SIERRA NEVADA ACADEMY CHARTER SCHOOL

Progressive Discipline Policy
SY 2026-2027

Progressive Discipline Policy 2025-2026Sierra Nevada Academy Charter School (SNACS) follows the Crisis Response and Emergency Operations Policies developed by WCSD and tailored to our specific facility needs. The SNACS administration team will incorporate new techniques to ensure a safe campus. This document outlines these practices. A thorough Crisis Prevention Program also includes a proactive approach to discipline, given safety protocols regarding visitors, volunteers, and any persons entering the school campus. Such policies are also found in the Parent & Student Handbook. Our policies are reviewed and revised each school year as warranted.

Discipline Policy

Parents, teachers, and students actively participate in the school's development of the 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 is to respect authority, respect the rights of others, and take care of his/her own and other's property. Students may not disrupt the education and learning 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 situation. To accomplish this, we must set discipline standards enforced fairly and consistently. The classroom teacher consults with the Chief Executive Director and other administrators and/or student support personnel for intervention strategies to implement individually. SNACS intends 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 how adults and students think about themselves and others and how they treat each other daily. It is the culture that drives the discipline. SNACS is fully committed to implementing the positive discipline policy incorporating Restorative Practices.

Restorative Practices

At SNACS, we prioritize the cultivation of a positive and inclusive school environment through the use of 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.

Besides 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 this way, the SNACS administration team ensures conflicts are resolved constructively, promoting a culture of responsibility, reconciliation, and ongoing personal growth for all students involved. Consequences for all behavior incidents are approached first from a restorative justice perspective and then from a formal consequence perspective. Restorative Conferencing is not utilized in cases of bullying, battery, or sexual harassment.

Positive Behavioral Intervention Support (PBIS)

SNACS implements a PBIS (Positive Behavioral Intervention Support). This program motivates students to succeed using positive strategies that promote making good choices. SNACS has used a PBIS system since it originated in 1999. Selected SNACS staff members attend and commit to various professional development opportunities in WCSD, NDE, and with other agencies as needed. PBIS is directed for school-wide, class, small groups, and individual students. PBIS also aims to build effective environments where positive behavior is more effective than problem behavior. It is a collaborative, assessment-based approach to developing effective interventions for problem behavior. PBIS systems emphasize using preventative, teaching, and reinforcement-based strategies to achieve meaningful and durable behavior and lifestyle outcomes.

Multi-Tiered System of Supports (MTSS)

At SNACS, we implement the Multi-Tiered System of Supports (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 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. For students who continue 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 each student can thrive.

Surveillance Cameras

SNACS maintains a comprehensive audio and video surveillance system throughout the school campus to support a safe and respectful learning environment. The system is one of several tools used by administrators to promote the safety and well-being of students, families, staff, and the broader school community. Recordings are retained for a limited period unless preserved by authorized personnel for the purpose of documenting a specific safety or behavioral matter. Access to surveillance footage is restricted to designated staff members and is only shared externally when legally required, such as through a court order. In accordance with FERPA regulations, parents may only access recordings through a subpoena. Unauthorized staff are not permitted to view footage, and any review of incidents is directly supervised by administration.

As part of our commitment to restorative practices, the surveillance system is used to support fair, respectful, and solution-focused responses to behavioral incidents. When appropriate, recordings may be used to inform restorative conversations, clarify misunderstandings, and help students take responsibility for their actions in a constructive and educational manner. Surveillance footage is never used punitively in isolation but rather as a tool to ensure accountability, safety, and a pathway to repair harm and restore relationships within the school community.

SNACS STARS Code of Conduct

The STARS Code of Conduct outlines the core behavioral expectations for all students at SNACS. Rooted in our mission to foster academic excellence and social responsibility, these principles guide daily interactions and ensure a safe and supportive environment for learning.

S – Show Respect

Treat yourself, others, and the environment with kindness and care.

T – Take Responsibility

Own your actions, follow directions, and be prepared to learn.

A – Act Safely

Make safe choices in all areas—classrooms, hallways, playground, and online.

R – Reach for Excellence

Try your best, stay focused, and strive to improve every day.

S – Support Others

Encourage your classmates, include everyone, and work as a team.

School Wide Procedures

- Teacher Attention: Every classroom and staff member will implement a "Teacher Attention" or "TA" signal. This signal will be used as a cue for students to stop their current activity and receive directions.
- 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 maximizes instructional time and provides a structure all students are familiar with regardless of situation or location.

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 attired does not interfere with the daily operation of the school or the classroom. Any disruptions therein are at the mutual discretion between 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/Dresses

- Tops must cover the upper and middle torso at all times
- Skirts must cover the lower torso with no skin showing between 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, no transparent, half, or muscle shirts
- No exposed shoulders
- No low cut necklines, exposed cleavage, or spaghetti straps
- No pajamas, lounge wear, or bathrobes

Pants/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 cover legs to at least arms 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 at any school-sponsored event
- No hats or hoodies on in the buildings at all times.

Footwear

- Proper footwear at all times
- No slippers or open-toed shoes

Language/Illustrations on Clothing

- No obscene, vulgar, profane, or derogatory language or illustrations on clothing
- No sexual overtones, or anything that promotes alcohol, drugs, tobacco, gang membership, or violence.
- Nothing that may be deemed a safety issue.

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 symbolizing any gangs
- No graffiti in or on personal belongings symbolizing any identified gang.

Consequences for Violation of Dress Code

Refer to the behavior matrix for consequences.

Home to School Items

Students are not permitted to bring toys, electronic devices, or pets to school without prior approval from their classroom or homeroom teacher. These items often cause unnecessary distractions, disrupt instruction, and can interfere with students' ability to remain focused and engaged during the school day. Additionally, personal items may become lost, damaged, or create conflicts among students. SNACS is not responsible for any lost, stolen, or damaged belongings.

Teachers will confiscate unauthorized items if they are seen during the school day. Confiscated items will be returned directly to a parent or guardian. Repeated violations will be referred to school administration, who will determine appropriate next steps based on the situation and in alignment with school policies.

Exceptions may be made for students with documented support needs or accommodations, such as the use of sensory tools or assistive devices, as outlined in an IEP, 504 Plan, or other approved support plan.

Technology Usage

At SNACS, we are committed to fostering a focused, respectful, and engaging learning environment where all students can thrive. To support this goal, the use of personal cell phones during school hours is not permitted. Students are expected to keep their phones silenced or turned off and stored securely out of sight throughout the day. Limiting cell phone use helps reduce distractions and allows students to stay present and engaged in classroom activities. If a student uses a phone during school hours without permission, the device will be confiscated and returned to a parent or guardian, and appropriate follow-up may be conducted by school administration.

To further support a productive learning environment, students may not use school or personal computers to access social media during the school day. This includes platforms such as Facebook, Instagram, Snapchat, TikTok, and others. In addition, personal earbuds or headphones should only be used with a teacher's permission for educational purposes.

These expectations are in place to help students remain focused, build strong in-person relationships, and make the most of their time in the classroom. By minimizing digital distractions, we can work together to ensure every student has the opportunity to succeed.

Technology and Internet Policy

SNACS follows all applicable NRS and state/federal laws related to electronic communications, internet access, and social media usage at school. Students are not permitted to take photos or videos of other students or staff on campus, post to social media, or send these files to other students/staff unless requested to for a school function. Student accounts and passwords should remain private to the individual student and not be shared with others; this prevents any misuse of a student account by another individual that may result in consequences for the student. SNACS uses a firewall to limit student access to inappropriate content on the internet. Students accessing content, media, or websites inappropriate for school on **any** device will be given an appropriate consequence depending on the severity of that action. Attacking, disabling, or circumventing SNACS server or network security measures, or accessing another student or staff's accounts/files in any way violates state and federal laws and will result in serious disciplinary action.

Law Enforcement Agency Compliance

SNACS is committed to maintaining a safe, respectful, and orderly learning environment for all members of the school community. In accordance with state law, all teachers and administrators are responsible for promoting positive behavior and ensuring student discipline is handled fairly and consistently. To support these efforts, SNACS has established clear rules, procedures, and due process protections that apply across all areas of the school experience—including classrooms, extracurricular activities, athletics, and transportation.

In situations involving serious misconduct, such as possession or use of controlled substances, acts of violence, threats, or weapons, law enforcement may be contacted to ensure the safety of students and staff. SNACS works in close partnership with local law enforcement agencies to respond appropriately to incidents that may pose a risk to the school community. This

collaboration may include assistance with investigations involving theft, physical danger, or the execution of lawful searches and seizures.

These policies are in place not only to uphold safety but also to safeguard the rights and responsibilities of all students, ensuring a school environment where everyone can learn and grow without disruption.

The Administration team 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 provisions of WCSD 5144.15: DISCIPLINARY REPORTING PROCEDURES and WCSD 5144.16:

DISCIPLINARY HEARING PROCEDURES. These regulations are available in the office and will be made available upon request.

Definitions of Acts Specifically Prohibited

The commission of, or participation in, or unlawful attempt of any of the following activities or acts on the SNACS campus are prohibited and will 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, whether or not criminal charges 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 on the 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.

Safe and Respectful Community (Antiviolence and Zero Tolerance Policy)

At SNACS, we are committed to creating a safe, respectful, and inclusive environment where all students, staff, and volunteers feel supported and protected. We believe that every individual has the right to learn and work free from physical or emotional harm.

Students are expected to use positive communication, conflict resolution, and problem-solving skills to address disagreements. If a student feels unsafe or believes a situation could escalate, it is their responsibility to seek help from a trusted adult immediately. We believe asking for help is a sign of strength and maturity.

All staff members are trained to respond promptly and appropriately to any incident involving aggression, threats, or unsafe behavior. Volunteers must notify a SNACS staff member immediately if they witness or suspect violence or conflict. As part of our commitment to safety

and personal responsibility, we promote a **self-to-self approach**, meaning individuals are responsible for managing their own actions and responses.

While SNACS maintains a zero-tolerance policy for serious physical harm or threats, our approach also incorporates restorative practices whenever possible. We aim to support students in understanding the impact of their actions, repairing harm, and rebuilding trust in a safe and structured environment.

Substance-Free School Environment

SNACS is dedicated to maintaining a healthy, substance-free learning environment where all students can thrive. The possession, use, or distribution of drugs, alcohol, tobacco, or other harmful substances on school grounds or during school-sponsored events is strictly prohibited.

This policy is in place to protect student health, uphold the law, and foster a safe space for learning and personal growth. Prohibited substances include, but are not limited to: tobacco products, alcohol, illegal drugs, misused prescription or over-the-counter medications, inhalants (such as glue or spray paint when used inappropriately), and any substance that a student represents as a drug.

Students found in violation of this policy will face consequences as outlined in **NRS 392.466**, but we also recognize the importance of support and education. Whenever appropriate, SNACS will incorporate restorative approaches that help students reflect on their choices, understand the risks involved, and reconnect positively with the school community.

Gangs

At SNACS, we are dedicated to fostering a safe, respectful, and inclusive school community where all students can thrive. To support this goal, we maintain a no-gang policy and proactively address the underlying causes of gang-related behavior. Our approach includes teaching students to build a strong, positive sense of identity, develop healthy social skills, uphold respectful values, and understand appropriate boundaries and expectations within our school culture.

We recognize that gang-related activity can disrupt the learning environment and undermine students' sense of safety and belonging. For the purposes of this policy, a "gang" refers to any group of two or more individuals whose activities include or promote unlawful behavior. To stay informed and responsive, SNACS works in partnership with local law enforcement and community organizations to monitor trends and changes in gang-related identifiers such as clothing, symbols, or other items. These insights help guide school policies and practices and are reviewed with the Executive Director or their designee at least twice per year.

Our focus is on prevention, education, and early intervention to ensure every student feels supported and empowered to make positive choices.

Sexual Harassment

SNACS is committed to creating and maintaining a learning environment where every student feels respected, valued, and safe. We believe that all students deserve to learn in an atmosphere free from any form of harassment, including sexual harassment.

Sexual harassment is a serious concern that affects individuals' well-being and academic success. It includes unwelcome sexual advances, requests for sexual favors, or other verbal, written, or physical conduct of a sexual nature that interferes with a student's learning, creates discomfort, or contributes to an intimidating or hostile school environment.

Examples of behaviors that are not acceptable at SNACS include:

- Verbal or written comments, jokes, or messages of a sexual or inappropriate nature.
- Unwanted physical contact, including grabbing, touching, or pinching.
- Displaying images or materials that are sexually suggestive or offensive.
- Continuing to express romantic or social interest after being asked to stop.
- Any conduct of a sexual nature that disrupts a student's ability to participate in school activities or feel safe.

SNACS takes all reports of harassment seriously. Our response includes providing support to those affected and taking fair, appropriate actions to address violations. Disciplinary consequences may include suspension or expulsion, in addition to potential legal consequences as applicable by law.

We encourage students to speak up if they ever feel unsafe or uncomfortable, and we are here to listen, support, and take action to protect their rights and dignity.

Safe Voice

In order to promote school-wide safety, SNACS pledges to abide by a secret witness program. Students who know another student is doing something illegal or harmful to others could result in the being "guilty by association." All students are encouraged and requested to get help from an SNACS staff member. The identity of the reporting student will remain confidential. Parents may also participate in this program. If a student has told a parent information that could result in injury or legal action, we encourage parents to let the school know. Participation in this program will help keep SNACS safe learning environment.

Bullying

At SNACS, we are committed to creating a school community where every student feels safe, respected, and valued. We do not tolerate bullying in any form and actively work to prevent it by promoting kindness, empathy, and responsible behavior throughout our school.

Bullying is defined as repeated, intentional behavior by one or more students that causes harm—whether emotional, physical, or social—and would be considered offensive or distressing by a reasonable person. This includes behaviors that make others feel unsafe, isolated, or intimidated.

Forms of bullying that are strictly prohibited at SNACS include, but are not limited to:

- Verbal harassment or name-calling
- Physical aggression or unwanted contact
- Cyberbullying and harmful electronic communication
- Social exclusion or manipulation
- Intimidation through gestures, threats, or actions

We take all reports of bullying seriously and respond promptly and thoughtfully. Our goal is to support those affected, address harmful behavior, and promote a culture of respect and inclusion. Every report is reviewed through an administrative investigation. If the behavior meets the definition of bullying under NRS guidelines, appropriate consequences will be applied in accordance with our behavior matrix.

We encourage students and families to become familiar with Nevada's laws on bullying, specifically NRS 388.122 through 388.129, to better understand the rights and protections in place. Together, we can ensure that SNACS remains a safe and positive place for all students to learn and grow.

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 is held at lunch. 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 ensure a safe, supportive, and focused learning environment, SNACS staff are responsible for maintaining campus safety and preventing the presence of items that could be harmful, unlawful, or disruptive to student learning. In accordance with the law, school officials may conduct searches of students, their belongings, and school property (such as desks or lockers) when there is reasonable cause to do so. These searches are carried out with respect for student rights and in alignment with clearly defined procedures and legal guidelines, ensuring that all actions are fair, appropriate, and focused on maintaining the well-being of the school community. The 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 which 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 which 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, described above in paragraph 3.

Appeal of Suspension/Expulsion

Per NRS 392.4674(1) students suspended or expelled from SNACS will be provided notice at the time of suspension or expulsion of the process for appealing the disciplinary action. An appeal hearing will be conducted with administrators, the students classroom teacher or relevant referral staff, parents/guardians of the student. Board members or a student advocate may attend if requested. All evidence of the incident and relevant NRS or NAC statutes will be reviewed during the hearing and impact statements from school staff and students may be read. To appeal the suspension or expulsion the hearing attendees will vote to uphold or remove the disciplinary action from the student's record.

Timeline for Appealing Suspension/Expulsion

Families wishing to appeal suspension or expulsion of a pupil can submit a request for appeal to the administrator within 5 school days of the disciplinary action. Forms for appeal are available by request at the office or can be provided digitally by administrators. After receiving the completed form a hearing date will be set within 5 school days.

In cases of a student being placed on emergency 10-day suspension or being deemed a habitual discipline problem, the appeal hearing will be scheduled within 5 school days of the event preceding the emergency suspension. The 5 day timeline for submission of the appeal still applies in these instances.

Alternative Placement Consideration

Per NRS 392.4674 (4)(a)(1) the administration team will consider alternative placement for any student suspended or expelled or being considered for suspension or expulsion. At the determination of the principal, based on the acts that were the basis of the disciplinary action the student may be placed in an alternative environment if: (1) the acts do not pose a serious threat to the safety of the school, (2) will serve as the least restrictive environment for the student, or (3) is necessary to prevent the loss of academic credit for the student. If alternative placement is not a viable option based on the severity of the acts leading to the disciplinary action, the suspension or expulsion will be upheld.

Academic Services during Suspension or Expulsion

During the term of a suspension students will be provided academic work for credit and access to their classroom teacher for asynchronous instruction while suspended. Any services such as Speech & Language Therapy, Special Education minutes, Social Work or Counseling appointments will be provided, if reasonable and possible, to students during the term of their suspension. In the case of an expulsion from SNACS, referrals to online programs or WCSD schools will be given to prevent the loss of learning and academic credit for the student.

Discipline and Conflict Resolution-Related Curriculum

SNACS is committed to continuously improving our approach to discipline and conflict resolution by researching and implementing evidence-based curricula that support students' social and emotional growth. Programs may include topics such as anger management, peer collaboration, values and virtues, emotional awareness, and social skills development. Through structured conflict resolution activities, students learn to communicate effectively, solve problems fairly, manage emotions like anger or fear, and resolve disagreements without harm. The integration of Restorative Practices further supports a positive, relationship-centered approach to discipline that encourages accountability, empathy, and community healing. SNACS adheres to all relevant state statutes and WCSD policies in the implementation of restorative justice practices and curriculum.

Success Plans/Contracts

SNACS partners with families to create personalized behavior support plans for students who need additional guidance in the classroom. These collaborative contracts are developed with input from administrators, teachers, parents, and—when appropriate—the students themselves. Each plan clearly outlines expected behaviors, consequences, and the length of the intervention. Consistent feedback tools, such as star charts or home notes, help students understand the impact

of their choices in real time and support their growth through positive reinforcement and clear communication.

Closed Campus

SNACS operates as a closed campus to ensure student safety and maintain a focused learning environment. Students are not permitted to leave school grounds during the day without prior approval and must be signed out by a parent or legal guardian through the main office.

This policy also applies to food deliveries. Students may not use third-party services such as DoorDash or Uber Eats to order food during school hours, nor may they leave class or campus to retrieve deliveries. Any items delivered without prior administrative approval, or by someone other than a parent or guardian, will be held in the office until the end of the school day.

Students who leave campus without permission to receive deliveries or for any other reason may face consequences as outlined under "Elopement" in the SNACS Behavior Matrix. This policy is in place to prioritize student safety and ensure that school routines remain uninterrupted.

Court/Custody Issues

SNACS respects and complies with all court orders on file in the main office. It is the responsibility of the parent or legal guardian to provide the school with current and valid court documentation related to custody or other legal matters involving their child. Without a court order, SNACS is not authorized to enforce or act on custody-related requests. Ensuring these documents are up to date helps us support the safety and well-being of every student.

Behavior Data Collection

Student behavior data will be collected and reviewed quarterly with the administration and progressive discipline plan team members. During this quarterly review the patterns of behavior acts and consequences will be reviewed to ensure alignment to state statute, school policy, and the progressive discipline plan procedures. Team members will flag any incidents that may illustrate bias or a disproportionate amount of disciplinary actions to any particular students, student groups, or protected persons/classes. In the event a pattern is discovered in this data that could confirm bias towards any of these groups, a review of the incidents and consequences will be conducted and may result in changes to the progressive discipline plan or restorative practices to prevent future inequities.

The progressive discipline team will meet annually at the end of the school year to review the entire year’s behavioral data and compare it to previous years. During this annual meeting the effectiveness of the progressive discipline plan and restorative practices will be assessed and any changes or edits to the plan will be written and adopted as needed for the upcoming school year.

[during SY24-25 this annual review of the progressive discipline plan and behavioral data found that suspensions decreased from 109 (SY23-24) to 25, a 77% decrease in suspension as a consequence. This decrease is attributed to the culture shift within school leadership, the implementation of restorative practices and conflict resolution education, and an increase in student buy-in to positive behavior practices.]