**2020-2021**

**Student and Parent**

**Handbook**

**White Pine High School**

Bobcats

The White Pine County School District does not discriminate on the basis of race, color, religion, national origin, ancestry, disability, age, marital status, sex, sexual orientation, gender identity or expression, or any other category protected by applicable state or federal law in its program and activity, including employment, and provides equal access to the Boy Scouts of America and other designated youth groups.**White Pine High School Framework**

**Mission**

Our mission is to establish a positive learning environment within a collaborative educational community that engages students in developing high standards of achievement in a global society.

# Vision

Our vision is to be a school where all students learn at high levels.

Values

We will model lifelong education by embracing our own adult learning.

We will engage in reflective behavior and collaborative practices designed to help improve us individually and collectively.

We will celebrate that which is worthy of celebration and embrace the challenge of changing that which must be improved.

We will treat students and colleagues with dignity and respect.

We will cultivate sincere and invested relationships with students.

We will seek first to understand, then to be understood.

We will provide a safe, supportive, and respectful environment for learning.

We will embrace the changing nature of technology, the impacts it has on 21st Century learners, and the instruction necessary to reach them.

We will use at least two diverse instructional techniques in each class period.

We will strive to utilize brain research and student discourse each class period.

We will employ multiple assessment strategies to assess students’ skills, thinking, knowledge, and progress.

We will utilize the Rigor and Relevance Framework as it applies to curriculum and assessment.

Goals

1. Increase the percentage of students who are College and Career Ready.

* Increase the percentage of students scoring at 16 or above on the ELA part 2 (Writing) from 40% to 50%.
* Increase the percentage of students meeting the ACT benchmark in Math from 22% to 30%. Increase the percentage of students meeting the ACT benchmark in ELA from 47% to 57%.
* Increase the percentage of students scoring proficient or better on the Science Proficiency Exam from 29.6% to 39%.
* Increase the percentage of students with an IEP meeting the benchmark in Math from 16% to 30% and in ELA from 0% to 30%.
* Increase the percentage of students earning advanced diplomas from 39% - 45%.
* Increase the post-secondary preparation participation from 73.7% to 80%.
* Increase the post-secondary preparation completion from 30.6% to 45%.
* Increase the percentage of students earning a passing score on the AP exam from 39% to 45%.
* Increase the percentage of students participating in Vocal and Instrumental Music to 30%.

2. Continuously improve the school culture by improving adult and student behaviors.

* Increase percentage of students and parents surveyed reporting a trusting relationship with an adult in the school.
* Students and parents will demonstrate school pride and engagement as measured by survey.
* Parents surveyed will report strong communication with teachers and staff regarding academic and behavior issues.
* Parents, community members, and students will report a welcoming and inviting environment when surveyed.
* Staff will report via survey a trusting collaborative climate in PD and weekly departmental team meetings.

Academic Expectations

It is the desire of WPHS’s staff and the district for students to gain the skills necessary to pursue their post-secondary dreams. The contents of this section are listed alphabetically and are designed to provide information regarding anything that relates to students progressing towards graduation.

**Attendance**

There is nothing more vital to students’ success at school than their regular attendance in class. This not only is essential to success in school, but also to success in post-secondary endeavors whether educational or vocational. WPHS’s attendance policy is designed to help students learn the importance of being in school as much as possible and in a timely fashion. There are both incentives and consequences built into the policy, and staff will work with students and families to improve attendance.

1. Students are **absent** when they fail to meet with their class as scheduled.

2. In order to be **excused**, notification from the parent must be received within 3 days of the student returning to school and must be excusable as per district policy.

3. In order to be successful, students must regularly attend their classes. Students must not miss more than 7 days of school during a semester. Students who miss more than 7 days will be in danger of failing their courses. Absences for school activities are not counted towards this total, but absences for any other reason are.

4. Students who are at school and wish to leave must check out through the office. Students who do not follow this procedure will not have their absences excused subsequently, regardless of whether or not the absence was for a legitimate reason. Students leaving school during the day must obtain a **release permit** and check out through the office.

5. Students who are 18 years old are subject to the same attendance requirements as other students.

6. **Timeliness** is extremely important at WPHS. Students are expected to be on time for all of their classes. This means that students should be in their seats ready to begin class when the bell rings. Consequences are put into place, therefore, to discourage untimeliness. It is essential that students be in class and not miss valuable learning time. Our staff makes a special effort to teach from bell to bell and when students are not there, even for a short period of time, they are losing valuable instruction. **Only in rare instances will a tardy be excused by administration.** Through the use of restorative practices, staff will work with students to improve timeliness. At White Pine High School, the policy on tardies is as follows:

a. Upon the 4th unexcused tardy students may be issued a detention that they must serve the next day.

b. Upon the 7th and all subsequent unexcused tardies they may receive a detention.

7. Excessive Absences—absences are not “days off” or “vacation days.” They are for doctor appointments, emergency situations, etc. There is no reason to exceed the 7-day limit.

a. Students who miss more than 7 days of school during a semester for ANY reason (other than a school activity) will not receive credit for their coursework.

b. A letter will be sent notifying parents when a student has missed three classes.

c. A letter requesting a parent/principal conference will be sent to parents when a student has missed five days.

d. The Attendance Review Subcommittee has final authority regarding denial of credit. The only days of school missed that will not be counted against the 7-day total are those excused through school activities or severe medical emergencies.

e. Students may reinstate credit only through Friday school designed and conducted at the discretion of the principal.

8. Truancy.

a. Truancy is when students **miss class without an excuse**, when students **miss class without the knowledge of their parents**, or when students **miss class for a reason not deemed necessary** by school administration.

b. By state law, students who accumulate more than three unexcused absences are habitually truant and will be cited for truancy as described in NRS 392.

c. Students who are truant may be assigned two days of lunch detention on the first offense. Their parents are notified as well.

9. Incentives.

a. Students will be recognized on a regular basis for short term perfect attendance. Gift certificates, coupons, free passes, and the like, will be awarded.

b. Students who are absent one day or less during the nine-week grading period will be issued a “Get of Detention Free” pass.

c. Students earning perfect attendance—no absences and no tardies—will be issued a $10 check at the end of the semester.

**Code of Honor**

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

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

* Taking or copying answers on an examination or any other assignment from

another student or other source

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

2. Plagiarism is a common form of cheating or academic dishonesty in the school setting. It is representing another person’s works or ideas as your own without giving credit to the proper source and submitting it for any purpose. Examples of plagiarism can include, but are not limited to:

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

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

**Counseling Program**

The student is the primary client of the guidance counselor. In order to provide appropriate services to each student, the counselor takes steps to know each of his or her students. In addition to the counselor, the following programs exist to help students prepare and plan for the future. In situations when no guidance counselor is available, the principal and assistant principal can be accessed to assist with the following.

* Freshman Achievement—all freshmen take during the first year of high school.
* Career Planning—this is done in English 9-12, Health classes, and Advisee classes every Monday.
* Senior Achievement—all seniors take this course for 18 weeks to reflect on their accomplishments, plan for their futures, and transition to life after high school.

Services which counselors provide to their students include the following (Counselors will be assisted by Advisors through our Advisee Program with fulfillment of many of these duties):

* To assist in the student’s orientation to the high school

1. Assist with course registration for incoming freshmen.

2. Conduct registration conferences with transfer students and their families.

3. Advise students of the expectations of high school.

4. Inform students of opportunities to participate in co-curricular activities.

5. Assist students in developing a sense of ownership in WPHS.

6. Explain the grading procedures in high school.

* To assist in the development of educational, career, and social goals

1. Assist students with course selection based on their interests and ability levels.

2. Assist in the development of an individual four-year plan that is congruent with the student’s educational and career goals.

3. Inform students of available resources for college and career exploration.

* To monitor student behavior, academic performance and progress toward achievement of academic goals

1. Monitor social/emotional, behavioral, and academic performance.

2. Monitor progress toward graduation.

* To initiate appropriate services

1. Provide an individual counseling session with students.

2. Initiate contacts with incoming freshmen and transfer students.

3. Initiate student conferences and/or parent conferences, for students whose attendance, behavior, or academic performance has become erratic.

* To serve as a student advocate

1. Assist the student in developing a positive self-image.

2. Assist the student in setting goals and developing strategies to achieve them.

3. Assist the student in developing strategies for problem solving.

4. Facilitate communication between the student and teacher.

5. Facilitate communication between the student and parents.

6. Commend students for significant growth and/or achievement.

* To inform students of and assist them in the steps of the college selection/career planning process

1. Meet with all freshmen and parents to develop a four-year plan. (Also done in Advisory)

2. Meet with all sophomores in small groups to discuss college and career options and processes and review four-year plan.

3. Meet with all juniors in small groups to discuss college search and application process and review four-year plan.

4. Meet individually with juniors and their parents to discuss specific college options and review four-year plan.

5. Meet individually with seniors twice during the senior year.

6. Offer quarterly Open Houses for WPHS families to use counseling resources.

7. Write and distribute articles, pamphlets and guides to the college selection process, financial aid, collegiate athletics as well as career planning and exploration.

8. Offer evening programming for parents and students on the college search and financial aid processes.

9. Offer workshops on essay writing for senior students.

10. Offer assistance processing college applications for students.

11. When needed, write a letter of recommendation for students.

**Graduation Requirements**

1. Following is a list of White Pine County School District and Nevada graduation requirements. A total of 22.5 credits are required for a standard diploma. Beginning with the class of 2022, 0.5 credit is also required in Economics.

|  |  |  |
| --- | --- | --- |
|  | Standard Diploma | Advanced Diploma |
| English | 4 credits | 4 credits |
| Mathematics | 3 credits  | 4 credits |
| Science | 2 credits | 3 credits |
| World History | 1 credit | 1 credit |
| US History | 1 credit | 1 credit |
| Government | 1 credit | 1 credit |
| Humanities | 1 credit | 1 credit |
| Computers | 0.5 credit  | 0.5 credit |
| PE | 2 credits | 2 credits |
| Health | 0.5 credit | 0.5 credit |
| Electives (Senior Achievement is a Required Elective) | 6.5 credits | 6 credits |
| **Total** | **22.5 credits** | **24 credits with 3.25 GPA** |
|  |  |  |
| College and Career Ready Exam (ACT) | All Juniors - Scores impact course placement senior year, College and Career Ready Diploma, college entrance/placement, and financial aid.  | All Juniors - Scores impact course placement senior year, College and Career Ready Diploma, college entrance/placement, and financial aid. |

2. An **Advanced Diploma** can be obtained by accumulating 4 credits of Mathematics, 3 credits of Science, and a 3.25 grade point average.

3. A **College and Career Ready High School Diploma** can be obtained by earning the Advanced Diploma, having taken at least two credits in AP, Dual Credit (GBC), or CTE courses, **and** earning the College-Ready and/or Career-Ready Endorsement(s).

3. A **Career and Technical Education endorsement** can be obtained by completing the terminal course in any CTE program, maintaining a 3.0 GPA in the Program of Study, and passing both the Technical Skills and Workplace Readiness Skills exams.

4. Students are eligible to participate in the **Intern/Work Study program** for one class period as juniors and two class periods as seniors, if college and career readiness is demonstrated on the ACT.

5. Students are eligible to enroll in **dual credit college classes** as juniors. Prior permission must be obtained from the principal. Dual credit courses count as high school credit at the rate of 3 college credits equal one-half high school credit. Students wishing to replace required high school courses are encouraged to take the full sequence of college courses. (For example, to replace British Literature, seniors should take English 101 and 102.) The list of dual approved courses follows. See the GBC Course Catalog for other details.

6. All students are required to attend class for seven periods every day. Seniors who are on track to graduate and have demonstrated college and career readiness on the ACT may enjoy free periods only under the following conditions: one free period will be allowed if a student is taking four math or three science credits, is taking a CTE course, or is taking a dual credit college course. Additionally, they must maintain a 2.5 grade point average and model excellent citizenship. All requirements are based upon principal’s recommendation. Seniors who do not meet these expectations must be in class for all seven periods.

7. Students and parents are encouraged to remember that these requirements are laid out as minimum expectations. Students who desire to truly be College and Career Ready should take maximum advantage of all courses offered.

**Grade Point Average Calculation**

1. Students grade point averages are calculated based upon the Nevada Uniform Grading Scale as outlined in NAC 389.6625.

|  |  |  |  |
| --- | --- | --- | --- |
| Grade | Calculated GPA Value | Plus Honors Value Added | Plus AP/Dual Credit Value Added |
| A | 4 | 4.025 | 4.05 |
| A- | 3.667 | 3.692 | 3.717 |
| B+ | 3.333 | 3.358 | 3.383 |
| B | 3 | 3.025 | 3.050 |
| B- | 2.667 | 2.692 | 2.717 |
| C+ | 2.333 | 2.358 | 2.383 |
| C | 2 | 2.025 | 2.050 |
| C- | 1.667 | 1.692 | 1.717 |
| D+ | 1.333 | 1.358 | 1.383 |
| D | 1 | 1.025 | 1.050 |
| D- | 0.667 | 0.692 | 0.717 |
| F | 0 | 0 | 0 |

**Makeup Work**

Students who have excused absences may make up the work they missed. Following are the guidelines.

1. Students who know they are going to be absent must obtain makeup work before they leave. This includes absences of a personal nature and all absences related to extra- or co-curricular activities.

2. Students may be assigned Power Hour or additional tutoring by their teachers if makeup work is not turned in.

3. **Students out due to COVID requirements are encouraged to join their classes via Google Meet in order to stay current academically. Students will be counted “present” if they choose to attend virtually those days.**

**Power Hour/Tutoring/Flowchart of Interventions**

WPHS’s vision is to ensure that all students learn at high levels. In order to accomplish this vision, teachers have the prerogative to require students to attend during-school tutoring (Power Hour) if the students have not mastered material essential to the class. The goal of Power Hour is to provide students extra time and support to master the outcomes of their courses. Following are the guidelines.

1. Teachers may assign students who have not turned in essential assignments to attend mandatory Power Hour. Teacher will hand out blue slips to show Advisors. **Blue slips will NOT be used during COVID restrictions.**

2. Teachers may assign students who need extra help studying for tests or other assignments to attend Power Hour. Teacher will hand out blue slips to show Advisors. **Blue slips will NOT be used during COVID restrictions.**

3. Students do not have to be assigned Power Hour! They may attend voluntarily if they need help on an assignment or if they need a quiet place to study. Students are also encouraged to seek assistance from their teachers outside of class time. Ask the teacher for a blue slip to show your Advisor. **Blue slips will NOT be used during COVID restrictions.**

4. Please refer to the **Pyramid of Interventions**.

**Valedictorian, Salutatorian, and Graduating with Honors Requirements**

WPHS believes that its valedictorians and salutatorians are lifelong representatives of the school and the education they received therein. Accordingly, these students and all others wishing to graduate with Honors are subject to the following criteria.

1. The student must be eligible for an advanced degree.
2. The student must have taken at least 9 of the following upper-level courses.

|  |  |  |  |
| --- | --- | --- | --- |
| English 9 Honors | Spanish 2 | Chemistry | Math 4 Honors |
| English 10 Honors | STEM Careers | Physics | AP Math Courses |
| AP Lit & Comp | Russian 2 | Forensics |  |
| AP Lang & Comp |  | Biology 2 |  |
| Other AP English |  | Anatomy and Physiology |  |
|  |  | Environmental Science (new 2020-21)  |  |
| CTE Completer Courses |
| Dual Credit College Courses (100 and above) |

3. The student’s cumulative GPA.

4. For determination of valedictorian and salutatorian, the following applies.

a. In case of a tie, the student whose GPA is higher in the above courses is ranked higher.

b. In case of a further tie, the student with the higher composite score on the ACT is ranked higher.

c. In case of a further tie, the student with the higher composite score on the SAT is ranked higher.

5. To achieve Honors, students must also:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Honors | Cum Laude | Magna Cum Laude | Summa Cum Laude |
| Required Coursework | Graduate with a Nevada Advanced Diploma and/or an Associate’s Degree | Graduate with a Nevada Advanced Diploma and/or an Associate’s Degree | Graduate with a Nevada CCR Diploma and/or an Associate’s Degree | Graduate with a Nevada CCR Diploma and/or an Associate’s Degree |
| GPA | Earn a Minimum of 3.25 GPA | Earn a minimum of 3.5 GPA | Earn a minimum of 3.75 GPA | Earn a minimum of 4.0 GPA |
| ACT |  | ELA - 22 and Math - 23; or Composite - 22 | ELA - 24 and Math - 24; or Composite 24 | ELA - 26 and Math - 25; or Composite 26 |
| High School Extra and Co-Curricular Activities | None | Complete at least one high school activity (see below) during their high school career | Complete at least two high school activities (see below) during their high school career | Complete at least four high school activities (see below) during their high school career |
| Citizenship | Demonstrate Good Citizenship | Demonstrate Good Citizenship | Demonstrate Good Citizenship | Demonstrate Good Citizenship |

6. The official announcement of valedictorian, salutatorian, and those graduating with Honors will be made at the end of the first nine weeks of the eighth semester. Grades from students’ classes at that time will factor into the final calculation.

**Withdrawing from School**

WPHS’s policy does not allow students to “drop out” of school. Students must show proof of enrollment in another school, proof of their intent to take the HiSET (formerly the GED), or proof of enrollment in an alternative system of education before they will be allowed to sign out of school.

**Extra and Co-Curricular Activities and Expectations**

WPHS understands the importance of activities that are above and beyond what happens during the school day. All students are strongly encouraged to become a participant in at least one extra or co-curricular activity. Extra-curricular is defined as an activity that is offered outside of the regular curriculum. Co-curricular is defined as an activity that is offered in conjunction with the regular curriculum. The contents of this section are listed alphabetically and are designed to provide information about WPHS’s extra and co-curricular activities.

**Activities Available**

1. Following is a list of extra and co-curricular activities. Offerings change yearly.

|  |  |
| --- | --- |
| **Extra-curricular** | **Co-curricular** |
| Football | Student Council |
| Volleyball | Peer Leaders |
| Girls’ Soccer | FFA |
| Boys’ Soccer | HOSA |
| Girls’ Golf | Swim Team |
| Girls’ Basketball | Drama Club or Drama Production |
| Boys’ Basketball | Choir |
| Wrestling | Band |
| Baseball | Robotics  |
| Softball | Yearbook |
| Girls’ Track | Spanish Club |
| Boys’ Track | Cross Country  |
| Boys’ Golf | National Honor Society |
| Cheer Squad | Art Club |
| Dance Squad | Culinary Club |

2. In addition to the co-curricular activities mentioned, any field trip or trip that relates to the curriculum of a course is also defined as co-curricular.

3. Students may form other extra or co-curricular groups, but they must be under the direction of an advisor and are subject to approval by administration.

**Dance Code**

1. The appropriate form must be obtained and turned into the principal at least one month in advance of the scheduled dance.

2. Dances are to end at 11:00pm or earlier.

3. Guests are only allowed to Prom, Homecoming, and Snow Fest dances and must be approved by administration. No guests 21 years of age or older will be allowed. WPHS students are responsible for the behavior of their guests. Inappropriate behavior by a guest may result in disciplinary action against the student.

4. Admission to dances ends at 9:45.

5. Students leaving dances will not be allowed to reenter.

6. No food or drink may be brought into dances.

7. The dress code is in effect.

8. Raunchy, nasty, dirty, and other forms of unacceptable dancing are not tolerated. Students engaging in this type of behavior will have their parents called, will be required to leave the dance. There are no warnings.

**Eligibility Policy**

Students must meet the following requirements to participate in any activity that will require them to miss school and as part of their weekly extra-curricular eligibility.

1. The eligibility week runs from Monday through Saturday.

2. Students must maintain a 2.0 GPA and satisfactory citizenship in all courses for the current semester.

2. Students must have no grades of F.

3. All grades will be calculated cumulatively from the first day of the semester. All subjects are included.

4. Students’ absences during the week of eligibility must be excused.

5. At the grade check, students not meeting the above requirements will be declared ineligible for the following eligibility week.

6. If an eligibility check falls on the last day before any vacation, excluding summer vacation, the ineligibility will go into effect the following school day.

7. Eligibility requirements apply to all open tryouts for NIAA regulated activities.

8. Eligibility requirements apply to co-curricular activities when the activity causes students to be absent from school.

9. Participants must attend all of their classes on the day of the event until their team or group is excused.

10. Students owing fines to WPHS are ineligible.

11. All expectations and procedures that are in place at WPHS are also in place while students are representing the school at any extra-curricular, co-curricular or other event.

12. **All students representing WPHS in an extra- or co-curricular activity that competes out of district, MUST meet expectations of policy 7441, Random Drug and Alcohol Testing of White Pine County School District.**

**Behavior Expectations**

It is the desire of WPHS’s staff to help students learn how to be productive members of society. The expectations, protocols, and procedures discussed in this section are designed to help students learn how to be responsible and accountable for their actions.

**Campus Expectations**

When students arrive on campus, whether by bus, personal vehicle, or parent, **they are to report immediately into the school building**. Loitering at the skatepark, on the freshman trail, in the parking lot, at the football field, or any other area is prohibited. All school expectations and policies are in effect on every part of WPHS’s campus.

 **While under COVID Restrictions, students not eating breakfast will not enter the building until 7:55am unless they ride the bus to school. Bus riders not eating will go immediately to the gym to practice social distancing. In the case of inclement weather, both gyms may be opened for students to stay safe and warm. Again, masks and social distancing protocols will be followed.**

**Cell Phone & Electronic Device Usage on Campus and in Classrooms**

WPHS supports the use of technology as a learning tool. Many times, this includes allowing students to use cell phones to access information on the internet and other areas. Students are allowed to use their cell phones for class research and participation in situations specifically designated by the teacher. **This does not give students the right to use cell phones or other electronic devices for any other purpose while in the classroom setting. Texting friends, sharing answers, plagiarizing, or using the phone for any reason beyond those explicitly stated by the teacher may result in the device being confiscated and returned only to a parent.** Detention may also be assigned.

**Desired Behaviors**

The Collaborative for Academic, Social, and Emotional Learning (CASEL) states “social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”  The WPCSD focuses on the following Tier 1 SEL competencies as identified through the Leader in Me, advisory activities, Freshman Achievement, and Senior Achievement.  These competencies should be highlighted and interwoven throughout all content, classes, interactions, and schools.

* **Be proactive.**  I’m in charge. I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my actions. I make good, responsible choices without being asked, even when no one is looking.
* **Begin with the end in mind**.  I have a plan. I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school’s mission and vision. I look for ways to be a good citizen.
* **Put first things first**.  I work first, then play. I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.
* **Think win-win**.  Everyone can Win. I balance courage for getting what I want with consideration for what others want. I make deposits in others’ emotional bank accounts. When conflicts arise, I look for third alternatives.
* **Seek first to understand, then to be understood**.  I listen before I talk. I listen to other people’s ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.
* **Synergize.**  Together is better. I value other people’s strengths and learn from them. I get along well with others, even people who are different than me. I work well in groups. I seek out other people’s ideas to solve problems because I know that by teaming with others we can create better solutions than anyone of us can alone. I am humble.
* **Sharpen the saw**.  Balance feels best. I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.
* **Show empathy with action**. I can recognize and feel the emotions of others.  I am able to view a situation or experience from another’s perspective. Empathy alone too often fails to spur action. I act on empathy by expressing kindness and consideration towards others.
* **Be honest yet kind.** Truth without grace destroys.  Grace without truth deceives.  The sweet spot is graceful truth.
* **Display gratitude**.  I show appreciation and thankfulness through my actions and words.
* **Honor initiative**.  I can act in a positive and productive manner without being required, monitored, or graded.
* **Reflect**.  I can think deeply and carefully about my learning, my experiences, and my actions. I can also think deeply about others’ experiences.
* **Exhibit resilience**. I keep trying, even when things are hard. I can cope with issues that arise, change when needed, recover from adversity, and show personal growth.

**Discipline System**

Prior to AB168, the WPHS’s discipline system consisted of a lengthy list of infractions students could commit and the consequences associated with those infractions.  While there is still a list of prohibited behaviors, the progressive discipline model is replaced through the implementation of this Multi-Tiered System of Supports. Trauma informed care, multi-tiered systems of support, restorative practices, and also consequences.

**Dress Code**

The purpose of the dress code is to ensure that students and staff have a comfortable and non-offensive learning environment. Besides the following guidelines, any style of dress or grooming that disrupts this environment will not be tolerated. The principal determines what is disruptive.

1. Shoes, no open toed, and appropriately buttoned shirts/blouses, pants, dresses must be worn at all times. Flip flops and slippers are not allowed. Pajamas are not allowed. Clothing must be modest—low cut tops that reveal cleavage, see through outfits, tank tops, halter tops, and midriff revealing clothes are not appropriate for school wear. All tops must have straps that are at least 3 inches wide and must extend below the belt level. No bare skin is to be visible at the waist area. **Ask yourself: “Could I wear this to a job interview?” If the answer is no, don’t wear it to school!**

2. Shorts, dresses, and skirts must be no shorter than 5 inches from above the top of the knee. Undergarments, including boxer shorts, must not be visible. All clothing must be hemmed and must not be frayed. Holes in clothing above the knee area are not allowed. If skin can be seen through holes above the knee area, students will be asked to change before attending classes. Note: Leggings can be worn under jeans that have holes above the knee area.

3. Clothing and jewelry must not include symbols advertising controlled substances, alcohol, or tobacco. It must not include inappropriate words or pictures, degrade any group, or contain any type of inappropriate innuendo. Clothing and accessories that imply known gang connotations are also prohibited. This includes apparel and the manner in which it is worn, jewelry, pocket chains, wallet chains, accessories, notebooks, or any manner of personal grooming.

4. Caps, hats, and other head coverings may not be worn in classrooms. Any confiscated clothing or other item will only be returned to a parent or legal guardian. Schools may require specific dress, including uniforms, for PE classes.

5. Students who violate dress protocol will be given the choice of wearing school provided clothing, being sent home, or spending the day in ISS. Additional consequences, such as detention and/or community service may also be assigned. Absences from classes to allow students to acquire proper clothing will be unexcused.

**Driving Privileges**

It is not a right for students to drive their vehicles on WPHS’s property. Rather, it is a privilege. This privilege will be revoked when the following protocols are not observed. Warnings are not given.

1. Drive the speed limit at all times.

2. Park in one parking space only. Do not park where there is no space indicated.

3. Do not drive during class time.

4. Drive to the vocational shops only after obtaining permission from the teacher.

5. Observe one-way street designations.

6. Be safe and do not use a vehicle to horseplay.

7. ATVs are not allowed to be driven on campus.

**Habitual Discipline Guidelines**

WPHS will not allow a student to disrupt the rights of other students to learn and of teachers to teach. Nevada Revised Statutes 392.4655 details the procedures for declaring a student a habitual disciplinary problem.

1. Under Nevada law, students may be **suspended** or **expelled** for at least one semester if, during 1 year:

1. The pupil has threatened or extorted, or attempted to threaten or extort another pupil, teacher or other personnel employed by the school two or more times, or
2. The pupil has a record of five suspensions from the school for any reason, and
3. The pupil has not entered into and participated in a plan of behavior pursuant to subsection 5.

2. NRS 392.4655 subsection 5 details the procedure for creating a behavior plan and consequences of not doing so should the student continue misbehaviors leading to suspension.

**Harassment and Intimidation Policy**

Any behavior that interferes with another student’s right to learn in unacceptable. This includes harassment.

1. Harassment means a willful act or course of conduct that is not otherwise authorized by law and is highly offensive to a reasonable person and intended to cause and actually causes another person to suffer serious emotional distress.

2. Intimidation means a willful act or course of conduct that is not otherwise authorized by law and is highly offensive to a reasonable person and poses a threat of immediate harm or actually inflicts harm to another person or to the property of another person.

3. Harassment and/or intimidation are prohibited at WPHS. Students who feel harassed or intimidated should immediately report their situation to the counselor. Students who engage in harassment and/or intimidation will be disciplined.

**Food and Drink**

Students are not to have food and drink in the classroom, with the exception of bottled water or the drinks sold in vending machine, which meet state guidelines. Teachers may allow students to place food items on the back table to save for passing time. Students with energy drinks, coffee, fountain drinks, and the like, will be directed to dispose of them immediately, even in hallways. **During COVID Restrictions, students will take their nutrition break food to their 3rd period classroom to eat.**

**Public Display of Affection**

WPHS recognizes that one part of high school involves students learning how to appropriately form relationships. Students must conform to societal expectations and also legal expectations about what is an appropriate display of affection in a public place. Following are guidelines.

1. Holding hands is permitted. **NOT PERMITTED during COVID Restrictions.**

2. Anything beyond holding hands is not permitted including hugging, kissing, leaning against each other, etc.

3. Ask yourself: **“Would I do this in front of my boyfriend’s/girlfriend’s parent? If the answer is no, don’t do it at school!**

**Restorative Practices**

The International Institute for Restorative Practices (IIRP) states “restorative practices is a social science that studies how to build social capital and achieve social discipline through participatory learning and decision making.”  Further, “students are encouraged to reflect on and take responsibility for their actions and come up with plans to repair harm.”  Restorative practices are not limited to formal processes.  WPCSD uses a continuum ranging from informal processes, such as affective statements and questions, to formal processes, such as groups and conferencing. Restorative practices, especially the informal type, should be interwoven into classroom instruction and interactions and can include using a restorative [mindset](https://docs.google.com/document/d/1oKn2LNk7XzDt2WDEz5jGhA1s8Re8YOUm7Cq1HH1N7Pg/edit?usp=sharing) and [language](https://docs.google.com/document/d/1uLGCvKdCvRNkSZqfugOcaHss91bpE0fnyPmfMBsKtJA/edit?usp=sharing), talking circles, and affective statements.   The aims of the practices are to

* Reduce crime, violence, and bullying.
* Improve human behavior.
* Strengthen civil society.
* Provide effective leadership.
* Restore relationships.
* Repair harm.

**Restorative Justice**:  The IIRP views restorative justice as a subset of restorative practices.  “Restorative justice is reactive, consisting of formal or informal responses to crime and other wrongdoing after it occurs” whereas restorative practices “also includes the use of informal and formal processes that *precede* wrongdoing, those that proactively build relationships and a sense of community” to navigate conflict and reduce wrongdoing.  So where restorative practices are appropriate for regular instruction and interactions, restorative justice would be appropriate when working with students to correct behavior struggles.  (See WPCSD’s World Class Relationships document.) Specifically, the practices of restorative conversations, peer conferences, peace circles, and reintegration conferences following a consequence are especially useful.  While restorative justice strives to work *with* students in order to repair harm, it does not preclude the use of traditional consequences like detention, suspension, community service, etc., and strives.  Restorative justice does require

* Conferences with the victim.
* Conferences with the offender.
* Attempts to help all understand the harm experienced and avenues to repair that harm.
* Opportunities to apologize.
* Discussions among parties to facilitate better interactions in the future.
* Specific formal commitments to change behavior in the future.

**Search of Students and/or Property Procedure**

1. Application of Policy: Students are entitled to the guarantees of the Fourth Amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol and other materials (“contraband”) in violation of school policy or state law. Students who bring contraband on to school grounds may be searched in order to protect other students from any potentially harmful effects stemming from the contraband. School property shall remain under the control of school officials and shall be subject to search.

2. School Property: The school owns lockers, desks and other such property. The school exercises exclusive control over the school property and students should not expect privacy regarding items placed in school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.

3. Automobiles. Vehicles on school property are subject to search by school officials if a school official has reasonable suspicion to believe that contraband is in or on the vehicle.

4. The Person. Students and their effects are subject to being searched by school officials if a school official has reasonable suspicion to believe that the student is in possession of contraband.

5. Procedures. If a school official has reasonable cause to believe that contraband is present, he or she may institute a search. Although the following procedures for a search are suggested they are not mandated because the circumstances attendant to the need for each search may vary. If practical, the student should be present and asked to consent to the search. If, after being informed of the basis for the school official’s reason to search, the student does not consent and if circumstances permit, the student’s parent or guardian should be called and informed of the circumstances. If a parent or guardian will not consent to the search the school official may proceed with the search or if necessary, call law enforcement authorities. Ordinarily, and if circumstances permit, the search of a person or his or her effects should be conducted out of the presence of other students. The administration is authorized to use canines whose reliability and accuracy for sniffing out contraband has been established to help in the search for contraband in school owned property and vehicles parked on school property. Canines should not be used to search students unless school officials have established independently that there is reasonable cause to believe the student possesses contraband on his or her person. A qualified and authorized trainer who will be responsible for the dog’s actions must accompany the canine. An indication by the dog that contraband is present on school property or a vehicle shall be cause or a further search by school officials.

**Sexual Harassment Policy**

Any behavior that interferes with another student’s right to learn is unacceptable. This includes sexual harassment.

1. Gossip, sexual advances, requests for sexual favors, and other verbal or physical contact of a sexual nature.

2. Jokes, pictures, gestures, innuendo, language.

3. Students who feel sexually harassed should immediately report their situation to the counselor. Students who engage in sexual harassment will be subject to consequences.

**Suicide Prevention Policy**

Protecting the health and well-being of all students is of utmost importance to the school

district. It is the intention of the school to protect all students through the following steps:

* All school personnel and students will be expected to help create a school culture of respect and support, in which students feel comfortable seeking help for themselves or friends. Students are encouraged to tell any staff member if they or a friend are feeling suicidal, or are in need of help.
* Students will learn about recognizing and responding to warning signs of suicide in friends, using coping skills, support systems, and seeking help for themselves and friends. This curricular content will occur in all health classes throughout the school year, not just in response to a suicide, and the encouragement of help-seeking behavior will be promoted at all levels of the school leadership and stakeholders.
* Contact the designated suicide prevention coordinator to serve as a point of contact for students in crisis and to refer students to appropriate resources.
* When a student is identified as being at-risk, a risk assessment will be completed by a trained school staff member who will work with the student and help connect the student to appropriate local resources.
* While confidentiality and privacy are important, students should know that when there is risk of suicide, safety comes first.
* Students will have access to national resources that they can contact for additional support, such as:

**— National Suicide Prevention Lifeline: 1-800-273-TALK (8255)**

**suicidepreventionlifeline.org**

**— The Trevor Lifeline: 1-866-488-7386**

**thetrevorproject.org/get-help-now**

**— Trevor Lifeline Text/Chat Services, available 24/7**

**Text “TREVOR” to 678-678**

**— Crisis Text Line: Text TALK to 741-741**

**crisistextline.org**

**White Pine High School Expectations**

Listed below are some of the basic expectations to guide WPHS students. This is not a complete list. Meeting these expectations, and others, will help students find success both academically and socially. Students engaged in any activity deemed disruptive to the educational environment will be subject to appropriate action.

1. Students are expected to follow the directives of staff members, including teachers, custodians, secretaries, aides, and administrators.

2. Students must obtain administrative approval for any meeting or assembly held on school property and for any printed matter which they wish to post or distribute on school property.

3. Students are expected to be in their assigned classroom at all times. They must obtain a hall pass and their teacher’s permission before leaving a classroom. Only one student may use a hall pass at a time.

4. Eighteen-year-old students have rights granted to them by legislative action. However, these students must conform to the same rules and requirements, as well as to behavior consequences, as all other students if they wish to attend WPHS.

5. Students are expected to use language that conforms with social norms, is appropriate to the learning environment, and is not offensive.

6. Students are not to push, hit, punch, trip, or in any other way lay their hands on another person. This includes horseplay.

7. Students are expected to be honest in their academic work and interactions with fellow students and staff.

8. Students are expected to respect self, others, and the belongings of others.

9. Students are expected to refrain from possession or use of any of alcohol/tobacco/tobacco-like products/drugs. This includes the use of electronic cigarettes and vapes.

10. Students are not to be in possession of any type of weapon, including dirk, dirk knife, sword, sword cane, dagger, switch blade, blackjack, billy, sling shot, sand club, sandbag, metal knuckles, numchuks, pistol, gun, or other device that could be used or brandished in a rude, threatening, or angry manner with the intent to intimidate or do bodily harm.

11. Students are not to initiate other students in any fashion, whether meant as fun or otherwise.

12. Students are not to engage in name calling, racial or ethnic slurs, derogatory statements addressed publicly to others that may cause disruption to the school program, incite violence, or otherwise detract from the educational rights of others.

13. Students are not to obtain money or other objects of value from an unwilling person or force an individual to act through the use of force or the threat of force.

14. Students are expected to conform with the accepted principles of right and wrong behavior as established by the moral standards of the community.

15. Any activity which disrupts the educational process as a whole or detracts from the learning environment.

16. All expectations that apply on school grounds and in the classroom also apply at WPHS sponsored out-of-school functions and at bus stops. Coaches, teachers, staff, chaperones, and bus drivers are to be respected and obeyed as they are at school. All expectations established by coaches, advisors, the NIAA, and the WPHS Activity Code will be followed by students representing this school.

17. The following items are not permitted on campus or at school activities: matches, lighters, all fireworks including firecrackers, caps, stink bombs, etc. Also prohibited are shaving lather, water guns, snowballs, skateboards, rollerblades, laser pointers, or any other item deemed disruptive, inappropriate or dangerous by the teacher or administrator.

**Other Policies and Procedures**

**Committees**

Parents and students are invited to participate in the following committees.

1. Principal’s Advisory Committee.

2. School Improvement Team.

3. Band Boosters.

4. Athletic Boosters.

5. Drama Mamas and Papas.

6. CTE Advisory Committee

**Enrollment**

Students newly entering WPHS must present a birth certificate and record of immunization before they may attend classes. Official records must be requested from previous schools so the counselor can develop a schedule.

**Lockers**

Lockers are the property of WPHS and may be searched at any time with or without cause. Students should not leave valuable possessions in their lockers and should not give their combinations to other students. Students are responsible for the items that are in their lockers and will be disciplined for possessing contraband.

**Lunch**

The cafeteria makes breakfast, snacks, and hot lunch. Students may be eligible for free or reduced prices. Applications are available at the cafeteria. Off campus lunch is a privilege that may be revoked.

**Medication at School**

All medication must be recorded on the Individual Medication Record. With the permission of the parent or guardian, WPHS students may self-medicate. The student in need of doing so should notify the school nurse and may possess prescription medication on district property, but it is to be labeled with the student’s name, physician’s name, name and dosage of the medication, and instructions for administration.

**Skate-park**

The White Pine County School District and White Pine County have negotiated an Inter-Local Agreement authorizing school employees to supervise and enforce school rules during school time at the skate-park. All school rules will be enforced during the school day at the skate-park.

**Visitors**

All visitors, including parents, must check in at the office. A valid driver’s license or DMV-issued ID are needed to gain a visitor’s pass. Students are not allowed to bring friends with them to class. Students wishing to bring visitors to dances must obtain permission from the administration in advance.

**Withdrawal**

Students must obtain parental permission to withdraw from school. At all times, students must enroll in an educational program. Books must be turned in and fines must be paid before transcripts will be released.

**Alternative Dual-Credit High School Diploma and College Associates Degree upon graduation**

Careful planning can provide you with not only a diploma from White Pine High School but with an Associate’s Degree from Great Basin College. This affords students many advantages including: applying to college as a transfer student with junior status; a reduced college tuition rate for approximately two years; experience in college level classes, and more. The following is only ONE basic plan option for obtaining an Associates of Science. Great Basin College in conjunction with our high school counselor will help students choose the plan most appropriate for their needs and degree choices, therefore, schedules will vary for each individual.

**JUNIOR YEAR SCHEDULE (Sample only):**

|  |  |
| --- | --- |
| **GBC Associates Degree Requirement** | **WPHS Requirements Fulfilled** |
| English 101 (Fall) | .5 ELA credit |
| English 102 (Spring) | .5 ELA credit |
| Math 120 (Fall) | .5 Math credit |
| Math 126 (Spring) | .5 Math credit |
| BIO 190 (Fall) | .5 science credit |
| Physics 100 (Spring) | .5 science credit |
| Hist 101 (Fall) | .5 Social studies credit |
| Hist 102 (Spring) | .5 Social studies credit |
| IS 101 (Fall) | .5 Tech credit |
|   | 1 Study hall (to do GBC class work) |
|   | 2 Elective credits (Depending upon student needs) |
|   | .5 Health (Spring) |

**SENIOR YEAR SCHEDULE (Sample only):**

|  |  |
| --- | --- |
| **GBC Associates Degree Requirement** | **WPHS Requirements Fulfilled** |
| English 203 (Fall) | .5 ELA credit |
| English 223 (board approval) (Spring) | .5 ELA credit |
| Math 127 (Fall) | .5 Math credit |
| Math 181 (Spring) | .5 Math credit |
| PSC 100 (Fall) | .5 Social studies credit |
| PSC 101 (Spring) | .5 Social studies credit |
| BIO 223 (Fall) |   |
| Chem 100 (Spring) |   |
|  | 1 Study Hall (to do GBC class work) |
|   | 1.5 Elective credits (Depending upon student needs) |
|   | .5 Senior Achievement |

The following is a list of courses approved for dual-credit by the White Pine County School District and White Pine High School.

|  |  |
| --- | --- |
| ACC 105 | Taxation for Individuals |
| ACC 201 | Financial Accounting |
| ACC 202 | Managerial Accounting |
| ACC 203 | Intermediate Accounting I |
| ACC 204 | Intermediate Accounting II |
| ACC 220 | Microcomputer Accounting Systems |
| ACC 261 | Governmental Accounting |
| ACC 290 | Certified Bookkeeper Course |
| AM 145 | American Sign Language I |
| AM 146 | American Sign Language II |
| ANTH 101 | Intro to Cultural Anthropology |
| ANTH 102 | Physical Anthropology |
| ART 100 | Visual Foundations |
| ART 101 | Drawing I |
| ART 141 | Intro to Digital Photography |
| ART 160 | Art Appreciation |
| AST 101 | General Astronomy |
| BIOL 100 | General Biology |
| BIOL 190 | Intro to Cell & Molecular Biology |
| BIOL 223 | Human Anatomy & Physiology I |
| BUS 101 | Intro to Business |
| BUS 110 | Human Relations for Employment |
| BUS 273 | Business Law |
| CHEM 100 | Molecules and Life in the Modern World |
| CHEM 121 | General Chemistry I |
| CIT 110 | A+ Hardware |
| CIT 151 | Beginning Web Dev. |
| COM 101 | Fundamentals in Speech |
| COT 101 | Computer Keyboarding I |
| COT 151 | Intro to Microsoft Word |
| COT 204 | Using Windows |
| CRJ 104 | Intro to Criminal Justice |
| CRJ 215 | Probation and Parole |
| CRJ 220 | Criminal Procedures |
| CRJ 265 | Intro to Physical Evidence |
| DT 100 | Shop Practices |
| DT 101 | Basic Diesel Engines |
| DT 102 | Basic Vehicle Electronics |
| DT 105 | Mobile Air Conditioning |
| **Dual-credits approved by the White Pine County School District and WPHS cont.** |
| DT 106 | Heavy Duty Transmissions and Power Trains |
| DT 201 | Brakes and Pneumatics |
| DT 215 | Fluid Power |
| ECE 126 | Social Emotional Development |
| ECE 127 | Role of Play for Infants and Toddlers |
| ECE 130 | Infancy |
| ECE 190 | Professionalism in Early Childhood Education |
| ECE 198 | Special Topics in Early Childhood |
| ECON 102 | Principles in Microeconomics |
| ECON 103 | Principles in Macroeconomics |
| ELM 112 | Electrical Theory |
| ELM 120 | Low Voltage Systems |
| ELM 121 | Circuit Design |
| ELM 122 | AC Theory |
| ELM 123 | Solid State |
| ELM 124 | DC Generators, Motors, and Controls |
| ELM 125 | AC Motors and Alternators |
| ELM 126 | Motor Maintenance |
| ELM 127 | Introduction to AC Controls |
| ELM 128 | Transformers and Industrial Lighting |
| ELM 131 | National Electric Code |
| ELM 132 | Digital Concepts |
| ELM 133 | Advanced AC Controls |
| ELM 134 | Introduction to Programmable Logic Controllers |
| ELM 135 | National Electric Code 430 |
| ELM 136 | Programmable Controller’s Applications |
| ELM 141 | Blueprint Reading |
| ELM 142 | Raceways |
| ELM 143 | Wiring Techniques |
| ENG 100 | Composition-Enhanced |
| ENG 101 | Composition I |
| ENG 102 | Composition II |
| ENG 107 | Technical Communications I |
| ENG 108 | Technical Communications II |
| ENG 203 | Intro to Literary Study |
| ENG 205 | Introduction to Creative Writing: Fiction and Poetry |
| ENG 221 | Writing Fiction |
| ENG 223 | Themes of Literature |
| ENG 250 | Introduction to Children’s Literature |
| ENG 259 | Speculative Fiction and Fantasy |
| **Dual-credits approved by the White Pine County School District and WPHS cont.** |
| ENG 261 | Introduction to Poetry |
| ENG 310 | Rhetorics of Everyday Texts |
| ENG 325 | Advance Literary Study |
| ENG 333 | Professional Communication |
| ENG 433 | Shakespeare: Tragedies and Histories |
| ENV 100 | Humans and the Environment |
| ET 114 | Intro to Robotics |
| FIN 101 | Personal Finance |
| FIS 100 | Introduction to Film |
| FREN 111 | First yr. French I |
| FREN 112 | First yr. French II |
| GEOL 101 | Geology: Exploring Planet Earth |
| GEOL 102 | Earth and Life Through Time |
| GIS 109 | Intro to Geographic Info Systems |
| GRC 119 | Computer Graphics/Digital Media |
| HDFS 201 | Lifespan Human Development |
| HIST 101 | US History to 1865 |
| HIST 102 | US History 1865 to Present |
| HIST 217 | Nevada History |
| HMS 101 | Introduction to Human Services |
| HUM 101 | Intro to Humanities |
| INT 359 | Integrative Math Seminar |
| IS 101 | Intro to Information Systems |
| IS 201 | Computer Applications |  |
| IT 208 | Fluid Power |
| MATH 116 | Technical Math I |
| MATH 120 | Fundamentals in College Math |
| MATH 123 | Statistical and Geometrical Concepts for Elementary School Teachers |
| MATH 126 | Precalculus I |
| MATH 126E | Precalculus/Expanded |
| MATH 127 | Precalculus II |
| MATH 128 | Precalculus and Trigonometry |
| MATH 181 | Calculus I |
| MATH 182 | Calculus II |
| MATH 283 | Calculus III |
| MATH 285 | Differential Equations |
| MGT 103 | Intro to Small Business Management |
| MGT 201 | Principles of Management |
| MGT 283 | Human Resources Management |
| MGT 310 | Foundations of Management Theory and Practice |
| **Dual-credits approved by the White Pine County School District and WPHS cont.** |
| MGT 367 | Human Resources Management |
| MKT 127 | Introduction to Retailing |
| MKT 410 | Marketing and Sales |
| MUS 101 | Music Fundamentals |
| MUS 121 | Music Appreciation |
| MUS 125 | History of Rock Music |
| NURS 130 | Nursing Assistant (articulation agreement) |
| NURS 140 | Medical Terminology |
| NUTR 121 | Human Nutrition |
| NUTR 223 | Principles of Nutrition |
| PHIL 102 | Critical Thinking and Reasoning |
| PHYS 100 | Intro to Physics |
| PHYS 107 | Technical Physics |
| PSC 100 | Nevada Constitution |
| PSC 101 | Introduction to American Politics |
| PSC 210 | American Public Policy |
| PSY 101 | General Psychology |
| PSY 208 | Psychology of Human Relations |
| PSY 241 | Introduction to Abnormal Psychology |
| RE 101 | Real Estate Principles |
| SOC 101 | Principles of Sociology |
| SPAN 111 | First Year Spanish I |
| SPAN 112 | First Year Spanish II |
| STAT 152 | Intro to Statistics |
| SW 101 | Introduction to Social Work |
| THTR 100 | Introduction to Theatre |
| THTR 105 | Intro to Acting I |
| THTR 209 | Theater Practicum |
| THTR 221 | Oral Interpretation |
| WELD 136 | Welding for the Maintenance Technician I |
| WELD 235 | Welding for the Maintenance Technician II |
| WMST 101 | Introduction to Women’s Studies |

**Educational Involvement Accord**

**Parent**

I understand that as my child’s first teacher my participation in my child’s education will help his/her achievement. Therefore, to the best of my ability, I will continue to be involved in his/her education by

* Reading to my child or encouraging my child to read
* Being responsible for my child’s on-time attendance
* Reviewing and checking my child’s homework
* Monitoring the activities of my child, such as the amount of time spent watching television, using a computer, playing video games, etc.
* Contributing at least 5 hours of time each school year in the areas such as
	+ Attending school-related activities
	+ Attending organized parent meetings, such as PTA, PTO, or parent advisory committees
	+ Attending parent-teacher conference(s)
	+ Volunteering at the school
	+ Chaperoning school-sponsored activities
	+ Communicating with my child’s teacher(s) regarding his/her progress, as needed

Parent/Legal Guardian Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_

**Student**

I realize that my education is important. Therefore, I agree to carry out the following responsibilities to the best of my ability by

* Arriving at school each day on time and being prepared
* Showing effort, respect, cooperation, and fairness to all
* Using all school equipment and property appropriately and safely
* Completing and submitting homework in a timely manner and
* Reading each day before or after school

Student Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_

**Teacher and School Staff**

We understand the importance of providing a supportive, effective learning environment that enables the children at our school to meet the State’s academic achievement standards through our role as educators and models. Therefore, staff agrees to carry out the following responsibilities to the best of our ability by

* Ensuring that each student is provided high-quality curriculum and instruction supervision and positive interaction
* Maximizing the educational and social experience of each student
* Carrying out the professional responsibility of educators to seek the best interest of each student
* Providing frequent reports to parents on their children’s progress, and providing reasonable access of staff to the parents and legal guardians of students to discuss their concerns.

School Staff Designee Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_