



Vegas Vista Academy Discipline Policy 2025-2026 SY

Philosophy

At Vegas Vista Academy, we believe the best approach to student discipline is to be proactive to teach students what is and what is not acceptable individual and group behavior, to provide opportunities for students to learn these expectations, policies, and procedures, and to provide student and staff support along the way. There are multiple levels of interventions to meet the differentiated needs of our students.

Expectations

In accordance with our school culture and climate of caring, it is the responsibility of every Vegas Vista Academy student and staff member to respect the rights of everyone and manage their own behavior. All Vegas Vista Academy students are supported in caring for each other and are expected to do so, including caring for those who are different from them. A culture and climate of caring also means students feel welcome, safe, and have a sense of belonging to the Vegas Vista Academy community.

Social Emotional Learning

We have an intentional focus on social emotional learning for all VVA students. At the elementary level, it is crucial to teach students what is and is not acceptable behavior. To that end, every teacher and every class leads SEL instruction. VVA will also be utilizing the Wayfinder SEL Curriculum.

Classroom and Behavior Management

The first step in being proactive in teaching our students is to clearly communicate your classroom expectations, policies, and procedures. The Vegas Vista Academy Mission and Vision should be clearly posted and reviewed. School and class expectations should be posted, explained, and re-visited in your classroom. School and classroom policies (rules) should be discussed in detail with your students, and they should all indicate agreement on the class social contract. This can be as simple as student signatures on a class poster. Your class procedures should be reviewed with students, posted, and continually referred to throughout the year.

Unacceptable classroom behaviors should be immediately and consistently addressed. For appropriate responses, please see the Behavior Matrix.



K-5 Circle Time and Restorative Circles

Following breakfast and our all-school Morning Meeting, all classes K-5 will start the day with Circle Time. K-5 classes will also end the day with a reflective Circle Time, focusing on how their day went and working on metacognition and student agency. The majority of this time should be utilized proactively for positive interactions and support to build community and develop relationships. Some of this time should also be used reactively to respond to misconduct, conflicts, and issues. Circle Time should be used to teach social skills including listening, respect, and problem solving.

During this time, students should sit in a circle (on the rug or in chairs). The facilitator should have a talking piece, such as a stuffed animal. Only the person holding the talking piece will be permitted to speak. It should be a common practice to pass the piece around the circle clockwise so that every voice is heard. There should be clear questions, topics, and goals for each session, which could involve numerous rounds.

Progressive Discipline

With the exception of the major behaviors indicated in the Behavior Matrix, teacher responses to classroom behavior should follow these steps:

1st Offense: Warning; Proximity; Name on Board, Etc; Possible discussion in Circle Time

2nd Offense: Student One-on-One Conference; Possible discussion in Circle Time

3rd Offense: Phone Call Home

4th Offense: Referral (See Behavior Matrix; Refer As Appropriate)

Bullying

In accordance with NRS 388, all allegations of bullying will be taken seriously and investigated. Bullying may be reported to any VVA staff member in person, online, or over the phone. Once reported, VVA Administration will take the following actions.

First response: We will make sure all parties are safe.

Step one: All involved parties will be noticed via phone call and/or email and a physical notice.

Step two: Allegations will be fully investigated, and all contacts (and attempts to contact) will be documented. This will be completed on or before 48 hours after the initial report is received.

Step three: A determination will be made and actions will be taken. Depending on the severity, these may include referral to Peer Mediation, referral to the Judicial Board, Mediation Contract, Required Parent Conference (RPC), Suspension, Expulsion, or Police Involvement.

Step four: All parties will be notified of determination and actions taken via phone call and/or email, and a physical written report.



Step five: All parties will have a follow up within 10 days to ensure the issue has been resolved. If it has not, further discipline may be assigned.



VVA Behavior Matrix

Vegas Vista Academy Behavior Matrix	
Behavior	Intervention/Consequence
Aggressive Behavior/Arguing Class Disruption Dishonesty Insubordination Inappropriate Behavior/Comment Policy or Procedure Violation Public Display of Affection Nuisance Item Tardy	Teacher Progressive Discipline/Restorative Circle 1 st Offense: Warning; Proximity; Name on Board, Etc; Possible discussion in Circle Time 2 nd Offense: Student One-on-One Conference; Possible discussion in Circle Time 3 rd Offense: Phone Call Home 4 th Offense: Referral (See Behavior Matrix; Refer As Appropriate)
Aggressive Behavior (Major) Bullying Allegation	Referral to Administration; Peer Mediation
Bullying Allegation Graffiti/Destruction of School Property Repeated Insubordination Theft 4+ Offenses in Class for Same Behavior	Referral to Administration; Judicial Board
Arson Assault – Staff Battery – Staff Bullying Allegation Campus Disruption Fighting/Physical Altercation Immoral Conduct Possession or Use of Drugs, Tobacco, or Alcohol OR Paraphernalia Possession of Weapon on Campus Sexual Assault Violation of Peer Mediation Contract Violation of Judicial Board Decision	Referral to Administration Possible Consequences: Required Parent Conference (RPC) Suspension Expulsion Police Involvement