

Instructional Goals

In establishing an effective educational program as part of the students' total education, the district recognizes the importance of developing a partnership that promotes the involvement of staff, parents and the community.

The district is committed to a continual process of collaborative decision making and goal setting that is framed around the following characteristics:

1. Provides equal and open access and educational opportunities for all students regardless of their linguistic background, culture, race, sex, capability or geographic location;
2. Assumes that all students can learn and establishes high, specific skill and knowledge expectations and recognizes individual differences at all instructional levels;
3. Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
4. Provides students with a solid foundation in the skills of reading, writing, problem solving and communication;
5. Provides opportunities for students to learn, think, reason, retrieve information, use technology and work effectively alone and in groups;
6. Provides for rigorous academic content standards and instruction in mathematics, science, English, history, geography, economics, civics, physical education, health, the arts and second languages;
7. Provides students with an educational background to the end that they will function successfully in a constitutional republic, a participatory democracy and a multicultural nation and world;
8. Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens;
9. Provides students with the knowledge, skills and positive attitude that lead to an active, healthy lifestyle;
10. Provides students with the knowledge and skills to take responsibility for their decisions and choices;
11. Provides opportunities for students to learn through a variety of teaching strategies;
12. Emphasizes involvement of parents and community in the total education of students;
13. Transports students safely to and from school;
14. Ensures that the funds allocated to schools reflect the uncontrollable differences in costs facing each district;
15. Ensures that local schools have adequate control of how funds are spent to best meet the needs of students in their communities; and
16. Provides for a safe, educational environment.

END OF POLICY

Legal Reference(s):

Freedom of Expression

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

- Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.
- In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis of age, race, religion, color, national origin, disability, marital status or sex. Each student organization must have a staff advisor to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, Regulations and procedures and a current list of officers. School administrators may establish reasonable Regulations and regulations governing the activity of student organizations.

Publications, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be subject to administrative review, restricted or prohibited, however, pursuant to legitimate educational concerns. Such concerns include:

1. The material is or may be defamatory;
2. The material is inappropriate based on the age, grade level and/or maturity of the audience;
3. The material is poorly written, inadequately researched, biased or prejudiced;
4. Whether there is an opportunity for a named individual or named individuals to make a response;

5. Whether specific individuals may be identified even though the material does not use or give names;
6. The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, for example, if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
7. Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

END OF POLICY

Legal Reference(s):

Equal Access Act, 20 U.S.C. Sections 4071-4074.

Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990).

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

United States Constitution, Article I and XIV.

Nevada State Constitution, Article I, Section 8.

Code: **IBDJA**
Adopted: June 24, 2006

Relations with Home-Schooled Students

The district recognizes the rights of parents to educate students at home.

The district will not provide instructional materials, or lesson plans to students being instructed at home.

Students may, upon parent request, be allowed to participate in district programs such as physical education programs, instrumental and vocal music programs, or other selected options if space and materials are available. Such students must then adhere to regular attendance procedures as established by the school and must avoid disruption of said programs. Parents are responsible for transportation for students attending selected school offerings.

The Superintendent or his/her designee shall evaluate transcripts and determine the value of prior credits and number of years of school attendance or equivalent for home-schooled students on a case-by-case basis.

Home-schooled students may participate in interscholastic activities as provided in the NIAA Handbook/Regulation.

END OF POLICY

Legal Reference(s): NAC 392.011, NRS 392.070

Code: **IC/ICA**
Adopted: June 24, 2006

School Year/School Calendar

The Board will approve the school year calendar for the following year no later than its April meeting following due consideration of the recommendation of the superintendent and the input from District Calendar Committee. After Board approval, any modification of the calendar will require Board action.

The calendar will include the number of student days/hours, number of workdays for staff and holidays. The calendar will meet state requirements.

Days lost will be made up to ensure that the required number of days/hours are met by the district.

END OF POLICY

Legal Reference(s):

Code: **ID**
Adopted: June 24, 2006

School Day

The minimum number of days of instruction and hours of instruction will be determined by the Nevada Revised Statute AND Nevada Administrative Code. The district may exceed state requirements. Starting and ending times for the school day will be established annually by the superintendent.

END OF POLICY

Legal Reference(s):

Code: **IE**
Adopted: June 24, 2006

Organization of Instruction

The district is organized on a K-12 grade-level plan.

Multiple-level offerings may be established to meet the needs of students' continuous progress and individualized instruction. Instructional groupings will be organized as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship.

END OF POLICY

Legal Reference(s):

Code: **IF**
Adopted: June 24, 2006

Curriculum Development

The Board recognizes that to improve the quality of instructional programs and to respond to changing societal and community needs, it cannot permit the curriculum to remain static. The Board deems it essential that the district develop and implement an instructional management system which will modify curricula to meet changing needs, ensuring quality educational programs serving each individual student's interests.

While the Board retains its full rights and responsibilities under the laws and regulations of the state of Nevada with regard to determining curriculum, it authorizes the superintendent to organize committees and other structures which would be responsive and representative in planning curriculum improvements and be effective at implementing approved changes.

Decision making within the curriculum improvement process should be based on reliable data collected through a comprehensive assessment of needs. The assessment should include, but is not limited to, evaluation of student performance using appropriate measurement tools and procedures, surveys of parent perceptions and professional staff recommendations.

END OF POLICY

Legal Reference(s):

Code: **IFD**
Adopted: June 24, 2006

Curriculum Adoption

Recommendations to add new courses or programs or to delete existing courses or programs must be approved by the Board.

END OF POLICY

Legal Reference(s):

Code: **IFE**
Adopted: June 24, 2006

Curriculum Guides and Course Outlines

Curriculum guides and course outlines will be written for all courses offered in the district. Curriculum standards approved by the Nevada Department of Education and adopted by the State Board of Education will be included. Teachers are expected to adhere closely to the course of study adopted by the district. Information regarding course offerings will be made available to all students and interested district patrons, upon request.

END OF POLICY

Legal Reference(s):

Code: **IG**
Adopted: June 24, 2006

Instructional Design

The district curriculum is designed to provide students with a range of preparation in academic areas as well as in developing values and behaviors in interpersonal relations, exploring leisure-time activities, community service, preparing for the work force and acquiring the broad spectrum of skills necessary for success in life.

END OF POLICY

Legal Reference(s):

Human Relations

With people moving from rural to urban areas, from cities to suburbs and from one part of the nation to the other, the state has an obligation to help students know and appreciate different physical environments, cultural backgrounds and lifestyles.

The Board is committed to an educational system that will prepare students to function effectively and cooperatively in a pluralistic society. The attainment of this goal makes necessary deliberate efforts to provide an atmosphere which reflects:

1. Respect for one's self and others, regardless of economic status, intellectual or physical ability, sex, age, race, color, religion, creed or ethnic origin;
2. Respect for cultural differences;
3. Respect for the economic, political and social rights of others;
4. Respect for the rights of others to seek and maintain their own identities.

The Board shall endorse curriculum which emphasizes a positive human relations attitude. Instructional materials at all grade levels shall reflect and fairly portray the history, contributions and culture of both men and women and of various ethnic groups in our society.

The Board shall endorse educational programs concerning minority group relations.

The Board shall endorse programs which both increase the awareness of students of the cultural diversity of others and promote student opportunity for exposure to and contact with minority life styles.

The Board shall continually examine its practices and procedures to determine their effect on individual and group behavior. The Board shall make changes as necessary to improve human relations and make efforts to eliminate instructional discrimination and stereotyping.

The Board shall provide means through which citizens can interact in efforts to implement the human relations policy.

The Board shall work with other institutions and agencies to develop improved human relations in the state.

The Board shall periodically review the implementation of the human relations policy.

END OF POLICY

Legal Reference(s):

Instruction in Ethics and Morality

The district believes:

- Instruction in ethics and morality should permeate the entire instructional program;
- Children develop their sense of ethics and morality by observing adults in their environment;
- Educators exert a tremendous influence on youngsters.

Therefore, instruction in ethics and morality in the district shall give emphasis to:

1. Honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the state of Nevada; respect for parents and the home, the dignity and necessity of honest labor and other lessons which tend to promote and develop an upright and desirable citizenry;
2. Respect for all humans, regardless of race, color, creed, national origin, religion, age, sex and disabilities. Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society;
3. Humane treatment of animals;
4. The effects of tobacco, alcohol and drugs upon the human system.

A variety of materials and experiences to stimulate discussion with students may be used, such as:

1. Problem solving: select situations, either fictional or based on real life experiences;
2. Films, filmstrips, pictures and videotapes;
3. Sound tapes and phonograph records;
4. Case studies;
5. Media including radio, television, newspapers and motion pictures.

END OF POLICY

Legal Reference(s):

Code: **IGAC**
Adopted: June 24, 2006

Teaching about Religion

Religious education is the responsibility of the home and religious institution and within the district's schools shall remain the free choice of the individual, true to American heritage and the Constitution.

Religion influences many areas of education such as literature and history. Religion's role in civilization can and should be properly taught. Teachers may provide information and opportunity for students to study the forms of various religions. It is proper for teachers to teach about religion as opposed to teaching sectarian beliefs, although study of the Bible and other sacred documents as literary forms may inform students concerning particular sectarian belief.

Teachers shall be permitted to expose students to information concerning religions and religious beliefs, but teachers shall not advocate, openly or covertly or by subtlety, a particular religion or religious belief.

END OF POLICY

Legal Reference(s):
United States Constitution, Amendment I.
Nevada Constitution, Article I.

Code: **IGACA**
Adopted: June 24, 2006

Recognition of Religious Beliefs and Customs

It is accepted that no religious belief or non-belief should be promoted by the district or its employees, and none should be disparaged. Instead, the district should utilize its opportunity to foster understanding and mutual respect among students and parents, whether it involves race, culture, economic background or religious beliefs. In the spirit of tolerance, students and staff members will be excused from participating in practices which are contrary to their religious beliefs without penalty.

The district recognizes that one of its educational goals should be to advance the students' knowledge and appreciation of the role that religious heritage has played in the social, cultural and historical development of civilization.

END OF POLICY

Legal Reference(s):

Code: **IGAE**
Adopted: June 24, 2006

Health Education Program

The Board recognizes that health and student success in school are interrelated. Schools cannot achieve their primary mission of education if students and staff are not healthy and fit physically, mentally and socially. Consequently, the district shall develop, adopt and implement a coordinated, comprehensive school health program.

It is the intent of the Board that the district's program be designed in response to demonstrated community needs; be based on models that demonstrate evidence of effectiveness; emphasize a positive youth development approach; and respond to district families' needs and preferences. The school health program shall be designed to incorporate the following:

1. A school environment that is safe; that is physically, socially and psychologically healthful; and that promotes health-enhancing behaviors;
2. A sequential, age-appropriate health education, physical education and nutrition instruction curriculum provided in pre-kindergarten through grade 12 and that is designed to motivate and help students maintain and improve their health, prevent disease and avoid health-related risk behaviors;
3. Food services activities that are coordinated with the district's nutrition education curriculum;
4. School health services activities that are designed to ensure access and/or referral to primary health care services, foster appropriate use of health care services, prevent and control communicable disease and other health problems, and provide emergency care for illness or injury;
5. Counseling, psychological and social services activities that are designed to ensure access and/or referral to assessments, interventions and other services for students' mental, emotional and social health;
6. Integrated family and community involvement activities that are designed to engage families as active participants in their student's education, that support the ability of families to support student's school achievement, and that encourage collaboration with community resources and services to respond more effectively to the health-related needs of students; and
7. Opportunities for school staff to improve their health status through activities such as health assessments, health education, health-related fitness and similar activities.

The superintendent will develop administrative regulations as necessary to implement this policy, including specific provisions for the responsibilities of staff under the district's program and for evaluation of each component of the school's health program on an [annual] [regular] basis.

END OF POLICY

Legal Reference(s):

HIV, AIDS, HBV and HCV, Health Education

The Board wants the schools to play an important role in reducing the fears about HIV/AIDS/HBV/HCV¹ and in reducing the risk behaviors that lead to infection by educating students with current, factual information about the disease, i.e., how it attacks the body's system and how it is (and is not) transmitted. AIDS is a deadly disease; there is no known cure. The Board believes the best course of action is to attempt to contain or to reduce the spread of the disease by creating an informed public; one that is aware of the physiological and psychological aspects of the disease.

A curriculum shall be developed cooperatively by parents, teachers, administration, local health department staff and others. The curriculum shall present current, accurate information to help students learn infection control for preventing the spread of the HIV/AIDS/HBV/HCV-causing virus and to assist them in making decisions about protecting their health and the health of others. The curriculum shall stress the value of abstinence. Information about HIV, AIDS, HBV and HCV infections shall be included in the curriculum.

The Board-adopted curriculum will be reviewed and updated biennially.

The age-appropriate curriculum shall be taught annually in grades K-12.

The district will designate a staff person to facilitate communication between the Nevada Department of Human Services, Health Services, Nevada Department of Education and teaching staff regarding this program.

The district shall develop procedures for parent notification, exemption and alternative credit.

Parents of minor students shall be notified in advance that the material regarding HIV/AIDS/HBV/HCV will be taught. Any parent may request his/her student be excused from the class under the provisions set forth in Nevada Revised Statutes and Nevada Administrative Codes

END OF POLICY

Legal Reference(s):

¹HIV - Human Immunodeficiency Virus; AIDS - Acquired Immune Deficiency Syndrome; HBV - Hepatitis B Virus; HCV - Hepatitis C Virus

Drug, Alcohol and Tobacco Prevention, Health Education

While drug, alcohol and tobacco use is dangerous in all segments of American society, it poses a special risk to young people by denying the opportunity to develop physically and psychologically. To this end, the district is committed to a drug-free school and intends to send an absolute and clear message that drug, alcohol and tobacco use as prohibited by state and federal law is illegal and will not be allowed in the district or during school-sponsored events and activities.

The superintendent will develop a written plan for a drug, alcohol and tobacco prevention and intervention program to include:

1. District philosophy;
2. Prevention education;
3. Intervention/Referral and drug-related medical emergency procedures;
4. Consequences and law enforcement relations;
5. Access and use of federal moneys;
6. Staff development;
7. Public relations program to be adopted and reviewed annually by the Board after consulting with a drug, alcohol and tobacco committee comprised of a parent and teacher from each school, one administrator, one community representative and a health care professional.

PREVENTION PROGRAM

The district's drug, alcohol and tobacco prevention and intervention program will be approved by the Board, after consultation with parents, teachers, administrators, local community agencies and persons from the drug, alcohol or health service community who are knowledgeable of the latest research.

The goal of the district's prevention and intervention program is to prevent unlawful drug, alcohol and tobacco use and shall include the following:

Curriculum

The curriculum will:

1. Be developmentally appropriate for each grade level;
2. Be consistent with the health education common curriculum goals;
3. Reflect community values and attitudes;
4. Be decided after consulting with parents, teachers, administrators, local community agencies and persons from the drug, alcohol and health service community;

5. Be reviewed annually and updated as needed to reflect current research.

Instructional Requirements - Students

Instruction will:

- Be provided to all students each year;
- Be included in the health education curriculum;
- Be integrated in other courses taken for high school students not taking health education.

Instructional Requirements - Activities

Instructional activities shall include basic information:

- On the effects of unlawful drug, alcohol and tobacco use;
- On the laws relating to the use, especially by minors, of unlawful drugs, alcohol and tobacco;
- On the availability of school and community resources.

Developing and Reinforcing Skills

Skills will be developed and reinforced to help students:

1. Understand and manage peer pressure;
2. Understand the consequences of using unlawful drugs, alcohol or tobacco;
3. Make informed and responsible decisions;
4. Adopt positive attitudes towards health and wellness.

Detailed general and emergency intervention and referral procedures including those for drug-related medical emergencies shall be issued to all staff members annually. The intervention and referral process will be published each year in the student/parent handbook.

Student substance abuse, possession or use of tobacco, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near school grounds or while participating in school-sponsored activities is prohibited and will result in disciplinary action up to and including expulsion and referral to law enforcement officials.

The administration will attempt to notify parents prior to any police action at school. Exceptions to this would occur only when such notification is contrary to established legal procedures or when immediate action is required to ensure student welfare.

The district will develop a public information plan for students, staff and parents.

The district's Drug, Alcohol and Tobacco Prevention, Health Education policy, related policies, Regulations and procedures will be reviewed and updated as needed.

END OF POLICY

Legal Reference(s):

Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.
Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V; 21 CFR 1308.11-1308.15 (2001).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Career and Technical Education Endorsement

Mineral County School District will establish a career and technical education program that will allow students to obtain endorsements in successfully completed programs of career and technical education.

1. To qualify for an endorsement on a high school diploma indicating that a pupil has successfully completed a program of career and technical education, the pupil must:

(a) Satisfactorily complete a sequence, or combination of sequences, of courses leading to a terminal course prescribed by the school district in which the pupil is enrolled for the career and technical area selected.

(b) Satisfy the state academic requirements governing receipt of a standard high school diploma and the statutes and regulations governing the receipt of a standard high school diploma, including, without limitation, passage of the high school proficiency examination.

(c) Complete the sequence, or combination of sequences, of courses for the career and technical area with a grade no less than a B.

2. The sequence and terminal courses required pursuant to paragraph (a) of subsection 1 must be approved by the Department of Education. A sequence must be a minimum of two credits.

3. The endorsement must be printed on the front of the high school diploma. This may be accomplished by applying a printed sticker or label on the diploma

END OF POLICY

Legal Reference(s): NAC 389.315; NRS 388.360; NRS 388.380

Human Sexuality Education

The district shall provide age-appropriate, comprehensive human sexuality instruction for all students.

The course instruction shall be integrated in the health education curriculum. The course shall include information about:

1. Abstinence;
2. Responsible sexual behaviors;
3. Hygienic practices;
4. Consequences of sexual intercourse;
5. Consequences of unintended pregnancies;
6. Sexually transmitted diseases;
7. Laws pertaining to financial responsibility for their children;
8. Laws regarding sexual relations with persons under age 18;
9. Unwanted physical or verbal sexual advances;
10. Sex abuse;
11. Honesty, respect, responsibility for one's actions;
12. Communication skills;
13. Family communication;
14. Parental skills;
15. Child development.

The district shall coordinate the course with the local health department where applicable.

The district shall make known to parents and district residents that the human sexuality instructional materials used in class, in a course, assembly or school-sponsored activity are available for review.

Parents of minor students shall be notified in advance of any human sexuality instruction. The notice shall state an opportunity to review materials; no student shall be required to take or participate in the instruction; and a written objection submitted to the district will excuse a student with no disciplinary consequence.

END OF POLICY

Legal Reference(s):

Code: **IGAJ**
Adopted: June 24, 2006

Traffic Safety Education

If a traffic safety education program is provided by the district, the program will be made available to all eligible resident students. The district will charge a tuition rate as established by the Board.

Eligible nonresident students may enroll in the district's traffic safety education program if resources are available. Nonresident students will be charged tuition.

No resident student shall be denied enrollment in the district's traffic safety education program based solely on the ability to pay tuition.

The district will develop procedures for establishing tuition rates, enrolling nonresident students and reducing or waiving tuition.

END OF POLICY

Legal Reference(s):

Code: **IGAK**
Adopted: February 6, 2007

PE Credit for Inter-Scholastic Athletics

Students enrolled in the High School will have the opportunity to receive up to one full PE credit for successful participation in an inter-scholastic athletic program or programs. A student is eligible to receive ½ credit for 60 successfully completed hours in one inter-scholastic athletic program. A student must successfully participate in two inter-scholastic athletic programs to obtain the maximum of one PE credit. To successfully complete a program, the student must participate for the full season.

END OF POLICY

Legal Reference(s):

Code: **IGBA**
Adopted: June 24, 2006

Students with Disabilities

Students ages 3 through 21 living in the district that have been evaluated by qualified educational and/or medical personnel and found eligible for services or programs for students with disabilities shall be provided a free and appropriate public education. The district will determine whether a student is both eligible for and in need of special education services.

Special education and related services will be provided to meet the needs of each student with disabilities as specified in that student's individualized education program (IEP).

The Board directs the superintendent to ensure procedures for the implementation of special education services and programs are developed to conform to the requirements of state and federal legislation. Such procedures will be retained in handbook form consistent with the policies and procedures as approved by, and on file with, the Mineral County School District.

END OF POLICY

Legal Reference(s): NRS 395

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]

Early Intervention Program for Infants and Toddlers with Disabilities, 34 CFR Part 303 (2000).

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.125(a), 300.304, 300.451 and 300.550 (2000).

Code: **IGBAB**
Adopted: June 24, 2006

Records of Students with Disabilities

In addition to the protection and procedures afforded elsewhere in policy, students with disabilities and their parents have additional rights under federal and state law with regard to student education records.

The district will provide for parent inspection (or inspection by the parent's designee) of a student's education records. If inspection of the records at the place where they are kept, or at any other location in the district, will cause an unreasonable burden on the parents, the district will provide the parents copies of the student education records. The district will respond to reasonable requests for explanations and interpretations of the records.

In order to guard against unauthorized access to the records of students with disabilities, the district will maintain a record of each request for access to and each disclosure of personally identifiable information from education records collected, maintained or used under Part B of the Individuals with Disabilities Education Act (IDEA), including the name of the party, the date access was given, the purpose for which the party was authorized to use the records and the legitimate interests the parties had in requesting or obtaining the information. This will not apply to access by the parent or eligible student, a school official, a party with written consent from the parent or eligible student or a party seeking directory information. The district will maintain the access record with the student's education records as long as the records are maintained.

END OF POLICY

Legal Reference(s):

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.560 - 300.577 (2000).

Code: **IGBAE**
Adopted: June 24, 2006

Special Education - Participation in Regular Education Programs

The district ensures that students will be educated in the least restrictive environment. The district will ensure that to the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are not disabled.

Special classes, separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily. Students will be educated in the least restrictive environment.

END OF POLICY

Legal Reference(s):

300.227, 300.305 - 300.306, 300.308, 300.533 and 300.550 - 300.554 (2000).

Code: **IGBAF**
Adopted: June 24, 2006

Special Education - Individualized Education Program (IEP)

An individualized education program (IEP) shall be developed and implemented for each student with disabilities in the district, ages 3 through 21, including those who are placed in or referred to a private school or facility by the district or receive related services from the district. The district is responsible for initiating and conducting the meetings to develop, review and revise the IEP of a student with disabilities. The district will ensure that one or both parents are present at each meeting or are afforded the opportunity to participate and are given a copy of the IEP. A meeting to develop an IEP shall be held within 30 calendar days of a determination that the student needs special education and related services, once every 365 days thereafter and when considering a change in the IEP or placement.

If a student is to be placed or referred to a private school or facility or attends a private or parochial school, the district will ensure that a representative of the private school or facility attends the IEP meeting.

END OF POLICY

Legal Reference(s): NRS 395

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.308 - 300.311, 300.342 - 300.348, 300.350 and 300.501 (2000).

Code: **IGBAG**
Adopted: June 24, 2006

Special Education - Procedural Safeguards

The district provides written notice to the parent of a student or eligible student, within a reasonable period of time, when the district proposes to initiate or change, or refuses to initiate or change, the identification, evaluation or educational placement of the student, or the provision of a free appropriate public education.

Parents of students with disabilities may request a due process hearing if the district refuses to initiate or change the identification, evaluation or educational placement of the student or to provide a free appropriate public education to the student.

The superintendent will develop administrative regulations which detail the procedures to be used for these hearings, all of which must comply with federal and state procedural safeguards.

During the pendency of any administrative or judicial proceeding concerning the identification, evaluation or educational placement of a student or the provision of a free appropriate public education, unless the district and parents of the student agree otherwise, the student involved must remain in his/her present educational placement. In the case of an application for initial admission to school, the student, with the consent of the parents, shall be placed in a program provided or selected by the district until the completion of all proceedings.

The placement may be changed to an interim alternative education setting, for up to 45 days, due to a weapon, illegal drug or controlled substance incident or due to the substantial likelihood of injurious behavior.

END OF POLICY

Legal Reference(s):

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.500 - 300.505, 300.515 and 300.517 (2000).

Code: **IGBAH**
Adopted: June 24, 2006

Special Education - Evaluation Procedures

A full and individual evaluation of a student's educational needs will be conducted before determining eligibility and before the initial provision of special education and related services to a student with a disability. Testing and evaluation materials and procedures will be selected and administered so as not to be racially or culturally discriminatory. A student must meet the eligibility criteria established in the Nevada Administrative Code to qualify for special education.

A reevaluation will be conducted every three years or more frequently if conditions warrant or if the student's parent(s) or teacher requests an evaluation.

END OF POLICY

Legal Reference(s):

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.7, 300.530 - 300.534 and 300.540 - 300.543 (2000).

Code: **IGBAI**
Adopted: June 24, 2006

Special Education - Private Schools/Home School

The district shall ensure that a student with a disability who is placed in or referred to a private school/home school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school/home school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school/home school. However, a service plan will be provided as funds are available.

Parentally-placed private school/home school students will be included in the district's special education private school/home school student count and the private school/home school students for whom the district may provide services.

END OF POLICY

Legal Reference(s): NRS 395

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.302, 300.400 - 300.403, 300.450 - 300.462 and 300.554.

Code: **IGBAJ**
Adopted: June 24, 2006

Special Education - Free Appropriate Public Education (FAPE)

The district will provide each student with disabilities with special education and related services which:

- Are provided at public expense, under public supervision and direction, regardless of the nature or severity of the student's disability, and without charge to the parent;
- Include the variety of education programs and services available to non-disabled students, including art, music, industrial arts, consumer and homemaking education, vocational education and physical education;
- Provide an equal opportunity for participation in nonacademic and extracurricular services.

END OF POLICY

Legal Reference(s):

Assistance to States for the Education of Children with Disabilities, 34 CFR Sections 300.13, 300.121, 300.122, 300.302, 300.305 - 300.307, 300.312 and 300.534 (2000).

Code: **IGBAK**
Adopted: June 24, 2006

Special Education - Public Availability of State Application

The superintendent will be responsible for ensuring that the district's applications, evaluations, periodic program plans, reports and all other documents relating to the district's eligibility under the Individuals with Disabilities Education Act (IDEA) are available to the public for inspection, review and comment.

END OF POLICY

Legal Reference(s):

State-administered Programs, 34 CFR Section 76.304 (2000).
Assistance to States for the Education of Children with Disabilities, 34 CFR 300.242 (2000).

Code: **IGBAL**
Adopted: June 24, 2006

Special Education - Services for Home-Schooled Students with Disabilities

If the district receives notice that a parent intends to home school a student with a disability, the district shall provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district. This notice shall be provided annually as long as:

- The student remains eligible for special education; and
- The student is exempt from compulsory education as a home-schooled student; and
- The student is not receiving special education and related services from the district.

END OF POLICY

Legal Reference(s): NRS 395

Code: **IGBC**
Adopted: June 24, 2006

Title I/Parental Involvement

The Board recognizes that parent involvement is vital to achieve maximum educational growth for students participating in the district's Title I program. Therefore, in compliance with federal law and Nevada Department of Education guidelines, the district shall meet with parents to provide information regarding their school's participation in the Title I program and its requirements.

The Board directs the superintendent to ensure that such meetings are held annually and at a convenient time. All parents of participating students shall be invited to attend. Title I funds may be provided for transportation, child care, home visits or other parental involvement services, as appropriate. The superintendent shall ensure equivalence among schools in teachers, administration and other staff and in the provisions of curriculum materials and instructional supplies.

Parents shall be informed of their right to be involved in the development of the district's parental involvement policy, Title I plans and school-parent compact.

Parental Involvement Policy

A parental involvement policy shall be developed jointly and agreed upon with parents of participating students. The district shall ensure:

1. Involvement of parents in the joint development of the district's overall Title I plan and the process of school review and improvement;
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance;
3. Development of activities that promote the schools' and parents' capacity for strong parent involvement;
4. Coordination and integration of parental involvement strategies with appropriate programs as provided by law;
5. Involvement of parents in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title I;
6. Barriers to participation by parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority are identified;
7. Findings of annual evaluations are used to design strategies for more effective parental involvement and to revise, if necessary, the requirements of this policy;
8. Parents are involved in the activities of schools served under Title I.

Title I Plan

As a part of the district's overall Title I plan, the district shall ensure effective involvement of parents by promoting activities that support a partnership among the school, parents and the community and that promote the improvement of student achievement. Plans may be developed by participating district schools individually or collectively. District schools:

1. Shall provide assistance to parents of students served by the school in understanding such topics as the state's academic content standards and state student academic achievement standards, Title I plan requirements, state and local academic assessments and how to monitor a student's progress and work with educators to improve the achievement of their student;
2. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and the school;
4. Shall coordinate and integrate parent-involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program and public preschool programs and other programs, to the extent feasible and appropriate;
5. Shall ensure, to the extent possible, that information related to school and parent programs, meetings and other activities is sent to the homes of participating students in a format and in a language the parent can understand;
6. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training;
7. May provide necessary literacy training from Title I funds received if the district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities;
9. May train and support parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation;
11. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
12. May develop appropriate roles for community-based organizations and businesses in parental- involvement activities;
13. May adopt and implement model approaches to improving parental involvement, such as Even Start; and
14. Shall provide such other reasonable support for parental involvement activities as parents may request consistent with Title I requirements.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title I schools. The compact shall:

- Describe the school's responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's student academic achievement standards;
- Describe the ways in which each parent will be responsible for supporting their student's learning;
- Stress the importance of ongoing communication between teachers and parents through annual parent-teacher conferences at the elementary school level.

The district shall, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students. Information and school reports will be provided in a format and language parents understand.

The district's policy, plan and compact shall be adopted by the Board, reviewed annually and updated periodically to meet the changing needs of parents and the school and distributed to parents of participating students in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

END OF POLICY

Legal Reference(s):

750No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.

Code: **IGBD**
Adopted: June 24, 2006

Programs for Pregnant Students

The district advocates the right to continued public education for all pregnant students. These young women have the right to continued schooling in regular classes. In the event an individual student withdraws from her home school during pregnancy the district alone, or in conjunction with other community institutions, shall furnish her with an opportunity to continue her classes.

If a pregnant student desires to participate in an extracurricular activity, the superintendent may require written authorization from her doctor.

All pregnant girls meeting graduation standards shall be allowed to participate in graduation.

END OF POLICY

Legal Reference(s):

Code: **IGBG**
Adopted: June 24, 2006

Homebound Instruction

Instruction will be provided to any student whose health or impairment will, as substantiated by a physician's statement, cause him/her to be absent from school for at least 10 consecutive school days and who can benefit educationally from such instruction.

The amount of instructional service provided will be related to each student's educational needs and physical and mental health.

END OF POLICY

Legal Reference(s):

Code: **IGBHA**
Adopted: June 24, 2006

Alternative Education Programs

The Board is dedicated to providing educational options for all students. It is recognized there will be students in the district whose needs and interests are best served by participation in an alternative education program.

Students may be placed in an alternative education program if the district determines that the placement serves the student's educational needs and interests and assists the student in achieving district and state academic content standards. The district will also consider and propose alternative education programs for students prior to expulsion or leaving school as required by law.

END OF POLICY

Legal Reference(s):

Alternative Education Notification

General notification of the alternative education law, the availability of existing programs and the procedures to request the establishment of new alternative education programs shall be contained in the student/parent handbook distributed each year.

Individual notification to students and parents regarding the availability of alternative education programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a one-year period (Severe disciplinary problems will be defined in the disciplinary plan.);
2. When attendance is so erratic the student is not benefiting from the educational program (Erratic attendance will be defined on a case-by-case basis.);
3. When a student's parent or emancipated student applies for exemption from attendance on a semiannual basis;
4. When an expulsion is being considered;
5. When a student is expelled.
6. As determined by a student's individual education plan as the least restrictive environment.

Individual notification shall be hand delivered or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.

Notification shall include:

1. The student's action;
2. A list of alternative education programs for this student;
3. The program recommendations based upon the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

The superintendent will develop notification procedures in accordance with Nevada Revised Statutes.

END OF POLICY

Legal Reference(s):

Code: **IGBI**
Adopted: June 24, 2006

English Language Learners

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction.

Parents who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

END OF POLICY

Legal Reference(s):

Title VI of the Civil Rights Act of 1964, as amended, 42 U.S.C. Section 2000(d).
No Child Left Behind Act of 2001, Title III, Sections 3101-3304.

Code: **IGCD**
Adopted: June 24, 2006

Advanced College Placement

The district may offer an advanced placement or dual credit program for students who are capable of performing college-level work while in high school. All programs will be developed, implemented and evaluated under the approval of the superintendent.

END OF POLICY

Legal Reference(s):

Code: **IGCG**
Adopted: June 24, 2006

Service Learning

The Board supports the concept of service learning as a teaching methodology and encourages its use in the schools. As used in this policy, “service learning” means a teaching/learning strategy requiring students to develop and apply knowledge and skills through challenging projects that meet real community needs. Citizenship, academic subjects and skills are taught through learning activities tied to academic content standards and/or local performance standards.

The superintendent may develop and implement service learning with the input of staff, students, parents, community and higher education, as appropriate.

Recommendations for curriculum revisions that require the addition or deletion of existing courses, represent a change in the courses and/or units of credit required for graduation and/or impact existing staffing patterns shall be submitted to the Board for approval. All other recommended changes must be submitted by the building principal to the superintendent for approval.

The superintendent is directed to identify existing district policies, administrative regulations and other district practices that may be barriers to effective implementation of service learning. Identified policies will be referred to the Board for review and revision, as appropriate. The superintendent will also submit service learning funding needs to the Board as part of the budget planning process.

END OF POLICY

Legal Reference(s):

Co-curricular/Extracurricular Activities

The Board recognizes co-curricular/extracurricular activities, when properly planned and conducted in an appropriate, safe environment, represent an essential part of the educational experience. The Board supports such co-curricular/extracurricular activities and will attempt to make them available to interested students. It is the Board's goal to provide each student with a balanced program of academic studies and co-curricular/extracurricular activities to be determined by the school, the parents and the students.

Co-curricular/Extracurricular activities will be organized, supervised activities conducted under the auspices of the district. The activities will take place on district property and will primarily involve students in other than classroom situations. Students may receive credit under district curriculum guidelines.

The following may be considered extracurricular activities:

1. Student government and its related activities and organizations;
2. Musical festivals or contests, speaking activities and drama;
3. Organized activities which are part of interscholastic athletics;
4. All types of interscholastic competition;
5. Special interest clubs;

The Board will approve specific extracurricular activities. The administration will supervise in keeping with this policy and any administrative regulations.

END OF POLICY

Legal Reference(s):

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986).

Havercamp v. Unified School District No. 380, 689 F Supp. 1055 (D. Kan. 1986); aff'd, _F.2d_ (10th Cir. 1987).

Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990).

Equal Access Act, 20 U.S. C. Sections 4071-4074.

Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).

NIAA Board of Control

Code: **IGDA**
Adopted: June 24, 2006

Student Organizations

The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them.

The district will not allow student organizations which are not directly curriculum related.

The building principal will develop general guidelines for student organizations. Among other provisions, such guidelines will require the assignment of at least one advisor to each student organization.

END OF POLICY

Legal Reference(s):

Equal Access Act, 20 U.S.C. Sections 4071-4074.

Lamb's Chapel v. Center Moriches Union Free S.D., 508 U.S. 384 (1993).

Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990).

Student Publications

District Sponsored

Students' First Amendment rights to freedom of expression and equal protection of the law will be observed regarding district-sponsored student publications. The observance of these rights must be balanced against the legitimate needs of the educational process.

Some student publications, such as yearbooks and school newspapers, may be educational devices developed as part of the curriculum to benefit primarily those who compile, edit and publish them. Staff advisors will be assigned to guide students engaged in these activities. Any commercial advertisements in such publications will conform to Board policy and administrative regulation.

Students may be required to submit publications for approval prior to distribution. When approval is required, school administrators must make available to students the standards which will be used to determine granting or denying permission to publish. Such guidelines will be specific and will be directed toward ascertaining which publications will cause substantial disruption of district activities or contain libelous or obscene content.

Prior restraints will contain precise criteria which spell out what is prohibited. A definite, brief time limit will be set within which school officials must approve or disapprove distribution. To be valid, these guidelines must prescribe a procedure for appeals from students.

All Publications

It will be the responsibility of local school administrators to develop and circulate reasonable and specific Regulations setting forth the time, manner and place in which distribution of student publications may occur. Students who become subject to discipline for failure to comply with distribution Regulations will be granted procedural due process rights.

END OF POLICY

Legal Reference(s):
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Code: **IGDD**
Adopted: June 24, 2006

Student Performances

Instructors are encouraged to arrange for individual students and groups to provide public performances when they contribute to educational process objectives and when they do not interfere with other scheduled activities or classes within the school, as follows:

1. All performances involving students will be approved by the principal;
2. The extended use of one particular group will be discouraged;
3. Students participating in a performance will conduct themselves in accordance with [the student conduct code adopted by the district];
4. Performances that are scheduled outside school hours are preferred. Performances during school hours should be limited to the class period during which the activity is usually taught to that particular student or students.

Student groups may participate in district activities and with groups in the community upon the approval of the principal. Proceeds given students for participating or performing will be placed in student accounts.

END OF POLICY

Legal Reference(s):

Code: **IGDE**
Adopted: June 24, 2006

Student Activity Fees

All necessary fees or assessments are due upon enrollment and payable in the school office unless other arrangements have been made. Until such fees are paid, certain restrictions and/or penalties may be imposed.

END OF POLICY

Legal Reference(s):

Code: **IGDF**
Adopted: June 24, 2006

Student Fund-Raising Activities

All fund raising must be approved by the superintendent and supervised by the appropriate advisor.

Fund-raising projects involving the sale of products must be approved by the activity sponsor and by the principal before the activity is initiated. Solicitation of funds is expressly prohibited without the superintendent's consent.

Students, with the permission of the principal and under the direct supervision of their advisors, may carry out fund-raising activities in which no outside fund-raising agency or contract is concerned. Where funds are to be raised through an outside agency or contracted activity, the activity must receive prior approval by the [superintendent]. To protect members of the community from unauthorized persons raising funds in the district's name, a letter of introduction will be provided to all persons authorized to raise funds for the district.

Activities concerned with fund raising for charitable or other causes not relating to school activities may not be carried on without prior approval of the principal, the superintendent. Schools within the district initiate fund-raisers throughout the year for various activities.

END OF POLICY

Legal Reference(s):

Student Activity Funds

Student activity funds shall be defined as those funds which include all moneys raised or collected by and/or for school-approved student groups, excluding those moneys budgeted in the general fund.

Student activity fund moneys shall be collected and expended for the purpose of supporting the school's co-curricular/extracurricular activities program.

Co-curricular/Extracurricular activities are comprised of the group of school-sponsored activities, under the guidance or supervision of qualified adults, designed to provide opportunities for students to participate in such experiences on an individual basis, in small groups or in large groups — at school events, public events or combination of these — for motivation, enjoyment and/or improvement of skills.

The building principal and the person in charge of the student activities program shall be responsible for administration of the building's student activity funds. Student Activities Accounting Manual will be adhered to by staff and students.

The student-treasurer of the school-recognized student government organization may serve as a representative of that organization in partial administration of the building's student activity funds.

All student activity fund moneys shall be receipted and deposited into a checking account administered by the school office.

All expenditures from the general account of student activity funds shall be expended to benefit the student body as a whole and must also be approved by the school-recognized student government organization and its advisor, if such organization exists.

All expenditures from a specific account of student activity funds related to other school-recognized student groups shall be expended to benefit the specific club or organization, and in so far as possible, to benefit those students currently in school who have contributed to the accumulation of those funds. Such expenditures must be approved by the members of that organization and their advisor.

All student activity fund expenditures must be approved by the building principal.

END OF POLICY

Legal Reference(s):

Code: **IGDH**
Adopted: June 24, 2006

Contests for Students

The district will cooperate with individuals, community organizations and agencies desiring to sponsor contests in keeping with the purposes and educational aims of the school when such activities can be integrated into the school program without disruption or loss of instructional time for the student and without imposing an unreasonable added workload on the staff. Participation by students in contests must be approved by the principal.

The activity sponsor will be responsible for the preparation and circulation of all informational materials and for other administrative work required in the grading, judging or evaluation of the participants' work.

The following will be used as a guide in determining participation in contests:

1. The primary educational aims of the school and the needs and interests of students must be a consideration at all times;
2. The school must not be used to promote private or commercial interests;
3. The school must not be used for direct sales promotion of individual competitive goods or services;
4. All materials or activities initiated by private sources must be judged on grounds of their direct contribution to educational values, factual accuracy and good taste.

END OF POLICY

Legal Reference(s):

Interscholastic Activities

The Board recognizes the integral role interscholastic activities play in the character development and general enhancement of the education of its students. Accordingly, administrators, coaches, student participants and others associated with the district's high school activities programs and events shall conduct themselves in a manner that is consistent with the letter and spirit of policies, Regulations and regulations of the district and the Nevada Interscholastic Activities Association (NIAA) and the fundamental values of sportsmanship. Each will be held accountable for its actions.

The district will provide comparable interscholastic athletic competition for male and female students in a variety of sports.

District employees and activity volunteers are prohibited from making contact or otherwise causing contact to be made with a student for purposes of suggesting or encouraging the student and/or family to maintain or change residency for activities eligibility or participation. The building principal, activities director and coaches are each responsible for ensuring student participants meet all district and NIAA eligibility requirements. The building principal is responsible for ensuring accurate certification regarding the eligibility of students and for verifying that coaches have been certified through the National Federation of High School Coaches Certification program prior to assuming coaching duties. The building principal shall ensure that a program is in place to effectively evaluate the performance of all coaches and activities advisors under his/her supervision.

Volunteers may be approved to assist with district activities with prior building principal approval only.

The building principal shall investigate all allegations of district student ineligibility, staff recruitment violations or other student or staff conduct that may violate Board policy, administrative regulations and/or NIAA Regulations. He/She shall notify the superintendent of conduct that violates the terms of this policy and report to NIAA as required.

An employee determined to have violated regulations of NIAA may be subject to discipline, up to and including, dismissal. A student in violation of NIAA Regulations will be subject to discipline, up to and including, dismissal from his/her interscholastic activity or program and expulsion from school. Volunteers shall be subject to discipline up to removal from district programs and activities and such other sanctions as may be deemed appropriate by the Board.

The superintendent will develop administrative regulations or procedures, as necessary, to implement this policy, including a process to ensure that all district Regulations governing the

conduct of students, staff and volunteers engaged in district activities are regularly reviewed and updated, as necessary.

END OF POLICY

Legal Reference(s): NIAA BOARD OF CONTROL REGULATIONS
Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).

Code: **IGDJA**
Adopted: June 24, 2006

District Athletic Eligibility

The Board believes that participation in district athletics complements, reinforces and extends academic programs and offers opportunities for students to grow physically, intellectually and socially. Participation is a privilege, not a right, and students are expected to meet and maintain district eligibility standards as outlined in the Athletic Handbook in order to participate. Failure to meet and maintain academic achievement, satisfactory attendance and desirable behavior, as measured by district criteria, may result in discipline including probation, suspension and/or removal from the activity.

As a member of Nevada Interscholastic Activities Association (NIAA), in all activity matters, the district will adhere to NIAA Policies and Regulations.

The superintendent will develop administrative regulations to implement this policy.

END OF POLICY

Legal Reference(s): NIAA Board of Control Regulations
Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).

Code: **IGDK**
Adopted: June 24, 2006

Non-School-Sponsored Study and Athletic Tours/Trips/Competitions

The district does not sponsor, endorse or financially contribute to the variety of outside-sponsored study and athletic tours/trips/competitions available to students.

The district does not recruit for, or have input into, the selection of programs, many of which are not open to all students. Such tours, trips and competitions are under the sole auspice and control of the sponsoring organizations/groups.

Students who raise funds for their personal participation in such activities may not raise moneys for such travel as a representative of the school. The district or individual school name may not be used unless the communication clearly identifies the sponsor as a group other than the school. Students may not use school supplies, materials or facilities in conjunction with such trips or their related fund raising.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other holiday travel which involves their supervision of students. School staff will not advise parents regarding selection of such trips or tours for their youngsters. The counseling center may contain pamphlets which will assist parents who have questions about selection of such a tour.

Parents are advised to consider carefully the activities that are available to their sons and daughters. Parents have an obligation to ensure that patrons of the district do not assume such activities are school sponsored or funded.

END OF POLICY

Legal Reference(s):

Code: **IGE**
Adopted: June 24, 2006

Adult Education Programs

The Board supports adult diploma programs and cooperates fully with Western Nevada Community College to make adult education programs available to its patrons.

END OF POLICY

Legal Reference(s):

Code: **IHG**
Adopted: June 24, 2006

Independent Study

The superintendent will develop guidelines for implementing and evaluating an independent study program as a means for students to acquire credit.

END OF POLICY

Legal Reference(s):

Code: **IHGA**
Adopted: June 24, 2006

Alternative Instructional Programs

In addition to the regular curriculum and courses offered, it is possible for students, with prior administrative approval, to obtain credit from the following alternative instructional programs and activities:

1. Community college courses;
2. Correspondence courses;
3. Independent study;
4. Online courses;
5. Others approved by the Board.

END OF POLICY

Legal Reference(s):

Instructional Resources/Instructional Materials

The Board is responsible for the selection of instructional materials. The Board delegates to district professional personnel the authority for the selection of instructional and library materials in accordance with the policy below.

Selection Objectives

When reviewing and selecting instructional materials, the objectives will be:

1. To select materials that will provide improvements in content, organization and teaching methods;
2. To ensure accurate and up-to-date content that includes new concepts, insights and facts;
3. To provide for sequential growth from level to level;
4. To provide a fair representation of the many religious, ethnic and cultural groups and their contributions to our American heritage;
5. To provide recognition of minority groups and women by placing them frequently in positions of leadership and example. There will be no discrimination or bias or prejudice toward sex, race, religion, national origin, marital status, disability or age.

Textbooks and other instructional materials adopted by the Board shall be selected by the appropriate professional personnel in consultation with parents and citizens. The input of staff and students will be encouraged. Final decisions on purchase will rest with the superintendent or designee, subject to official adoption by the Board in the case of textbooks and other instructional materials.

Selection Criteria

All materials selected will be consistent with the following principles:

1. Materials that enrich and support the curriculum, taking into consideration the varied interests, abilities and maturity levels of the students served;
2. Materials that stimulate growth in factual knowledge, literary appreciation, aesthetic values and ethical standards;
3. A background of information which will enable students to make intelligent judgments in their daily lives;
4. Materials on opposing sides of controversial issues, so that young citizens may develop, under guidance, the practice of analytical reading and thinking;
5. Materials representative of the many religious, ethnic and cultural groups, showing their contributions to our heritage.

The above principles will serve as a guide in the selection of all instructional and library materials.

To be in compliance with the requirements of federal law, the Board directs the superintendent to distribute curriculum materials and instructional supplies to district schools in such a manner that ensures all schools receive equivalent materials.

Any resident or employee may challenge the appropriateness of the district's instructional materials. The district will provide a procedure to process such challenges.

END OF POLICY

Legal Reference(s):

No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.

Code: **IIABB**
Adopted: June 24, 2006

Use of Feature Films/Videos

The Board recognizes the showing of commercially produced and rated feature films and videos may have a legitimate purpose in a school's educational program. Since the content of these feature films customarily is designed for general audience viewing, the Board feels certain precautions should be taken to ensure the showing of a particular film is consistent with the educational values espoused by the district. Only films rated G, PG or PG-13 may be shown as part of the school program. The Board directs procedures be developed to accomplish this objective, including the provision that a parent has the opportunity to preview a film when practicably possible and that a parent must give prior consent before his/her student may view a film rated PG or PG-13.

END OF POLICY

Legal Reference(s):

Code: **IIAD**
Adopted: June 24, 2006

Special Interest Materials

In general, supplementary printed materials from special interest groups should have the approval of the superintendent or designee before being used in the schools. This approval may be given to materials that are of obvious educational quality, supplement and enrich text and reference book materials for definite school courses, and are timely.

Printed materials from special interest groups should not be displayed or distributed in the schools or on the school grounds without approval of the superintendent or designee. Students may not be used as agents for distributing non-school materials to the homes without the superintendent's approval.

Teachers may use special aids such as models, films, slides, pictures, charts and exhibits for educational purposes with the express approval of the superintendent/principal even though these materials may bear the name of a commercial business firm that provided the aid.

Educational films and all video rentals secured from or through commercial sources will be approved by the principal prior to their use in the schools.

All copyright laws regulating the use of such material will be strictly followed.

END OF POLICY

Legal Reference(s):

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Code: **IIBD**
Adopted: June 24, 2006

District Libraries

The Board will maintain a school library in the district to be directed by a licensed school librarian or other personnel.

The Board intends to provide supplies, books, encyclopedias, dictionaries and periodicals as needed in keeping with state standards.

The library, in addition to containing written materials, may contain audiovisual materials and equipment, computers and computer software.

Library services including curriculum, personnel and inventory shall be reviewed annually.

END OF POLICY

Legal Reference(s):

Code: **IIBG**
Adopted: June 24, 2006

Instructional Technology

In addition to instructional materials and audiovisual materials, an increasing field of technological aids and equipment are becoming integral parts of the district's instructional programs. Computers, telecommunications equipment and laser technology all have a variety of applications across the curricula.

To ensure that both staff and students have access to appropriate and up-to-date technology, the Board may create and/or appoint a computer/technology planning committee (the instructional materials planning committee may serve the same purpose if additional personnel are not available). Such a committee shall assess the technological needs of the instructional program, research and review materials and equipment and make recommendations to the Board and/or the superintendent.

Any such committee should develop training procedures and programs for both staff and students. Such programs should emphasize classroom applications of the specific technology(ies) and provide all staff and students with equal access to the materials/equipment. The committee should also monitor and evaluate the actual usage of all instructional technology.

When budgeting for computers and related technology, the Board may seek outside funding for computer hardware and software, as well as funds for training programs. Cooperative purchasing/leasing agreements through the Technology Consortium are another means of economizing.

In all its technological purchases, training programs and applications, the district should seek to further its basic instructional goals.

END OF POLICY

Legal Reference(s):

Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Electronic Communications System

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

1. Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
2. Monitoring the online activities of minors;
3. Denying access by minors to inappropriate matter on the Internet and World Wide Web;
4. Ensuring the safety and security of minors when using electronic mail, chat rooms and other forms of direct electronic communications;
5. Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors on-line;
6. Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
7. Installing measures designed to restrict minors' access to materials harmful to minors.

The administrative regulations will be consistent with sound guidelines as may be provided by the education service district, the Nevada Department of Education and/or the Government Standards and Practices Commission and will include a complaint procedure for reporting violations.

Failure to abide by district policy and administrative regulations governing use of the district's system may result in the suspension and/or revocation of system access. Additionally, student violations will result in discipline up to and including expulsion. Staff violations will also result in discipline up to and including dismissal. Violations of law will be reported to law enforcement officials. Fees, fines or other charges may also be imposed.

END OF POLICY

Reference(s):

Children's Internet Protection Act, 47 U.S.C. Sections 254 (h) and (l); 47 CFR Section 54.520 (2001).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2000).
Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.
Drug-Free Workplace Act of 1988, 41 U.S.C. Sections 701-707; 34 CFR Part 85, Subpart F.

Controlled Substances Act, 21 U.S.C. Section 812, schedules I through V, 21 CFR 1308.11-1308.15 (2000).
Drug-Free Schools and Communities Act Amendments of 1989, P.L. 101-226, 103 Stat. 1928.
Americans with Disabilities Act of 1990, 42 U.S.C. Sections 12101-12213; 29 CFR Part 1630 (2000); 28
CFR Part 35 (2000).
Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
No Child Left Behind Act of 2001, P.L. 107-110, Title II, Section 2441.

Web Pages

The district encourages the publication of web pages to foster creativity and communication and to provide students a place to demonstrate what they have learned.

All web pages must comply with IIBGB-AR - Web-Page Guidelines.

Failure to comply with this policy and applicable administrative regulations will result in discipline, including suspension of district Internet privileges and/or referral to law enforcement, if appropriate.

District Web Site

The district's web site provides a resource for obtaining information about the district and for informing patrons about classroom activities and Board policies. Requests for publication of information on the district web site should be directed to the webmaster. District administrators (transportation supervisor, food service director, business manager, etc.) may publish web pages as part of the district's web site. Personal information, not related to education, will not be permitted.

Staff Web Pages

Staff may create web pages to use in class activities or to provide a resource for other staff members. Staff web pages must reflect the educational goals and objectives of the district.

Staff members linking outside sites to the district server are responsible for checking all material and links prior to submission.

Individual Student Web Pages

Students may, with staff sponsorship, create web pages for publication on the district's web site that are primarily academic, educational and research oriented.

Student work may be published, with parent permission, only if related to a class project or other school activity. Such work shall not reveal personally identifiable information or prohibited directory information.

Student-created web pages reflect the individual and do not represent the district. Concerns about the content of any page created by a student should be directed to the building principal.

Student web pages may be removed at the end of the school year unless special arrangements are made.

Clubs and Organizations

Web pages published by clubs and organizations may provide information about extracurricular and other school-authorized activities, as well as general information relating to the district.

Others

The district may allow other organizations, e.g., parent-teacher groups, booster clubs, etc., to publish web pages.

END OF POLICY

Legal Reference(s):

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Copyrights, Title 17, as amended, United States Code; 19 CFR Part 133 (2001).

Code: **IC**
Adopted: June 24, 2006

Community Instructional Resources

The district recognizes the value of special activities in the total curriculum and agrees that students profit from carefully planned experiences. Special activities are defined as learning experiences which extend beyond the physical boundaries of the classroom. Teachers wishing to access these resources shall coordinate the activity with the building principal.

END OF POLICY

Legal Reference(s):

Field Trips and Special Events

The Board recognizes the value of special activities to the total school program. Further, students need to be allowed to participate in and profit from carefully planned learning experiences which fall outside the normal school program/day.

Field trips and other curricular/co-curricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals.

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year.

The administration will develop Regulations to ensure both students and adult supervisors are acquainted with the standards for conduct while representing the district. Such Regulations will reinforce district policy in areas such as alcohol, tobacco and unlawful drug use, procedure to be used in cases of illness or accident, and methods for communicating with administrators/parents in discipline and emergency situations.

All out-of-state travel must have prior Board approval. Such approval is predicated on an acceptable plan for travel arrangements, parental involvement, orientation of students and supervisors and support of the appropriate administrator(s).

END OF POLICY

Legal Reference(s):

Code: **IICAA**
Adopted: June 24, 2006

Senior Trips

The district does not authorize or endorse senior trips taken for any purpose other than a special part of the Board-approved district curriculum.

Individuals who solicit funds for participation in privately-sponsored senior trips may not do so as representatives of the district.

District equipment or facilities will not be used to advertise, promote or enroll seniors for such excursions during the school day.

Requests for use of district equipment or facilities after school hours shall conform to established district policies and regulations.

END OF POLICY

Legal Reference(s):

Community Resource Persons

One goal of education is to prepare students to participate constructively in a democratic, pluralistic society, a society in which many differing opinions are held and differing causes are espoused. It is important that students develop an understanding of divergent ideas. It is also important that they develop judgment, a capacity to discern the difference between fact and opinion and to weigh arguments, slogans and appeals. Books, films and other media are valuable for giving students exposure to many differing ideas, but for effective learning it is also useful to invite appropriate persons not on the district educational staff to speak to or to meet with groups of students as part of the educational process.

No overall standard can be established which will automatically exclude, as a resource, the person whose views or manner of presenting them may obstruct the educational process or endanger the health and safety of students or staff. The Board establishes the following guidelines, however, in an effort to uphold students' freedom to learn while also recognizing obligations which the exercise of freedom entails:

1. The teacher/sponsor and school building administrator are expected to exercise judgment and to investigate fully those proposed resource persons about whom questions may arise;
2. Teachers/Sponsors should encourage the use of resource persons representing various approaches or points of view on a given topic to afford students a more comprehensive understanding of it;
3. An appropriate record will be made of each resource person used and of that person's presentation;
4. The ideas presented and the resource person invited to present them will have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved;
5. The teacher/sponsor responsible for inviting the resource person, or any member of the school administration, has the right and duty to interrupt or suspend any proceedings if the conduct of the resource person is judged to be in poor taste or endangering the health and safety of students and staff.

END OF POLICY

Legal Reference(s):

Equal Access Act, 20 U.S.C. Sections 4071-4074.

Westside Community Board of Education v. Mergens, 496 U.S. 226 (1990).

Code: **ICC**
Adopted: June 24, 2006

Volunteers

Citizens who voluntarily contribute their time and talents to the improvement and enrichment of the public schools' instructional and other programs are valuable assets. The Board encourages constructive participation of groups and individuals in the school to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person authorized by the district for volunteer service into a position of working with students will be required to undergo a criminal background records check if the superintendent determines the frequency of the service warrants a background check.

Nonexempt employees² may be permitted to volunteer to perform services for the district provided the volunteer activities do not involve the same or similar type of services³ as the employee's regularly assigned duties. In the event a nonexempt employee volunteers to perform services for the district that are the same or similar as the employee's regularly assigned duties, the Board recognizes that under the Fair Labor Standards Act (FLSA), overtime or compensatory time must be provided.⁴

The administration is responsible for the recruitment, use, coordination and training of volunteers. These assignments will be carried out as directed or delegated by the superintendent. Every effort should be made to use volunteer resources in a manner which will ensure maximum contribution to the welfare and educational growth of students.

END OF POLICY

Legal Reference(s):

Fair Labor Standards Act of 1938, as amended, 29 U.S.C. Sections 206 and 207.

²There are three types of FLSA exemptions: those for executive, administrative and professional employees. Generally, employees who are exempt under the executive, administrative or professional exceptions must primarily perform executive, administrative or professional duties at least 50% of the employee's time.

³Instructional assistant duties are generally viewed to be the same type of service, supervising and instructing students, as coaching.

⁴Districts should review with legal counsel the use of non-exempt employees in extracurricular activity positions such as coaching and as advisors for cheerleading and other district-sponsored activities for FLSA district impact.

Guidance Program

The district's counseling and guidance program focuses on the developmental needs of all students.

Counselors demonstrate respect for each individual's dignity and worth and encourage each student to develop individual responsibility and decision-making skills. Counselors coordinate the school guidance program and involve all staff members in designing and implementing plans to meet three major goals:

- Educational Development - Students will participate in planning their educational experiences so that their education is consistent with educational requirements and career aspirations;
- Personal/Social Development - Students will develop appropriate behaviors for a variety of social settings; students will develop awareness of self and confidence in their own abilities;
- Career Development - Students will develop career options consistent with their interests, abilities and values. Career development includes focus on vocation, avocation, family life and citizenship.

Within the framework of the counseling and guidance goals, specific student and curricular objectives will be developed.

Within the areas of counseling and guidance responsibility, the counselor enters into professional relationships with three segments of the school community: students, school personnel and parents. Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information is, in most instances, protected as privileged communications by Nevada law. When appropriate, counselors will be responsible for explaining the ramifications of confidentiality to students.

END OF POLICY

Legal Reference(s):

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).

Confidentiality in Counseling

The main purpose of confidentiality is to offer students an environment in which they will be able to deal with what concerns them without fear of disclosure. Therefore, it will be the professional responsibility of school counselors to respect fully the right of privacy of those with whom they enter counseling relationships.

Confidentiality must not be abridged by the counselor except:

1. Where there is a clear and present danger to the student or to other persons;
2. To consult with other professionally competent persons when this is in the student's interests;
3. When the student waives this privilege in writing;
4. At the earliest time possible, as determined by the counselor, parents will be informed that their student is in counseling. When students are referred to an outside agency, the laws dealing with that agency's rights will then be enacted.

Records of the counseling relationship, including interview notes, test data, correspondence, tape recordings and other documents, are to be considered professional information for use in counseling and they are not part of the public or official records of the institution in which the counselor is employed. Revelation to others of counseling materials should occur only upon the student's consent.

Counselors are not to discuss confidential matters over the telephone. Counselors should insist a request for information be made in writing on official stationery.

The school counselor shall be provided with adequate physical facilities that guarantee the confidentiality of the counseling relationship.

When a counselor is in doubt about what information to release in a judicial proceeding, the counselor should request, through the superintendent, a conference with the district's attorney to explain the dilemma and receive advice on how to proceed.

END OF POLICY

Legal Reference(s):

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).
Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).

Academic Achievement

The Board feels it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential.

The Board directs staff to follow these guidelines in measuring and reporting student progress:

1. Parents will be informed regularly, at least four times a year or three times a year if on a trimester system, of their student's progress in school;
2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration;
3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade;
4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students;
5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers;
6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.
7. In an effort to promote effective communications with individuals with disabilities, the school will provide progress reports in an alternative format upon request and with appropriate advance notice.

END OF POLICY

Legal Reference(s):

Code: **IKA**
Adopted: June 24, 2006

Grading System

The district's grading system shall be based on Board-adopted course content and is designed to enable the student and parent to clearly know how well the student is achieving course requirements.

Letter grades will be used in the district.

Grading will be on a nine-week basis or twelve-week basis for a trimester system. The grade will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions.

At the beginning of the grading period students and parents will be informed regarding the basis of the grades and the methods to be used in determining them.

END OF POLICY

Legal Reference(s):

Code: **IKAA**
Adopted: June 24, 2006

Final Exams

The superintendent or designee will develop and implement procedures for administering final examinations or culminating activity in all credit courses. These procedures will include scheduling, supervision and provisions for informing students and parents of the expectations of staff.

END OF POLICY

Legal Reference(s):

Grade Reduction/Credit Denial

Grade reduction or credit denial determinations may include student attendance. Student attendance may not be a sole criterion. If attendance is a factor, **prior** to a grade reduction or credit denial, the following shall occur:

1. The teacher will identify how the attendance and class participation is related to the instructional goals of the subject or course;
2. Parents and students will be informed;
3. Due process procedures are available to the student when the grade is reduced or credit denied for attendance rather than academic reasons;
4. Reasons for nonattendance are considered and the grade is not reduced or credit denied based upon absences due to:
 - a. Religious reasons;
 - b. A student's disability; or
 - c. An excused absence, as determined by the district's policy.

END OF POLICY

Legal Reference(s):

Homework

Homework refers to an assignment to be prepared during a period of supervised study in class or outside of class or which requires individual work in the home.

Homework is to improve the learning process, to aid in the mastery of skills and to stimulate interest on the part of the student.

Teachers at all grade levels are encouraged to consistently assign homework, which will increase in complexity with the maturity of the student.

Homework assignments should take into consideration the individual student's differences, interests and abilities, as well as the educational resources available to the student at school and in the home and the other learning activities present in the life of each student e.g., participation in school activities, family living, religious and cultural interests and exploration of personal interests.

The purpose of homework assignments shall be made clear to each student and under no circumstances shall it be used as a form of punishment.

Homework will be assigned to:

1. Complete work assigned to supplement a well planned lesson;
2. Make up assignments missed because of an excused absence;
3. Gain extra credit or honors;
4. Complete research projects or long-range assignments.

All homework and student scholastic response will be graded on the basis of effort (self-competition only) and academic content.

END OF POLICY

Legal Reference(s):

Class Rankings

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class.

The district's valedictorian and salutatorian may be permitted to speak as part of the district's planned graduation program at the discretion of the building principal or designee. All speeches must be reviewed and approved in advance by the building principal or designee. Titles and privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

The valedictorian and salutatorian will be selected according to the following procedure:

1. The valedictorian will be the student with the highest grade point average as computed at the end of eight semesters of high school work;
2. The salutatorian will be the student with the second highest grade point average as computed at the end of [seven] semesters of high school work;
3. In case of a tie for valedictorian, co-valedictorians will be honored;
4. In case of a tie for salutatorian, co-salutatorians will be honored;
5. Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors;
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Mineral County High School prior to and continuously following the 1st school day of the student's junior year.

END OF POLICY

Legal Reference(s):

Promotion and Retention of Students

The Board is dedicated to total and continuous development of each student enrolled. The professional staff is expected to place students at the grade level best suited to them academically, socially and emotionally.

Students will normally progress annually from grade to grade. Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the students involved. Exceptions will always be made after prior notification and explanation to the student's parents, but the final decision will rest with school authorities.

Promotion requirements for students being considered for promotion to the high school shall be:

<i>English</i>	<i>4 semesters</i>
<i>Mathematics</i>	<i>4 semesters</i>
<i>Science</i>	<i>3 semesters</i>
<i>Social Studies</i>	<i>3 semesters</i>
<i>Elective</i>	<i>3 semesters*</i>
<i>Physical Education</i>	<i>3 semesters*</i>

** Required for students attending schools offering these courses. Students in schools which do not offer these courses must meet the minimum promotional requirements set forth in statute.*

These requirements shall go into effect with students enrolled in the sixth (6 grade during the 2010-2011 school year, and be in place each year after.

Students in grades 9-11 must be enrolled in a full load of courses based upon the master schedule of the school. Students in grade 12 must be enrolled in a minimum of five (5) courses or the equivalent of five periods per day based upon a traditional schedule. A student's status as a member of a particular class is determined by the number of completed semesters he/she has earned and coincides with testing regulations as specified below:

- Sophomores must have completed a minimum of 2 semesters*
- Juniors must have completed a minimum of 4 semesters*
- Seniors must have completed a minimum of 6 semesters*

A student who has not earned the following number of credits in a given year shall be deemed "credit deficient":

- End of Freshman year 5 credits*
- End of Sophomore year 11 credits*
- End of Junior year 17 credits*

All students, regardless of status in a particular class, must earn the required number of credits in the correct courses to be considered for graduation of any Mineral County School. A student will be granted a maximum of five (5) consecutive school years from the time he/she enters the ninth grade to complete all requirements for a high school diploma in the comprehensive high school setting.

END OF POLICY

Legal Reference(s): Adopted Regulation of the State Board of Education LCB File No. R022-09

Code: **IKF**
Adopted: June 24, 2006

Graduation Requirements

The Board will establish graduation requirements for the awarding of a regular, advanced or adjusted high school diploma which meets or exceed state standards. Certificate of attendance will be awarded to students who have met all of the district's minimum graduation requirements but failed one or more parts of the Nevada High School Proficiency Exam.

Students and their parents will be notified of graduation and diploma requirements.

END OF POLICY

Legal Reference(s): NAC 389.655-699; NRS 385.080

Code: **IKFA**
Adopted: June 24, 2006

Early Graduation

A student who wishes to graduate from high school in less time than the ordinary grade 9-12 sequence may request permission to complete graduation requirements on an altered schedule. The student and his/her parents will consult with high school guidance personnel to develop a graduation plan. Their intention to accomplish this plan will be stated in writing to the superintendent and approved by the Board.

END OF POLICY

Legal Reference(s):

Code: **IKFB**
Adopted: June 24, 2006

Graduation Exercises

Because the Board believes that completion of the requirements for a diploma from the public schools is an achievement that improves the community as well as the individual, the Board wishes to recognize that achievement in a publicly celebrated graduation exercise.

Accordingly, appropriate graduation programs may be planned by the school principal to be held on the date selected by the Board.

The district's valedictorian(s), salutatorian(s) or others at the discretion of the building principal or designee may be permitted to speak as part of the district's planned graduation program. All speeches will be reviewed and approved in advance by the building principal or designee.

All students in good standing who have successfully completed the requirements for a senior regular, advanced or adjusted high school diploma may participate in graduation exercises.

END OF POLICY

Legal Reference(s):

Title IX of the Education Amendments of 1972, 20 U.S.C. Sections 1681-1683; 34 CFR Part 106 (2000).
Doe v. Madison School District No. 321, 147 F3d 832 (9th Cir 1998); rehearing en banc granted and opinion and order withdrawn, 165 F3d 1265 (9th Cir 1999); vacated and remanded, 177 F3d 789 (9th Cir 1999).
Lee v. Weisman, 505 U.S. 577 (1992).

Code: **IL**
Adopted: June 24, 2006

Assessment Program

Assessments shall be used to measure the academic content standards and to identify student performance standards as adopted by the State Board of Education.

Accordingly, the district shall maintain the following assessment program:

1. Criterion-reference assessments, including performance-based assessments, content-based assessments and other valid methods as may be required by state and federal requirements;
2. Individual diagnostic and ability evaluations in all grades when students have been referred and parental permission obtained;
3. Assessments by individual teachers;
4. Optional school wide and grade level wide assessments, as recommended by the superintendent and as approved by the Board.

It is the intent of the Board that progress is measured in a manner that clearly enables the student and parents to know whether the student is making progress toward meeting or exceeding academic content standards. District, school and individual results shall be reported to the Board, parents and the community, as prescribed by law.

The district shall make additional services or alternative educational or public school options available to any student who has not met or has exceeded all of the state-required academic content standards. Additionally, students in schools receiving Title I moneys that have been identified as in need of improvement, corrective action or restructuring by NDE, will be provided in the form of supplemental services and public school options as required by law.

The district shall not discriminate in the methods, practices and materials used for assessment, evaluating and counseling students on the basis of race, color, national origin, religion, sex, age, disability or marital status. Discrimination complaints shall be processed in accordance with established procedures.

Staff will receive in-service education in the use of designated assessments and interpretation of assessment results.

The superintendent shall ensure a periodic review and evaluation of the district's assessment program is conducted.

END OF POLICY

Legal Reference(s): NRS389.012; NRS389.500

Family Educational Rights and Privacy Act, 20 U.S.C. Section 1232g; 34 CFR Part 99 (2000).

Protection of Pupil Rights, 20 U.S.C. Section 1232h; 34 CFR Part 98 (2000).

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 101-476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]

No Child Left Behind Act of 2001, P.L. 107-110, Title I, Sections 1111-1120B.

Code: **INB**
Adopted: June 24, 2006

Studying Controversial Issues

Since our society is based on the free exchange of ideas and diversity of political and social thought, it shall be the policy of this district to encourage unbiased, unprejudiced and scientific study of controversial issues as they arise as part of school curriculum. A controversial issue may be defined as any topic or problem which society is in the process of debating on which there is honest disagreement. Such issues arise when different interpretations are given to a particular set of circumstances.

The basic goal in studying controversial questions should be to enable the student to develop techniques for considering such questions; techniques which he/she will use habitually in later life. Learning situations shall provide opportunities for the development of clear thinking, balanced judgment, intelligent choices, informed opinion, an ability to differentiate fact from opinion and an understanding of propaganda devices. Questions treated should come within the range of the knowledge, maturity and competence of the students. Issues selected for study should be current, significant and of interest to the students.

The role of the teacher should be such as will reveal to students the processes used by the social scientist to identify, study and solve problems. The teacher shall avoid indoctrination in his/her own personal viewpoint and shall not attempt to control or limit the judgment of students. The selection of materials, guest speakers and classroom activities in general shall be done with studied impartiality for the purpose of fairly presenting all sides of an issue.

The administration of this policy in the district is the immediate responsibility of the building principal under the guidance of procedures established by the superintendent.

END OF POLICY

Legal Reference(s):

United States Constitution, Amendment I.
Nevada Constitution, Article 1.

Code: **INC**
Adopted: June 24, 2006

Controversial Speakers

The administration is expected to exercise judgment and to investigate fully those proposed resource speakers about whom questions may arise.

Teachers/Club sponsors should encourage the use of resource speakers representing various approaches and points of view on a given topic or issue in order to afford students a more comprehensive understanding of the topic/issue.

An appropriate record shall be made of each resource person/speaker used and of his/her presentation.

The ideas presented and the speaker invited to present them shall have a demonstrable relation to the instruction or co-curricular activity in which participating students are involved.

Prior to his/her participation, the speaker shall be given in writing and shall agree to abide by the following regulations:

1. Profanity, vulgarity and lewd comments are prohibited;

2. Tobacco use is prohibited;
3. Sexist, racial remarks or derogation of any group or individual is prohibited;
4. The teacher, club sponsor or member of the administration responsible for inviting the speaker has the right and obligation to interrupt or suspend the presentation if the conduct or content being presented by the speaker is judged to be in poor taste or endangers the health and safety of the students/staff.
5. A tape recording shall be made of each such resource person's presentation.
6. The ideas presented and the resource person invited to present them shall have a demonstrable relation to the curricular or co-curricular activity in which the participating students are involved.

END OF POLICY

Legal Reference(s):

Code: **INCA**
Adopted: June 24, 2006

Political Figures in District Facilities

The Board supports the participation of major political figures in a variety of school events. Such events include, but are not limited to, building dedications, awards assemblies, commencement and curricular innovations such as a mock convention.

If such event should occur during a campaign year, the candidate would be expected to refrain from using issues/materials related to that campaign.

Political candidates may be allowed to speak to classes or clubs during the school day if, in the judgment of the administration, the presentation is a desirable supplement to the instructional program. If such presentation is permitted, any other candidate who has filed for the same office will, upon request, be allowed equal time.

Each candidate, whether or not the incumbent, will be expected to adhere to the Regulations and procedures established for outside resource persons/controversial speakers.

END OF POLICY

Legal Reference(s):

Code: **INDB**
Adopted: June 24, 2006

Flag Displays and Salutes

A United States flag and a Nevada flag shall be displayed on or near each school building during school hours, except in unsuitable weather and at such other times as the Board deems proper.

Students shall receive instruction in respect for the national flag, and be provided an opportunity to salute the United States flag at least once each day by reciting *The Pledge of Allegiance*.

A flag salute may be implemented at assemblies, before or after school, at lunch, special events, home room class, athletic contests or at other times deemed appropriate by the principal. Individual staff members and students who do not participate in the salute must maintain a respectful silence during the salute.

END OF POLICY

Legal Reference(s):
Education v. Barnette, 319 U.S. 624 (1943).

Code: **INE**
Adopted: June 24, 2006

Assemblies

Assemblies will be scheduled by the principal in keeping with Board policies regarding content, speakers, student conduct and supervision of students.

END OF POLICY

Legal Reference(s):

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986).

Code: **ING**
Adopted: June 24, 2006

Animals in District Facilities

Permission is to be obtained from the principal before animals are brought into the school. Animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals.

If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care.

Animals may not be transported on a school bus.

Animals serving the disabled would be an exception to this policy.

END OF POLICY

Legal Reference(s):

Code: **INH**
Adopted: June 24, 2006

Class Interruptions

The district is committed to protecting instructional time. Therefore, class interruptions of any kind will be kept to a minimum.

Students are not permitted to interrupt a class in session. Students willfully disrupting classes will be subject to disciplinary action.

END OF POLICY

Legal Reference(s):