing, and restoring trust within the school community. By addressing issues in this manner, SNACS ensures that conflicts are resolved in a constructive way, promoting a culture of responsibility, reconciliation, and ongoing personal growth for all students involved.

Behavioral Referrals to WCSD

SNACS staff follows all relevant NRS codes and works closely with the WCSD Discipline Office whenever situations arise where students may warrant an emergency suspension.

Dress Code

The following is the dress code for normal school days. Special dress days may allow certain clothing pertaining to such a designated day. However, any such days require that student attire does not interfere with the daily operation of the school or the classroom. Any disruptions therein are at the mutual discretion of the teacher and administrator and will not be tolerated.

Condition and Wear of Clothing

- Nothing that distracts from the learning environment or poses a safety hazard
- No holes, rips, or tears that reveal the body
- No tight-fitting or revealing clothing

Safety

- No clothing that can pose a potential health or safety problem
- No gloves inside the building; no single glove at any time

- No jewelry or chains that can cause injury
- No hanging chains
- No spiked or studded accessories

Tops, Skirts, and Dresses

- Tops must cover the upper and middle torso at all times
- Skirts must cover the lower torso with no skin showing between the top and skirt
- Skirts and dresses must be at least mid-thigh in length; no mini-skirts
- No exposed undergarments
- No halter, tank, or tube tops, and no transparent, half, or muscle shirts
- No exposed shoulders
- No low-cut necklines, exposed cleavage, or spaghetti straps
- No pajamas, loungewear, or bathrobes

Pants and Shorts

- Must cover lower torso with no skin showing between top and pants/shorts
- No exposed undergarments
- No sagging pants or shorts
- No single rolled-up pant leg
- No exposed buttocks
- Belt buckle monograms must be appropriate
- No hanging or extended belt lengths
- No unfastened overalls
- No cut-offs
- Shorts must be hemmed and at least mid-thigh in length
- No mini-shorts; no spandex shorts

Head Coverings

- No head coverings or sunglasses worn in the building during school hours (exceptions are made for religious or medical reasons)
- No bandanas, do-rags, hairnets, surgical/shower caps, or hair picks at any time on campus or any school-sponsored event
- No hats or hoods on in the buildings at anytime (unless a designated hat-day for school spirit days)

Footwear

- Proper footwear at all times
- No house slippers
- No flip flops
- Sandals must strap on to the foot
- No open-toed shoes for PE days or physical activity days

Gang Attire

All items that have been identified as gang-related by local law enforcement agencies are prohibited. These may include but are not limited to:

- No dangling belts
- No chains
- No unfastened overalls
- No sagging pants/shorts
- No single rolled-up pant leg
- No hairnets, bandanas, or do-rags
- No blue and/or red shoelaces on footwear at any time; other colors may be deemed inappropriate as necessary to protect student safety on campus
- No altered insignias or graffiti
- No jewelry or belt buckles that symbolize any gangs
- No graffiti in or on personal belongings symbolizing any identified gang.

Consequences for Violation of Dress Code

1st Violation: Students may call home to have appropriate clothing brought to change into. If no one is available to bring appropriate clothing, students will be provided with appropriate clothing to wear for the remainder of the day.

2nd Offense: Students will be provided with appropriate clothing to wear for the day. The parent/guardian will be called to inform them of the second offense.
3rd Offense: The parent/guardian will be required to bring appropriate clothing to school. The student will go to Temporary Alternative Placement (TAP) until appropriate clothing is brought. Detention may be assigned.

4th Offense: Students will be suspended from school, and a conference must be held with the parent/guardian before the student may return.

Water Bottles, Thermoses, Etc.

Students are permitted to bring water bottles or other appropriate containers filled with water to school. Other beverages are not permitted in the classrooms during regular classroom time. Students should be prepared with water bottles and may visit the water refill stations to fill their water bottles during non-classroom time.

Home-to-School Items

Students are not permitted to bring toys, electronic devices, or pets without the permission of their classroom/homeroom teacher. SNACS is not responsible for any lost or stolen items.
Teachers will confiscate such items if seen in the classroom, and the item will be returned to the parent. Should a student repeat this offense, the teacher may keep an item until the end of a given quarter or the end of the school year.

Technology Usage

At SNACS, we are committed to creating an optimal learning environment that minimizes distractions and

maximizes student engagement. To support this goal, the use of cell phones on campus during school hours is strictly prohibited. Students are expected to keep their cell phones turned off and stored out of sight throughout the school day. Any use of cell phones during school hours will cause confiscation and disciplinary action. This policy is designed to ensure that students remain focused on their educational activities and interactions within the classroom.

In addition to the cell phone ban, the use of school or personal computers to access social media platforms of any kind is also prohibited during school hours. This includes, but is not limited to, platforms such as Facebook, Instagram, Snapchat, TikTok, and Twitter. Furthermore, students are not permitted to use personal earbuds during school hours unless explicitly allowed by a teacher for educational purposes. These measures are in place to prevent distractions and to foster a more productive and interactive learning environment. We believe that by limiting access to social media and personal devices, students will be better able to concentrate on their studies and engage more fully in the educational opportunities provided at SNACS.

Internet

Students are permitted to use the Internet upon return of the Parent Permission to use SNACS Internet Access. Internet usage is restricted to research and school-related websites. Teachers monitor Internet usage. Any misuse or abuse of the Internet may result in disciplinary action including detention, in-school suspension, or suspension. In addition, a student may be prohibited from further use of the Internet, which may adversely affect their grade.

Law Enforcement Agency Compliance

SNACS administration works closely with law enforcement agencies to report and respond to any illegal behavior. These agencies will be called upon to help handle situations including but not limited to theft, physical danger, controlled substances, or other illegal activity. State law charges every teacher and administrator with maintaining order and discipline among students. Therefore, rules, regulations and procedures are developed to establish and to maintain an orderly learning environment in the school. These rules, regulations, sanctions and due process procedures protect all members of the educational community in the exercise of their rights and duties in all aspects of their experience, including participation in extracurricular activities, interschool athletic competition and school transportation services. The Chief Executive Officer has the overall responsibility for the discipline and welfare of all students. Imposition of serious disciplinary action on any student, including but not limited to suspension from school, suspension from interscholastic activities, transfer and expulsion are governed by the Nevada Revised Statutes and provisions for disciplinary hearings. These regulations are available in the office and will be made available upon request.

Definitions of Acts Specifically Prohibited

At SNACS, we are committed to creating an optimal learning environment that minimizes distractions and maximizes student engagement. To support this goal, the use of cell phones on campus during school hours is strictly prohibited. Students are expected to keep their cell phones turned off and stored out of sight throughout the school day. Any use of cell phones during school hours will result in confiscation and disciplinary action. This policy is designed to ensure that students remain focused on their educational activities and interactions within the classroom.

The commission of, or participation in, or unlawful attempt of any of the following activities or acts on the SNACS campus are prohibited and constitute cause for disciplinary action. In addition, students at school-sponsored, off campus events and those using district-sponsored transportation shall be governed by school district rules and regulations and are subject to the authority of school district officials. An incident, which constitutes the commission of a criminal act, shall be reported at once to the proper law enforcement agency. The student's parent(s) or guardian(s) shall also be notified, if possible. SNACS will take disciplinary action, and criminal charges may result. The following acts are specifically prohibited:

1. ALCOHOL: The possession, sales or furnishing of alcoholic beverages.
2. ARSON: The intentional setting of a fire.
3. ASSAULT: Physical or verbal threats with the intent to carry through with the same.
4. BATTERY: Any not-consented-to touch or application of force to another person.
5. BOMB THREAT/FALSE: Willfully conveying by mail, written notes, telephone, telegraph, radio, or any other means of communication, any threat, knowing it to be false.
6. BURGLARY: Illegal entry with the intent or with the act of stealing property.
7. DESTRUCTION OF PROPERTY: Willfully and maliciously destroying or injuring real or personal property of another.
8. DISTURBING THE PEACE: Maliciously and willfully disturbing the peace of any person in the school, i.e., harassment.
9. EXPLOSIVE DEVICES: The possession of explosive or incendiary devices.
10. FALSE FIRE ALARMS: False reporting of or transmission of fire alarm signal, knowing same to be false.
11. FIREWORKS: The possession, sales, distribution, use or discharge of fireworks.
12. INDECENT EXPOSURE: Exposure of body parts that should be covered pursuant to the dress code.
13. LARCENY: Taking of another's property without permission.
14. LIBEL: A written defamation of another person's character.
15. MARIJUANA: The possession, sales or distribution of marijuana.
16. NARCOTICS: The possession, sales or distribution of a controlled substance.
17. DRUG PARAPHERNALIA: The possession, sales or distribution of materials whose purpose it is to ingest or make narcotics.
18. PROFANITY: Use of indecent language.
19. RESISTING/INTERFERING WITH THE DUTIES OF A POLICE OFFICER: Willfully resisting, delaying or obstructing a police officer in the performance of official duties.
20. ROBBERY: The unlawful taking of another's property with the use of force, violence or fear of injury to the owner of the property or another person present during the commission of the act.
21. RIOT: A noisy, violent public disorder caused by a group or crowd of people.
22. SLANDER: A spoken defamation of another person's character.
23. STOLEN PROPERTY: Receiving or possessing property of another knowing, or under such circumstances as would cause a reasonable person to know, that the property is stolen.
24. TAMPERING WITH MOTOR VEHICLES: Willfully breaking, injuring, tampering, removing parts, defacing, or climbing into or upon a vehicle with the intent to cause damage, manipulating any levers while vehicle is at rest or unattended or setting resting vehicle in motion without the consent of the owner.

25. THROWING SUBSTANCE AT VEHICLE: Throwing any object or substance at any motor vehicle.
26. TRESPASS: To be on the property of another without permission of the owner and to stay upon same after warning. To be on school property or at school function while under suspension from school.
27. WEAPONS: It is unlawful for any student, staff member, parent volunteer or any other person to come on school property with any weapon. Weapons include, but are not limited to: knives, pocket knives, utility knives, blackjack, slingshot, billy club, sand club, sandbag, metal knuckles, explosive substance, dirk, dagger, pistol, revolver or other firearm.
28. OTHER PROHIBITED ACTS: violation of other federal or state laws or local ordinances at school, at school-sponsored activities or on district-sponsored transportation is prohibited.

Anti-Violence and Zero Tolerance

At SNACS, we believe all children, staff, and volunteers have the right to learn and work in a safe environment. Under no circumstances may a child be permitted to harm another child, staff member, or volunteer. It is the responsibility of the student to utilize conflict resolution and problem-solving skills. The student must seek help from an adult in any situation where violence may occur. It is the responsibility of all adults to respond accordingly and to take action immediately. Staff members will follow an anti-violence protocol. ALL volunteers are to seek the assistance of a SNACS staff member. We abide by self to self in all situations and adopt a zero-tolerance policy. There are no exceptions.

Drugs/Substance

SNACS supports a no-tolerance policy for drug use or distribution. Any student participating in such activity on school grounds or during school activities will receive consequences under NRS 392.466. Substances include cigarettes, alcohol, glue (if sniffed), spray paint (if sniffed), illegal drugs, over-the-counter drugs, and prescription medication. Substances will also include anything that a student portrays to his/her peers as being a substance.

Gangs

SNACS supports a no-gang policy by using several approaches that address the root of gang- related behavior, such as teaching positive identity, social competencies, positive values, boundaries, and expectations for others. The presence of gangs and gang activities can cause a substantial disruption of or material interferences with school and school activities. A “gang,” as identified in this policy, is any group of two or more persons whose purpose includes the commission of illegal acts. SNACS further recognizes that any gang-related clothing, apparel, attire, jewelry, insignias, colors, paraphernalia, and materials may vary from school to school and from year to year. SNACS shall consult with local law enforcement agencies and other agencies to ascertain the changes in gang appearances and activities and shall apprise the Chief Executive Officer or designee as needed, but not less than two times per year.

Sexual Harassment

SNACS is committed to providing a place of learning free from sexual harassment. Sexual harassment is a form of sex discrimination consisting of unwanted sexual advances, requests for sexual favors, and other

verbal or physical conduct of a sexual nature when such conduct has the purpose or effect of unreasonably interfering with an individual's school performance or creating an intimidating, hostile, or offensive learning environment at school or school-sponsored events.

Prohibited activities include:

A. Verbal or written sexually suggestive or obscene comments, jokes, or propositions.
B. Unwanted physical contact, such as grabbing, touching, or pinching.
C. Displaying sexually suggestive objects, pictures, or magazines.
D. Continual expression of sexual or social interest after an indication that such interest is not desired.
E. Conduct with sexual implications when such conduct interferes with a student's performance or creates an intimidating school environment.
F. Explicit and inappropriate music that violates this procedure.

Any person found to have harassed another individual will be subject to appropriate disciplinary action, including out-of-school suspension and expulsion. Any person committing sexual harassment may also be held legally liable for his/her actions under applicable law.

Nevada SafeVoice

SNACS participates in SafeVoice, a "secret witness" type program where students, parents, and others can anonymously report dangerous, illegal, or unsafe activity at happening at school or home. The identity of the reporting person remains confidential. If a student has told a parent information that could result in injury or legal action, we encourage parents to let school administration know as soon as possible after learning information. SafeVoice requires timely notification and reporting to ensure safety and timely response to alleged safety incidents or concerns.

Consequences

SNACS promotes a proactive approach to discipline which includes Restorative Practices. Our goal is to teach corrective practices rather than punish for mistakes. All SNACS staff are trained on the policies of PBIS (Positive Behavioral Intervention Support) and Restorative Practices. This program has many benefits to motivate students appropriately. However, there are consequences for inappropriate academic or social behavior. Such consequences may include TAP, detention, Saturday school, in-school suspension, out-of school suspension and expulsion. Parents will be informed of all behavior problems that result in a consequence. Parents are required to sign the form notifying them of an occurrence and return it to school with the student on the next school day. Students who do not return the signed document will incur further consequences. Consequences are not optional and are mandated. Continued missing consequences will lead to additional consequences which can eventually lead to expulsion. Such consequences include:

1. Temporary Alternative Placement (TAP): TAP is an immediate consequence for disruptive behavior in the classroom. This placement allows removal of the student to another supervised room, where s/he is required to work on classroom assignments, and it allows the classroom to remain a place of learning. Three TAPs within a given five-day period
will result in detention.

2. Detention: Detention may be held at lunch or on Tuesdays from 3:00 pm until 4:00pm. Detention is not an option for the student or parent of the student to whom a detention has been assigned. It is the student's responsibility to show up for detention or additional consequences will be issued. Missing a detention will result in a second detention. Missing the second detention will result in suspension.
3. In-school suspension (ISS): ISS is utilized as needed. ISS is not an option for the student or parent of a student to whom OSS has been assigned.
4. Out-of-school suspension (OSS): Suspension is utilized as needed. Suspension is not an option for the student or for the parent of a student to whom in-school suspension (ISS) has been assigned. SNACS follows all laws pertaining to suspension and expulsion. Students suspended from school may not participate in any school events during their suspension time. If a student was suspended through the last day of the week, they may not attend any event over the weekend. They must be back in school attendance before attending an event.

Suspensions/Expulsions

NRS 392.466 Suspension or Expulsion of Pupil for Battery, etc.

1. Any pupil must be suspended for at least one semester who:
    a. Commits battery resulting in bodily injury of a school employee, or
    b. Sells or distributes a controlled substance, or
    c. Is found to be in possession of a dangerous weapon.
2. Any pupil must be suspended for at least one year who:
    a. Is found to be in possession of a firearm.
3. These occurrences can take place at any of the following locations:
    a. On school grounds;
    b. At a school sponsored activity; or
    c. On a school bus.
4. For a second occurrence, a pupil must:
    a. Be permanently expelled; and
    b. Receive equivalent instruction per NRS 392.070.
5. The SNACS Board of Governance may allow an exception to the expulsion requirement.
6. A pupil deemed a habitual disciplinary problem (NRS 392.4655) must be:
    a. Suspended or expelled for at least one semester, and
    b. Receive equivalent instruction per NRS 392.070.

If a student is deemed a habitual disciplinary problem by the SNACS Board of Governance, they will be referred to WCSD for appropriate placement.

7. A pupil in grades 1-8, except one who possesses a dangerous weapon, may be suspended, as set forth in this section, or permanently expelled only upon SNACS board accord.
    - ❖ No pupil may be suspended or expelled until he/she has been:
        - ➢ Notified of the charges against him/her both verbally and in writing;

- Provided with an explanation of the evidence; and
- Given an opportunity for a hearing in front of the Board of Governance (for expulsions only).

❖ A pupil may be removed from school immediately, upon explanation of reasons and pending procedures to both pupil and parent, if he meets the following criteria:

- Poses a continuing danger to persons or property;
- Is an ongoing disruption to the academic climate.
- Is selling or distributing any controlled substance or any substance that he/she is passing off as a controlled substance
- Is in possession of a weapon.

Search and Seizure

To provide an orderly and safe school environment where students are learning, the SNACS staff must control students' behavior and prevent students' introduction of harmful, damaging, unlawful or harmful items onto the school campus. The law, therefore, permits school authorities to search students, their personal possessions, desks, and lockers under appropriate circumstances.

A decision to search a student, his/her possessions, or any school property or area assigned to him/her for his/her individual use shall be made in accordance with the following guidelines:

1. Student's Rights and Responsibilities – Each student has a right of privacy of his/her person, his/her personal belongings and effects, but that right is limited by the needs of all students for a safe, calm and orderly school environment. Students shall not carry or conceal or bring onto school premises any material that is prohibited by law or published school rules, regulations or policies or any material that will detract from the maintenance of a calm, orderly and safe school environment.
2. An administrator, teacher, or other school employee designated by an administrator may search the person of any student, the personal effects in the student's possession under any of the following circumstances:
    i. The search is made in connection with a lawful arrest.
    ii. The search is made with the voluntary consent of the student.
    iii. The search is conducted on the reasonable suspicion that the student is engaged in an activity that violates a law or published school district rule, regulation, or policy or that the student is carrying, concealing, or sequestering material, the possession of which is prohibited by law or published school rule, regulation or policy. If the search is made with the consent of the student, a staff member will witness the consent and the search. The administrator, teacher, or other designated school employee making the search shall be of the same sex as the student searched unless the need for an immediate search requires a search by an administrator, teacher, or other employee of the opposite sex. In either case, another school employee should always witness the search. The search of a desk or locker assigned to a student may be done at any time pursuant to either of the following rules:

iv. The search is made to maintain discipline and to protect students from the introduction into the school of offensive or undesirable materials or,
v. The search is made on the reasonable suspicion that the student is engaged in an activity that violates a law or a published school rule, regulation, or policy or that the student is using the school property for an illegal or prohibited purpose.

3. Reasonable Suspicion: In those cases requiring a reasonable suspicion as the basis for the search, the school official or employee authorizing the search shall have a reasonable suspicion that prohibited or illegal items will be found. A reasonable suspicion is a subjective, good faith belief supported by objective facts which may include, but are not limited to, the student's age, history and record in the school, the reliability of the information giving rise to the suspicion and the seriousness and prevalence of the problem in the school.
4. Limitations on Right of Privacy – Lockers and Desks: Students do not have the exclusive right to possession of the locker or desk to which s/he is assigned. The school reserves the right to conduct searches of lockers and desks as outlined in Section 2 above. Each student shall accept and use the assigned locker or desk on such a basis.
5. Canine Searches: The school may conduct canine searches of school hallways, lockers, classrooms, buildings, parking lots and other school property through the use of a canine unit. A canine unit consists of a qualified handler and a dog(s) specially trained to detect illegal or prohibited substances, weapons or bombs. If an administrator, teacher, or other school employee, official, police or security personnel, have a reasonable suspicion to believe that a student(s) have in his/her/their possession an illegal item or an item that is prohibited by school policy or rules, the canine unit may search the student(s). Such a search may only be conducted on reasonable suspicion, as described above in paragraph

Bullying

SNACS has a zero-tolerance policy for bullying. Bullying is defined by NRS 388.122 as "a willful act or course of conduct on the part of one or more pupils which is not authorized by law and which exposes a pupil repeatedly and over time to one or more negative actions which is highly offensive to a reasonable person and is intended to cause and actually causes the pupil to suffer harm or serious emotional distress." There are a variety of acts of bullying including and not limited to; harassment, cyber-bullying, electronic communication, verbal statements, physical contact, and intimidation.

More specific information regarding the progressive discipline policies can be found in the progressive discipline plan document at snacs.org/parents

Family Engagement and Volunteers

SNACS promotes a collaborative learning environment where parents are welcome to volunteer in and out of the classroom in meaningful ways. The Family Engagement and Volunteer Handbook provides an overview of the volunteer program. Please see the Family Engagement and Volunteer Handbook in the front office for more information. SNACS relies heavily on volunteers and requests that each family volunteer in any of the following ways:

- skilled labor (fixing a facilities issue, maintenance, building, or repair of school

structures such as carnival booths)
- Chaperoning for school events or field trips
- in-classroom volunteering as a teacher assistant
- special demonstrations for the school or classrooms
- volunteering for before or after-school clubs or programs
- special academic supports such as tutoring, read-aloud visits, etc.
- assisting office support staff at the front desk
- helping organize events
- volunteering for childcare during special school events

Volunteers play an important role and contribute valuable time towards the SNACS small school community. We are grateful to our volunteers and want to ensure volunteerism is a pleasurable experience for everyone. There are several basic guidelines and procedures to help keep our volunteer program effective and efficient.

To protect the safety of the students, all persons who wish to volunteer in the classroom and/or around the students must complete a Volunteer Application (at least yearly) for a background check and submit a set of fingerprints. Those who hold other agency clearances related to fingerprints must still submit fingerprints, as SNACS is solely responsible for our volunteer fingerprints and may not accept other agency reports in lieu of current fingerprints. SNACS must submit volunteer fingerprints to the Nevada Department of Public Safety to obtain a background check. Unless a background check is returned with any arrest/conviction information that contradicts the documentation provided in the Volunteer Application, volunteers may be allowed to volunteer in the classroom and may not distract the class or school environment.

All volunteers must be under the direct supervision of a staff member. They may not be alone with students or unsupervised on school grounds. All volunteers are permitted at the discretion of the school administrators. At any time, school administrators have the right to refuse volunteerism if they deem it is in the school or student(s) best interest. Volunteers are expected to behave in a way conducive to the learning environment and not impede the primary focus of schooling. Volunteering should be conducted with a positive attitude, keeping the school's spirit as a guiding principle. Volunteers who create or contribute to a hostile environment will be asked to leave the premises and volunteer privileges will be revoked. Volunteers are prohibited from taking videos or photographs of students, the classroom, or school premises without written permission from the school administrator.

Volunteers with a positive attitude and students' best interests at heart help the school climate flourish. Those who volunteer to focus on the negative can hurt the school climate. The latter will not be tolerated. A volunteer should refrain from interference with classroom or school- related issues that school personnel are responsible for. All school rules, including appropriate language, dress, and overall behavior, must be followed.

According to federal law, the Family Educational Rights to Privacy Act (FERPA), classroom volunteers are not permitted to discuss any student or student related information they witness because of their being in the classroom or on school grounds as a volunteer. Any volunteers violating FERPA may be asked to volunteer when they are not working directly with or around children.

SNACS has a list available for suggested ways to fulfill family volunteer requirements. However, SNACS encourages each family to use its unique talents and interests in volunteering at school. The school will benefit the most from such meaningful volunteering, and the families will enjoy volunteering more.

Overnight Chaperones

It may be difficult to know in advance, but if you wish to volunteer as an Overnight Chaperone on a field trip, you must be fingerprinted before the field trip date. Fingerprinting must be authorized by the Chief Executive Officer. It's better to be prepared, so if you might volunteer as an Overnight Chaperone, please plan to be fingerprinted. Having fingerprinting done in the summertime is a great idea. If you are not fingerprinted six (6) weeks in advance, you will not be allowed to participate as an Overnight Chaperone Fingerprinting is good for twelve (12) months.

To be fingerprinted for Overnight Chaperoning, you must take the authorization (signed by the authorized administrator) from Volunteer Services. School Volunteer Application with the attached picture ID to the Fingerprint ID and Background Office), Fingerprinting personnel will notify you that you must return to your school staff person to show you have completed your fingerprinting requirement. A fee for fingerprinting is expected to be paid for by the volunteer. If in the event, this may be a financial burden to the volunteer, please seek the assistance of the Education Director.

Visitor /Volunteer Sign In

All visitors, volunteers, vendors, and board members must sign in at the front office on the visitor sign-in sheet and receive a badge if they will be on campus. All volunteers will sign an agreement of understanding of the rules and required supervision for volunteering. Parents/guardians who wish to drop off something on campus (example: cupcakes for a class party) is limited to a 15 minute drop off timeframe. Parents who wish to stay in the classroom for a longer time must be follow the volunteer procedures and be approved to volunteer. Classrooms will be called to announce a visitor before the visitor will be allowed beyond the front desk. This is a fire code requirement and safety protocol. This is not optional. All volunteers must be under the direct supervision of an SNACS staff member and may not be alone with students at any time.

Parent Communication

SNACS communicates regularly to parents through a variety of sources. Our website, www.snacs.org, is regularly updated and delivers information related to academics, events, newsletters, community activities, calendar, preschool information, board member identification, and various website links. SNACS utilizes the telephone automated system Blackboard Connect to deliver pertinent and immediate information to all staff, parents, and students of SNACS. This system sends messages through text or SMS messaging. Teachers and staff may directly contact parents through apps such as ClassDojo, or by email and telephone.

Public/Parent Complaint and Resolution Policy

SNACS has established a complaint and resolution policy outlined here that provides the procedures for parents or other community members to submit and resolve complaints regarding SNACS. The procedures here are outlined for general complaints that are not addressed in other sections of this Handbook, which have other specific resolution processes. SNACS' desire is that the issues will be addressed and dealt with utilizing the fewest number of steps possible.

The process shall be followed as outline below:

(1) Informal Resolution Process. Individuals must first attempt to resolve an issue through an Informal Resolution Process, wherein the individual addresses the issue directly with the employee involved.
(2) Formal Resolution Process. If that Informal Resolution Process is unable to resolve the issue, the individual must submit a written complaint to the SNACS Administration on the SNACS Public Complaint Form to begin the Formal Resolution Process.
    a. The Formal Resolution Process will commence upon submission of the Complaint Form, which must be submitted within thirty (30) calendar days of the occurrence giving rise to the complaint.

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    a. The Administrator shall investigate the matter and proceed as follows:
        i. Arrange a conference with the Complainant regarding the particulars of the written complaint within 20 days from receipt of the written complaint.
        ii. Question witnesses that may have personal knowledge or information regarding the particulars of the complaint, if any.
        iii. Provide the Complainant a written response/resolution within 20 days after receiving all information deemed necessary by the administrator.
        iv. If the parties agree to the resolution, the Administrator and Complaint shall execute a copy of the resolution.
(3) Appeal. If the Formal Resolution Process is unsuccessful, an appeal may be filed with the Board of Governance, who may then choose to hear additional information at a Board meeting and ultimately make a final decision, not subject to appeal.

Please note that the Board will not become involved in a grievance until the final step of the process. Board members are encouraged to refer any school community member who may approach them with a grievance to the school's grievance policy and the proper process for resolving the issue.

Student Health and Wellness

Should your child become ill or hurt at school, the clinical aide or designee will attend to the child's immediate needs. If your child becomes ill or hurt at school, we will contact you, if applicable, to take him/her home promptly.
Any child with a fever of 100.4 degrees or higher will be sent home and will need to remain out of school until the child is fever-free (without the use of medicine) for a 24-hour period. THIS IS A Washoe County School District Mandated Policy governed by Northern Nevada Public Health, which SNACS is required to follow. Any student who presents with flu-like symptoms, such as vomit or fevers, will be sent home and remain home until the symptoms have gone away completely for at least 24 hours without the help of medication. This policy is also the recommended course of action by the Northern Nevada Public Health Organizations, Communicable Disease Recommendations to School and Child Care Centers.

If your child vomits during the night or in the morning before school, please keep him or her home for 24 hours after the vomiting stops so that he/she is not contagious, can rest, and feel better before returning to school. The parents or guardians are responsible for monitoring their child for signs and symptoms of illnesses. Our goal is to work together as a community to keep all of our children free from sickness, especially from spreading it throughout the school.

Medication During the School Day

If your child needs to take any form of medication during the school day, a signed note from the parent and a consent/request form signed by the physician must be presented to the office.
Medication will be kept and dispensed through the office. However, SNACS staff is not permitted to dispense prescription or non-prescription medication. Please contact the front office to discuss further specifics regarding your child's medical needs as needed.

The following provisions apply to both prescription and over-the-counter medication:

A. Parents should avoid medicating students during the school day if possible.
B. If a student has a medical condition that requires medication, the parent/or guardian must administer that medication at school.
C. School personnel are not permitted to administer medication.
D. Students are not permitted to have medication on their person except for registered prescription inhalers for those students with asthma.
E. In such cases, the inhaler must be in a current pharmacy container labeled with the student's name, physician's name, date, medication, correct dosage, and time to use the inhaler.
F. Any other medication issues must be brought to the attention of the certified clinical aide and will be addressed accordingly.

Students who do not abide by procedure D. could be found as possessing a controlled substance. Consequences may apply according to the Progressive Discipline Policy.

General Information

Snow Days and School Closures

SNACS follows all school closures or delayed starts mandated by WCSD. Should WCSD determine that a delayed start or a snow day is necessary, SNACS will also have a delayed start or snow day.In the event of a 2-hour delayed start, the SNACS campus will open at 10:00 a.m. Staff members are not present to assist or monitor students prior to this start time. Visit the WCSD Website for additional information regarding school closures. SNACS may determine that additional delayed starts or snow days are necessary due to the unique location/circumstance for our site. School closures or delays will be communicated to families through Blackboard, Class Dojo, and SNACS social media accounts.

Nutrition Services

SNACS participates in the hot breakfast and lunch program. For the 24-25 school year, all school meals are provided free of charge to any student. These meals follow strict nutritional guidelines from WCSD and are provided to the

school by Nutrition Services, which ensures these guidelines are met. Breakfast and lunch are served in the classroom during scheduled lunch/recess times.

SNACS encourage parents to provide healthy meals for their children. Further, if snacks are to be provided to the classroom roster for any reason, we ask that the food items be store-purchased, non- refrigerated, non-perishable, and healthy in nature (i.e., Granola Bars, Veggie Straws, etc.).

SNACS participates in the Healthy Fruits and Veggies Grant Program. The program promotes healthy alternatives as snacks or to include with meals. SNACS provides weekly fruits and vegetables for all students to learn about and try different fruits and vegetables.

Arrival to School

As a matter of safety and accountability, all students are required to report directly to the playground in the morning, weather permitting. In case of inclement weather, students should report to their classroom. Between 7:45 and 8:00 a.m., students are to be dropped off and proceed to their designated location. Staff will be present on campus from 7:45 a.m. to 8:00 a.m. each morning. Students are not allowed to enter the buildings without the direct supervision or permission of a teacher or other staff member. Students needing care prior to 7:45 am must enroll in the Educare before & after-school program.

Dismissal Procedure

Walkers

Students who have written permission in the front office to walk home from SNACS are expected to leave campus as soon as school is dismissed. Loitering, fighting, and other inappropriate behaviors are not permitted. Students are expected to engage in appropriate behavior to and from school when walking. Parents are expected to ensure their student understands and exhibits safe behavior when walking to and from school. This includes following safe sidewalk and crosswalk rules, stranger danger, and getting along with other peers (fighting is not permitted). Parents are responsible to ensure students arrive home safely and timely. Parents should contact the school if they have concerns about their child's whereabouts if they do not arrive home safely and timely.

Students Picked Up

Full Day dismissal begins at 2:45pm. All other students being picked will go to their designated dismissal location to be picked up. SNACS MS students are not permitted on the playground or the elementary corridor. SNACS MS students who are responsible to pick up their sibling must exit the MS building through the main entrance and walk on the sidewalk to the elementary pickup gate where they may request the sibling from the supervising duty teachers.

SNACS staff will provide supervision on-site until 3:00 p.m. If families will be late to pick-up please contact the front office as soon as possible. On scheduled Early Release days, dismissal will be at 11:00 a.m. and supervision is provided until 11:15 a.m.

It is imperative that each student is picked up by a person authorized to pick them up. If children are not picked up, they will be sent to the after-school program and they will incur a fee for this service. It is the parent/guardian's responsibility to keep the form, How Will Your Child Get Home From School and Who has Permission to Pick Your Child Up From School? updated. Phone calls will not be accepted to change

the form.

General Pick-Up Information

MS students must exit through the main entrance. All students are prohibited from coming into the main building for phone usage, getting a drink of water, meeting with the teacher or going to the bathroom during dismissal. They must remain under the supervision of staff members until after dismissal when they may be permitted to enter the main building.

Teachers will send students to the office to allow emergency phone usage by students during the school day. Students need to make social arrangements at home, not during school hours. Students must have a note from their parent/guardian if they are to be dismissed to go to a friend's home.

Late Pick Up

Parents will be contacted by phone for children who have not been picked up by 3:00 p.m.. Students will be escorted to the after-school program for supervision until the parent arrives. Parents will be responsible to pay for the after-school program if they arrive after 3:00 p.m. If a parent is going to be late to pick their child(ren) up from school, the school must be informed. If the school does not receive notification, every effort will be made to contact a parent or emergency contact. The proper law enforcement agency will be notified if no contact can be made by 3:30pm per Washoe County Social Services.

Lost and Found

Lost and found items are stored in a designated area of the school. Parents should search for lost items and encourage their student(s) to search for lost items on a regular basis. All lost and found items will be donated to a local charity on the fourth (4th) Friday of each month

School Store

SNACS school store, "The STAR Store," is open during student's lunch/recess times. Merchandise includes school spirit items such as T-Shirts, mugs, magnets, license plate holder, etc. School supplies, such as pencils, paper, glue, crayons, etc., and snacks, such as crackers, chips, granola bars and drinks are also available. Middle school students are encouraged to volunteer during the Student Store hours.

SNACS promotes positive behavior using Starbucks, a school-wide incentive given as a token for individual outstanding achievement. Starbucks can be exchanged at the school store for various items as priced. Please visit the school store for more information.

Chromebooks

All SNACS students will have access to a Chromebook either in their classroom environment or in the computer lab during designated times. For the 24-25 school year Chromebooks will not leave campus unless special permission is given by administration when circumstances warrant. Circumstances are reviewed on an individual basis.

School Fees

SNACS has appropriate school fees for each of its classes. Families are expected to pay the fees for their student(s) in a timely manner. Preferably, SNACS accepts all fees at the beginning of the year. Families that are unable to pay the fees at the beginning of the year are permitted submit an arranged payment plan* for all school fees. School fees for elementary grades (Kindergarten through Fifth grade) are $80 annually and $150 for middle/high school grades (Sixth through Eleventh).

No Cash Policy

SNACS prefers not to accept cash for anything except lunch, field trips and school store purchases. Under no circumstances will a school employee accept cash for Educare, school fees, or other expenses beyond the above. Checks, debit/credit cards, or money orders will be the preferred and accepted method of payment.

Returned Check Policy

SNACS gladly accepts checks for payment for field trips, activities, yearbook, any other program that requires a fee to be paid. However, if SNACS receives a check that is returned by the bank for “Insufficient Funds,” SNACS will charge a $25.00 (bank) returned check fee and a $12.50 processing fee. SNACS will no longer accept checks from the person who wrote the returned check. SNACS reserves the right to seek legal recourse to collect all funds and costs associated with collecting on a return.

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